



California's  
**COMMON CORE**  
Content Standards  
Fifth Grade

**Map to Current Standards  
Prompts for Implementation**

Essential Skills/Concepts  
Academic Vocabulary  
Question Stems

California CCSS assessments are set to roll out in the spring of 2014.  
The earliest that new CCSS curriculum is projected to be considered for adoption will be 2014-15.  
We are launching into CCSS using the curriculum and the materials we have now.  
The prompts for implementation in this document were prepared by the Tulare County Office of Education.  
The map to current standards was created by the Sacramento County Office of Education.  
Together, they appear to be a good starting point for CCSS implementation.

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California's  
**COMMON CORE**

Content Standards for  
ELA and Mathematics

Fifth Grade

**TABLE OF CONTENTS**

READING STANDARDS LITERATURE	2 - 23
WRITING STANDARDS	24 - 35
SPEAKING & LISTENING	36 - 43
LANGUAGE STANDARDS	44 - 51
VISUAL DATA	52 - 55
MATHEMATICS STANDARDS OPERATIONS & ALGEBRAIC THINKING	56 - 61
NUMBER & OPERATIONS IN BASE TEN	62
NUMBER & OPERATIONS—FRACTIONS	63 - 64
MEASUREMENT & DATA	65
GEOMETRY	66

# READING STANDARDS

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

## LITERATURE

## Key Ideas and Details

**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.

**CURRENT standard:** 2.4 Draw inferences, conclusion, and generalizations about text and support them with textual evidence and prior knowledge. 2.5 Distinguish facts, supported inferences, and opinions in text.

### RL 4.1

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### RL 5.1

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

### RL 6.1

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### ACADEMIC VOCABULARY/

#### COGNATES

- explicit                      explicito
- inference                    inferencia
- textual evidence
- conclude                    concluir
- author's purpose
- quote

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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

# READING STANDARDS

## Key Ideas and Details

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

**CURRENT standard:** 3.2 Identify the main problem/conflict of the plot and explain how it is resolved. 3.4 Understand theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in simple works.

### RL 4.2

2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

### RL 5.2

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

### RL 6.2

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.

#### ACADEMIC VOCABULARY/ COGNATES

• theme	tema
• drama	drama
• poem	poema
• details	detalle
• characters	
• reflects	reflexionar
• topic	tópico
• summarize	resumir
• conflict	conflicto
• resolution	resolución
• solution	solución

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

##### Appendix B Sample Performance Task:

Students *summarize* the plot of Antoine de Saint-Exupéry's *The Little Prince* and then reflect on the *challenges* facing the *characters in the story* while employing those and other *details in the text* to discuss the value of inquisitiveness and exploration as a *theme* of the story.

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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

# READING STANDARDS

## Key Ideas and Details

**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CURRENT standard:** 3.3 Contrast actions/motive/ appearance of characters in work of fiction and discuss the importance of the contrasts to the theme/plot.

### RL 4.3

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 5.3

3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### RL 6.3

3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### ACADEMIC VOCABULARY/ COGNATES

- theme tema
- trait (characteristic) característica
- compare comparár
- contrast contraste/  
contrastár
- describe describír
- character/character traits
- dialogue diálogo
- analyze analizár

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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

# READING STANDARDS

## Craft and Structure

**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.

**CURRENT standard:** 3.5 Describe function/effect of literary devices (imagery, metaphor, symbolism).

### RL 4.4

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).

### RL 5.4

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

### RL 6.4

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

#### ACADEMIC VOCABULARY/ COGNATES

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

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

##### Appendix B Sample Performance Task:

Students *determine the meaning of the metaphor* of a cat in Carl Sandburg's poem "Fog" and contrast that *figurative language* to the meaning of the *simile* in William Blake's "The Echoing Green."

**SBAC Claim # 5:** Use oral and written language skillfully

#### QUESTIONS STEMS

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

# READING STANDARDS

## Craft and Structure

**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.

**CURRENT standard:** 3.1 Identify/analyze characteristics of poetry, drama, fiction, nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

### RL 4.5

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

### RL 5.5

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

### RL 6.5

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.

#### ACADEMIC VOCABULARY/ COGNATES

- |                       |                         |
|-----------------------|-------------------------|
| • drama               | drama                   |
| • dialogue            | dialogo                 |
| • scenes              | escena                  |
| • casts               |                         |
| • act acto            |                         |
| • stage directions    |                         |
| • dramatic literature | literature<br>dramática |
| • poem                | poema                   |
| • stanza              |                         |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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

# READING STANDARDS

## Craft and Structure

**Anchor:** Assess how point of view or purpose shapes the content and style of a text.

**CURRENT standard:** not applicable

### RL 4.6

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

### RL 5.6

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

### RL 6.6

6. Explain how an author develops the point of view of the narrator or speaker in a text.

#### ACADEMIC VOCABULARY/ COGNATES

- |                   |                |
|-------------------|----------------|
| • influence       | influencia     |
| • author          | autor          |
| • narrator        | narrador       |
| • speaker in text |                |
| • point of view   | punto de vista |
| • develop         |                |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

##### Appendix B Sample Performance Task:

Students *describe how the narrator's point of view* in Walter Farley's *The Black Stallion* *influences how events are described* and how the reader perceives the character of Alexander Ramsay, Jr.

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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



# READING STANDARDS

## Integration of Knowledge and Ideas

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

**CURRENT standard:** not applicable

### RL 4.7

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.

### RL 5.7

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

### RL 6.7

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.

#### ACADEMIC VOCABULARY/ COGNATES

- graphic novel      novella gráfica
- multimedia elements
- tone      tono
- folktale
- fiction      ficción
- myth      mito
- visual      visual

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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

# READING STANDARDS

## Integration of Knowledge and Ideas

**Anchor:** Not applicable

**CURRENT standard:** not applicable

**RL 4.8**

8. (Not applicable to literature)

**RL 5.8**

8. (Not applicable to literature)

**RL 6.8**

8. (Not applicable to literature)

**NOTES**

# READING STANDARDS

## Integration of Knowledge and Ideas

**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.

**CURRENT standard:** Grade 4 Reading 3.4.

### RL 4.9

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 5.9

9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### RL 6.9

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.

#### ACADEMIC VOCABULARY/ COGNATES

- |                      |                           |
|----------------------|---------------------------|
| • compare            | comprar                   |
| • contrast           | contrastar/<br>contrastar |
| • similar            | similár                   |
| • patterns of events |                           |
| • literature         | literature                |
| • mystery            | misterio                  |
| • poem               | poema                     |
| • fable              | fábula                    |
| • genre              | género                    |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

##### Appendix B Sample Performance Task:

Students *compare and contrast* coming-of-age stories by Christopher Paul Curtis (*Bud, Not Buddy*) and Louise Erdrich (*The Birchbark House*) by identifying *similar themes* and examining the stories' *approach* to the topic of growing up.

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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

# READING STANDARDS

## Range of Reading & Level of Text Complexity

**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently..

**CURRENT standard:** not applicable

### RL 4.10

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### RL 5.10

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

### RL 6.10

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.

#### ACADEMIC VOCABULARY/ COGNATES

- |                 |               |
|-----------------|---------------|
| • literature    | literatura    |
| • independently | independiente |
| • fluently      |               |
| • author        | autor         |
| • genres        | género        |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

Not applicable

#### QUESTIONS STEMS

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

# READING STANDARDS

## INFORMATIONAL TEXT

## Key Ideas and Details

**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.

**CURRENT standard:** not applicable

### RI 4.1

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### RI 5.1

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

### RI 6.1

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### ACADEMIC VOCABULARY/ COGNATES

- quote
- explicitly explicitamente
- drawing inferences
- accurately
- conclude concluir
- support
- evidence
- inference inferencia
- generalization generalización

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

##### Appendix B Sample Performance Task:

Students *quote accurately and explicitly* from Leslie Hall's "Seeing Eye to Eye" to *explain statements* they make and ideas they *infer* regarding sight and light.

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- Have you decided what quote from the text you will use to support your conclusion?
- Don't forget when you are quoting an author you need to use the same words the author used.
- Why do you think that? Support your inference with a quote from the text.
- Show me where in the text the author said that?
- When you are talking with you partner please use the frame, "On page \_\_\_\_ the author says..."

# READING STANDARDS

## Key Ideas and Details

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

**CURRENT standard:** 2.3 Discern main ideas/concepts presented in texts, identifying/assessing evidence that supports those ideas.

### RI 4.2

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

### RI 5.2

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

### RI 6.2

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.

#### ACADEMIC VOCABULARY/ COGNATES

- |               |            |
|---------------|------------|
| • determine   | determinar |
| • main ideas  |            |
| • support     |            |
| • summarize   | resumir    |
| • key details |            |
| • explain     | explicar   |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- What is this text about?
- What are the main ideas developed in the text?
- After reading the text, which details support the main ideas?
- How did you decide that these details are important?
- What kind of details does the author use to support the main ideas?
- Write a short summary about what you have learned?
- Can you summarize the main ideas of the text in a sentence?

# READING STANDARDS

## Key Ideas and Details

**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text

**CURRENT standard:** not applicable

### RI 4.3

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.

### RI 5.3

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### RI 6.3

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).

#### ACADEMIC VOCABULARY/

##### COGNATES

- |                |               |
|----------------|---------------|
| • events       |               |
| • concepts     | conceptos     |
| • ideas        | ideas         |
| • interactions | interacciones |
| • relationship | relación      |
| • historical   | histórico     |
| • scientific   | científico    |
| • technical    | técnico       |
| • information  | información   |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

##### Appendix B Sample Performance Task:

Students *explain the relationship between time and clocks using specific information drawn from Bruce Koscielniak's *About Time: A First Look at Time and Clocks.**

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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

# READING STANDARDS

## Craft and Structure

**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.

**CURRENT standard:** not applicable

### RI 4.4

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.

#### ACADEMIC VOCABULARY/ COGNATES

- multiple meaning words
- figurative language
- idiom
- synonym                      sinónimo
- antonym                        antónimo
- prefix                          prefijo
- suffix                          sufijo
- Greek and Latin root words
- reference materials
- digital

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 5:** Use oral and written language skillfully

### RI 5.4

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

#### ESSENTIAL SKILLS/CONCEPT

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

#### QUESTIONS STEMS

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

### RI 6.4

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.



# READING STANDARDS

## Craft and Structure

**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.

**CURRENT standard:** 2.2 Analyze text that is organized in sequential/chronological order.

### RI 4.5

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.

### RI 5.5

5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

### RI 6.5

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.  
a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.

#### ACADEMIC VOCABULARY/ COGNATES

- |                       |                   |
|-----------------------|-------------------|
| • chronological order | orden cronológico |
| • cause and effect    | causa y efecto    |
| • comparison          | comparación       |
| • problem/solutions   | problema/solucion |
| • structure           | estructura        |
| • events              |                   |
| • concepts            | conceptos         |
| • describe            | describir         |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

##### Appendix B Sample Performance Task:

Students identify the *overall structure of ideas, concepts, and information* in Seymour Simon's *Horses* (based on factors such as their speed and color) and compare and contrast that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth's Mightiest Storms*.

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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

# READING STANDARDS

## Craft and Structure

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

**CURRENT standard:** not applicable

### RI 4.6

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 5.6

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

### RI 6.6

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### ACADEMIC VOCABULARY/

##### COGNATES

- accounts
- topic
- similarities                      similitudes
- differences                      diferencias
- point of view                      punto de vista

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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

# READING STANDARDS

## Integration of Knowledge and Ideas

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

**CURRENT standard:** 2.1 Understand how text features (format, graphics, sequence, diagrams, illustrations, charts, and maps) make information accessible and usable.

### RI 4.7

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 5.7

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### RI 6.7

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.

#### ACADEMIC VOCABULARY/

##### COGNATES

- print sources
- digital sources
- efficiently
- locate
- synthesize            sintetizar
- summarize            resumir
- topic
- solution                solución

#### ESSENTIAL SKILLS/CONCEPT

- Be familiar with reference materials in libraries such as atlas, glossaries, encyclopedias
- Know how to access digital information sources such as Google, Bing, Wolfram Alpha, Wikipedia, dictionary.com
- Know how to use key terms to focus a search
- Know how to enter a question
- Know how to skim and scan print media to locate answers
- Determine if a source is credible

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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

# READING STANDARDS

## Integration of Knowledge and Ideas

**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.

**CURRENT standard:** 3.7 Evaluate author's use of various techniques to influence reader.

### RI 4.8

8. Explain how an author uses reasons and evidence to support particular points in a text.

### RI 5.8

8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

### RI 6.8

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.

#### ACADEMIC VOCABULARY/

#### COGNATES

- evidence
- reason                      razón
- support
- author                      autor
- points
- identify                      identificar

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- What is the author's message?
- Did the author use any evidence to support his thinking?
- Where in the text does the author show evidence to support the claim?
- Why did the author write that?
- Does the author give any reasons for writing that?
- Could you tell me why the author might have included that?
- What evidence could the author have added to make the points stronger?

# READING STANDARDS

## Integration of Knowledge and Ideas

**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.

**CURRENT standard:** not applicable

### RI 4.9

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

### RI 5.9

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

### RI 6.9

9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

#### ACADEMIC VOCABULARY/ COGNATES

- |                 |                          |
|-----------------|--------------------------|
| • compare       | comparar                 |
| • contrast      | contraste/<br>contrastar |
| • differ        |                          |
| • knowledgeably |                          |
| • integrate     | integrar                 |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- What did you learn from this piece of text about \_\_topic\_\_?
- Were there important details in this text that were not in the other? How are you deciding what details are important enough that you need to include them when you are writing?
- Did the author of this text write something that you need to include that the other didn't?
- How are you keeping track of the information so that you can put it together when you are writing or speaking?
- Does that sound like you know what you are talking about?

# READING STANDARDS

## Range of Reading & Level of Text Complexity

**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

**CURRENT standard:** not applicable

### RI 4.10

10. By the end of 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 5.10

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

### RI 6.10

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.

#### ACADEMIC VOCABULARY/ COGNATES

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

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

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

# READING STANDARDS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

## FOUNDATIONAL SKILLS

## Phonics & Word Recognition

**Anchor:** Not applicable

**CURRENT standard:** Grade 3-Reading 1.1 and 1.2.

### RF 4.3

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all lettersound correspondences, syllabication patterns, and morphology(e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### RF 5.3

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all lettersound 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

3. (Not applicable)

#### ACADEMIC VOCABULARY/ COGNATES

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

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

Not applicable

#### QUESTIONS STEMS

- Can you make all the sounds in that word in order?
- Are there any familiar parts in that word that you can use to help you?
- Do you know any other words like that?

# READING STANDARDS

## Fluency

**Anchor:** Not applicable

**CURRENT standard:** 1.1 Read aloud narrative/expository text fluently, accurately, intonation, expression.

### RF 4.4

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### RF 5.4

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### RF 6.4

4. (Not applicable)

#### ACADEMIC VOCABULARY/ COGNATES

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

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

Not applicable

#### QUESTIONS STEMS

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



# WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

## WRITING

## Text Types & Purposes

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

**CURRENT standard:** 2.4 Write persuasive letters/compositions a. State clear position in support of a proposal b. Support position with relevant evidence c. Follow simple organizational pattern d. Address reader concerns

### W 4.1

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - 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.
  - b. Provide reasons that are supported by facts and details.
  - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
  - d. Provide a concluding statement or section related to the opinion presented.

### W 5.1

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - 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.
  - b. Provide logically ordered reasons that are supported by facts and details.
  - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - d. Provide a concluding statement or section related to the opinion presented.

### W 6.1

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s) and organize the reasons and evidence clearly.
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from the argument presented.

#### ACADEMIC VOCABULARY/ COGNATES

- |                        |              |
|------------------------|--------------|
| • organization         | organización |
| • opinion              | opinión      |
| • phrases              | frases       |
| • clauses              | clausulas    |
| • transitions          | transiciones |
| • concluding statement |              |
| • facts                |              |
| • details              | detalles     |
| • logical              | lógico       |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 2:** Write Effectively

#### QUESTIONS STEMS

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

# WRITING STANDARDS

## Text Types & Purposes

**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.

**CURRENT standard:** 2.2 Write response to literature a. Demonstrate understanding of literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding. 2.3 Write research report about important ideas, issues, or events by using: a. Frame question to direct investigation b. Establish a controlling idea or topic c. Develop topic with simple facts, details, examples, and explanations

### W 4.2

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.

### W 5.2

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.

### W 6.2

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify them relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.

# WRITING STANDARDS

## ACADEMIC VOCABULARY/

### COGNATES

- |                        |              |
|------------------------|--------------|
| • organization         | organización |
| • opinion              | opinión      |
| • phrases              | frases       |
| • clauses              | clausulas    |
| • transitions          | transiciones |
| • concluding statement |              |
| • facts                |              |
| • details              | detalles     |
| • logical              | lógico       |

## ESSENTIAL SKILLS/CONCEPT

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

## TEACHING NOTES AND STRATEGIES

See Appendix C: Author Response: Roald\*  
pages 29 – 30

**SBAC Claim # 2:** Write Effectively

## QUESTIONS STEMS

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

# WRITING STANDARDS

## Text Types & Purposes

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

**CURRENT standard:** 2.1 Write narratives a. Establish plot, point of view, setting, and conflict.  
b. Show, rather than tell, the events of the story.

### W 4.3

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transitional words and phrases to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows from the narrated experiences or events.

### W 5.3

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows from the narrated experiences or events.

### W 6.3

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
  - 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.
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - Provide a conclusion that follows from the narrated experiences or events.

# WRITING STANDARDS

## ACADEMIC VOCABULARY/

### COGNATES

• narrative	narrativa
• narrator	narrador
• characters	
• sequence	secuencia
• dialogue	diálogo
• pacing	
• description	descripción
• behaviors	
• responses	
• temporal words	
• precise	preciso
• conclusion	conclusion

## ESSENTIAL SKILLS/CONCEPT

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

## TEACHING NOTES AND STRATEGIES

See Appendix C: Getting Shot \* page 31 – 35

SBAC Claim # 2: Write Effectively

## QUESTIONS STEMS

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

# WRITING STANDARDS

## Production & Distribution of Writing

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

**CURRENT standard:** 1.1 Create multipleparagraph narrative compositions: a. Establish/develop a situation or plot b. Describe the setting. c. Present an ending. 1.2 Create multipleparagraph expository compositions: a. Establish topic, important ideas or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details.

### W 4.4

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

### W 5.4

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

### W 6.4

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### ACADEMIC VOCABULARY/ COGNATES

• organization	organización
• development	
• substance	substancia
• style	estilo
• appropriate	apropiado
• purpose	propósito
• audience	audiencia
• clear	claro
• coherent	

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 2:** Write Effectively

#### QUESTIONS STEMS

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

# WRITING STANDARDS

## Production & Distribution of Writing

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

**CURRENT standard:** not applicable

### W 4.5

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

### W 5.5

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

### W 6.5

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

#### ACADEMIC VOCABULARY/ COGNATES

- |                |                             |
|----------------|-----------------------------|
| • planning     | planeando/<br>planificación |
| • revising     | revisando                   |
| • editing      |                             |
| • rewriting    |                             |
| • organization | organización                |
| • approach     |                             |
| • guidance     |                             |
| • strengthen   |                             |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

Not applicable

#### QUESTIONS STEMS

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

# WRITING STANDARDS

## Production & Distribution of Writing

**Anchor:** Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

**CURRENT standard:** 1.4 Create simple documents with electronic media with organizational features.

### W 4.6

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 5.6

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 two pages in a single sitting.

### W 6.6

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.

#### ACADEMIC VOCABULARY/

##### COGNATES

- |                   |             |
|-------------------|-------------|
| • document        | documento   |
| • format          | formato     |
| • insert          |             |
| • computer        | computadora |
| • spell check     |             |
| • save            |             |
| • menus           | menu        |
| • file older      |             |
| • word processing |             |
| • PowerPoint      |             |
| • keyboarding     |             |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

Not applicable

#### QUESTIONS STEMS

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



# WRITING STANDARDS

## Research to Build & Present Knowledge

**Anchor:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CURRENT standard:** 2.3 Write research report about important ideas, issues, or events by using: a. Frame question to direct investigation b. Establish a controlling idea or topic c. Develop topic with simple facts, details, examples, and explanations

### W 4.7

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

### W 5.7

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

### W 6.7

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

#### ACADEMIC VOCABULARY/ COGNATES

- |                   |               |
|-------------------|---------------|
| • aspects         | aspectos      |
| • topics          |               |
| • research        |               |
| • data base       |               |
| • internet search |               |
| • bibliography    | bibliografía  |
| • investigation   | investigación |
| • cite source     |               |
| • synthesize      | sintetizar    |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 4:** Conduct Research

#### QUESTIONS STEMS

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

# WRITING STANDARDS

## Production & Distribution of Writing

**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.

**CURRENT standard:** not applicable

### W 4.8

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.

### W 5.8

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

### W 6.8

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.

#### ACADEMIC VOCABULARY/

##### COGNATES

- digital sources
- summarize resumír
- paraphrase parafaseár
- bibliography bibliographía
- research
- relevant (pertinent) pertinente
- note-taking
- cite
- quote

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 2:** Write effectively

**SBAC Claim # 4:** Conduct Research

#### QUESTIONS STEMS

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

# WRITING STANDARDS

## Production & Distribution of Writing

**Anchor:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CURRENT standard:** 1.2 Create multiparagraph expository compositions: a. Establish topic, important ideas or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details. 2.2 Write response to literature a. Demonstrate understanding of literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding.

### W 4.9

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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]").
  - 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")

### W 5.9

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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]").
  - 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]").

### W 6.9

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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").
  - 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").

#### ACADEMIC VOCABULARY/ COGNATES

- |                      |                   |
|----------------------|-------------------|
| • research           |                   |
| • analysis           | análisis          |
| • support            |                   |
| • reflection         | reflexión         |
| • evidence           |                   |
| • literary           | literario         |
| • informational text | texto informativo |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 2:** Write effectively  
**SBAC Claim # 4:** Conduct Research

#### QUESTIONS STEMS

- What evidence did the author use to support his/her claims?
- Explain the evidence the author used to support the claim, \_\_\_\_\_.
- Compare the two events in each of the two sources on the topic \_\_\_\_\_.
- Describe what you have learned on this topic.
- Which details can you add that will make your writing stronger?
- What caused you to think or believe that?
- Has studying this topic caused you to change your thinking? How will your writing reflect that change?

# WRITING STANDARDS

## Range of Writing

**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.

**CURRENT standard:** not applicable

### W 4.10

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.

### W 5.10

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.

### W 6.10

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.

#### ACADEMIC VOCABULARY/

##### COGNATES

- research
  - summarize
  - revise/edit
  - bibliography
  - sources
  - peer
  - graphic organizers
- resumír  
revisár  
bibliografía

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

No applicable

#### QUESTIONS STEMS

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

# SPEAKING & LISTENING

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

## Comprehension & Collaboration

**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.

**CURRENT standard:** 1.1 Ask questions to seek information not already discussed. 1.2 Interpret speaker's verbal/non verbal messages. 1.3. Make inferences or draw conclusions based on an oral report.

### SL 4.1

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions 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.

### SL 5.1

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### SL 6.1

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation 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.

# SPEAKING & LISTENING

## ACADEMIC VOCABULARY/

### COGNATES

- discussion            discusión
- elaboration            elaborár
- contribute            contribuir
- clarify                clarificar
- draw conclusions

## ESSENTIAL SKILLS/CONCEPT

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

## TEACHING NOTES AND STRATEGIES

**SBAC Claim # 3:** Employ effective speaking and listening skills.

**SBAC Claim # 5:** Use oral and written language skillfully

## QUESTIONS STEMS

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

# SPEAKING & LISTENING

## Comprehension & Collaboration

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

**CURRENT standard:** not applicable

### SL 4.2

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### SL 5.2

2. Summarize a written text read aloud or information presented in diverse media and formats.

### SL 6.2

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

#### ACADEMIC VOCABULARY/ COGNATES

- |                  |                        |
|------------------|------------------------|
| • summarize      | resumir                |
| • graph          | gráfico                |
| • visually       | visuál                 |
| • oral           | oral                   |
| • multimodal     |                        |
| • diverse media  | los medios<br>diversos |
| • formats        | formato                |
| • quantitatively | cuantitativamente      |
| • orally         | oralmente              |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 3:** Employ effective speaking and listening skills.

**SBAC Claim # 5:** Use oral and written language skillfully

#### QUESTIONS STEMS

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

# SPEAKING & LISTENING

## Comprehension & Collaboration

**Anchor:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**CURRENT standard:** Grade 4-Writing 2.4 and Listening and Speaking 1.2.

### SL 4.3

3. Identify the reasons and evidence a speaker or media source provides to support particular points.

### SL 5.3

3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

### SL 6.3

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### ACADEMIC VOCABULARY/ COGNATES

- |                 |             |
|-----------------|-------------|
| • summarize     | resumir     |
| • evidence      |             |
| • claim         |             |
| • supported     |             |
| • misconception |             |
| • logical       | lógico      |
| • fallacy       |             |
| • identify      | identificar |
| • media source  |             |
| • reason        | razón       |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 3:** Employ effective speaking and listening skills.

**SBAC Claim # 5:** Use oral and written language skillfully

#### QUESTIONS STEMS

- What is it that the speaker is claiming?
- What support does the speaker use to support his/her claim?
- How does the evidence support the speaker's claim?



# SPEAKING & LISTENING

## Presentation of Knowledge & Ideas

**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.

**CURRENT standard:** 1.4 Select focus, organizational structure, and point of view for an oral presentation. 1.5 Clarify and support ideas with evidence and examples.

### SL 4.4

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.
  - 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.

### SL 5.4

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
  - a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.
  - b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.

### SL 6.4

4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), 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.
  - a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.

# SPEAKING & LISTENING

## ACADEMIC VOCABULARY/

### COGNATES

- deliver
  - facts
  - details
  - logically (logic)
  - appropriate
  - specific
  - organized
  - sequencing
  - memorize
  - recite
  - expression
  - gesture
  - historical document
- |             |
|-------------|
| detalles    |
| lógicamente |
| apropiado   |
| específico  |
| organizado  |
| secuencia   |
| memorizar   |
| recitar     |
| expresión   |
| gesto       |
| documento   |
| historico   |

## ESSENTIAL SKILLS/CONCEPT

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

## TEACHING NOTES AND

### STRATEGIES

**SBAC Claim # 3:** Employ effective speaking and listening skills.

## QUESTIONS STEMS

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

# SPEAKING & LISTENING

## Presentation of Knowledge & Ideas

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

**CURRENT standard:** 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

### SL 4.5

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### SL 5.5

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

### SL 6.5

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

#### ACADEMIC VOCABULARY/ COGNATES

- |                         |                      |
|-------------------------|----------------------|
| • strategic             | estratégico          |
| • multimedia components |                      |
| • presentations         | presentaciones       |
| • digital media         | los medios digitales |
| • visual display        |                      |
| • data                  | datos                |
| • enhance               |                      |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 3:** Employ effective speaking and listening skills.

#### QUESTIONS STEMS

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

# SPEAKING & LISTENING

## Presentation of Knowledge & Ideas

**Anchor:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**CURRENT standard:** 1.6 Engage audience with verbal cues/facial expressions/gestures. 2.1 Deliver narrative presentations: a. Establish situation, plot, point of view, and setting with descriptive words. b. Show, rather than tell, the listener what happens. 2.2 Deliver information presentations: a. Frame questions to direct investigations. b. Establish controlling idea/topic. c. Develop topic with simple facts, details, examples, and explanations. 2.3 Deliver oral response to literature: a. Summarize significant events/details. b. Articulate understanding of several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions.

### SL 4.6

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 for specific expectations.)

### SL 5.6

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)

### SL 6.6

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3.)

#### ACADEMIC VOCABULARY/ COGNATES

- |                    |               |
|--------------------|---------------|
| • Adapt            | adaptar       |
| • speech           |               |
| • context          | contexto      |
| • formal English   | ingles formal |
| • informal English |               |
| • situation        | situación     |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 3:** Employ effective speaking and listening skills.

#### QUESTIONS STEMS

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

# LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

## Conventions of Standard English

**Anchor:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CURRENT standard:** 1.1 Identify and correctly use prepositional phrases, appositives, independent/dependent clauses, use transitions/conjunctions to connect ideas.

### L 4.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. **Write fluidly and legibly in cursive or joined italics.**
  - b. Use **interrogative**, relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
  - d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
  - e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - 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., *to, too, two; there, their*).\*

### L 5.1

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

### L 6.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - b. Use all pronouns, including intensive pronouns (e.g., *myself, ourselves*), 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.\*

# LANGUAGE STANDARDS

## ACADEMIC VOCABULARY/

### COGNATES

- |                 |                  |
|-----------------|------------------|
| • conventions   | convenciones     |
| • conjunctions  | conjunciones     |
| • correlative   |                  |
| • perfect verbs | verbos perfectos |
| • prepositions  | preposiciones    |
| • interjections | interjecciones   |
| • grammar       | gramática        |
| • verb tense    |                  |
| • aspect        | aspecto          |

## ESSENTIAL SKILLS/CONCEPT

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

## TEACHING NOTES AND

### STRATEGIES

**SBAC Claim # 2:** Write effectively.

## QUESTIONS STEMS

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

# LANGUAGE STANDARDS

## Conventions of Standard English

**Anchor:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CURRENT standard:** 1.3 Use colon to separate hours/minutes, into list; use quotation marks around exact words of speaker; title of poems, songs, and short stories. 1.4 Use correct capitalization. 1.5 Spell roots, suffixes, prefixes, and contractions, syllable construction. Grade 2- Writing 1.4 Grade 3- Writing 1.6

### L 4.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use correct capitalization.
  - Use commas and quotation marks to mark direct speech and quotations from a text.
  - Use a comma before a coordinating conjunction in a compound sentence.
  - Spell grade-appropriate words correctly, consulting references as needed.

### L 5.2

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

### L 6.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
  - Spell correctly.

#### ACADEMIC VOCABULARY/

##### COGNATES

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

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND

##### STRATEGIES

**SBAC Claim # 2:** Write effectively.

#### QUESTIONS STEMS

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

# LANGUAGE STANDARDS

## Knowledge of Language

**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.

**CURRENT standard:** 1.6 Edit/revise manuscripts to improve meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging works and sentences.

### L 4.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.\*
  - Choose punctuation for effect.\*
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### L 5.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

### L 6.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style.\*
  - Maintain consistency in style and tone.\*

#### ACADEMIC VOCABULARY/ COGNATES

- |                        |                      |
|------------------------|----------------------|
| • expand               |                      |
| • combine              | combiner             |
| • reduce               | reducer              |
| • dialect              | dialecto             |
| • register             | registro             |
| • varieties of English | variedades de inglés |
| • style                | estilo               |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 5:** Use oral and written language skillfully

#### QUESTIONS STEMS

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



# LANGUAGE STANDARDS

## Vocabulary Acquisition and Use

**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.

**CURRENT standard:** 1.2 Use word origins to determine meaning of unknown words. 1.4 Know abstract, derived roots/affixes from Greek/Latin and use knowledge to analyze the meaning of complex words. 1.5 Use a thesaurus to identify alternative word choice/meanings.

### L 4.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
  - 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.**

### L 5.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., cause effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
  - 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.**

### L 6.4

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.
- 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.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
  - 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.
  - 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).

# LANGUAGE STANDARDS

## ACADEMIC VOCABULARY/

### COGNATES

- figurative                      figurativo
- root word
- prefix                              prefijo
- suffix                                sufijo
- interpret                          interpretar
- idioms
- adages
- proverbs                          proverbos
- context clues

## ESSENTIAL SKILLS/CONCEPT

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

## TEACHING NOTES AND

### STRATEGIES

**SBAC Claim # 5:** Use oral and written language skillfully

## QUESTIONS STEMS

- What strategies have you used to try to figure out that word?
- Have you looked in the dictionary or glossary?
- Can you use the sentences around that word to help you discover what that word might mean?
- Are there roots or suffixes and prefixes that you can use?
- Can you use a dictionary to find definitions and keys to pronunciation?

# LANGUAGE STANDARDS

## Vocabulary Acquisition and Use

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

**CURRENT standard:** 1.3 Understand and explain frequently used synonyms, antonyms, homographs. 1.5 Explain figurative/metaphorical words in context.

### L 4.5

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### L 5.5

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### L 6.5

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., personification) in context.
  - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, *scrimping*, economical, *unwasteful*, thrifty).

#### ACADEMIC VOCABULARY/ COGNATES

- |                       |                   |
|-----------------------|-------------------|
| • figurative language | lenguaje figurado |
| • similes             | similes           |
| • metaphors           | metáforas         |
| • adages              |                   |
| • proverbs            | proverbios        |
| • idioms              |                   |
| • synonym             | sinónimo          |
| • antonym             | antónimo          |
| • homographs          | homógrafos        |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND

##### STRATEGIES

**SBAC Claim # 5:** Use oral and written language skillfully

#### QUESTIONS STEMS

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

# LANGUAGE STANDARDS

## Vocabulary Acquisition and Use

**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.

**CURRENT standard:** not applicable

### L 4.6

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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### L 5.6

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### L 6.6

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.

#### ACADEMIC VOCABULARY/ COGNATES

- |            |            |
|------------|------------|
| • academic | academico  |
| • domain   | domino     |
| • specific | especifico |
| • signal   | señal      |
| • contrast | contraste  |

#### ESSENTIAL SKILLS/CONCEPT

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

#### TEACHING NOTES AND STRATEGIES

Not applicable

#### QUESTIONS STEMS

- What have you been reading lately?
- Keep a list of words you don't know, but that might be important.
- As you read, be sure to look for those words that signal that an addition or contrast is going to be made.
- The more you read, the more vocabulary you will learn
- Be on the lookout for words you know that might be used in a different way since it is a different subject.

## LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (\*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
<b>L.3.1f.</b> Ensure subject-verb and pronoun-antecedent agreement.								
<b>L.3.3a.</b> Choose words and phrases for effect.								
<b>L.4.1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
<b>L.4.1g.</b> Correctly use frequently confused words (e.g., <i>to/for/two; there/their</i> ).								
<b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.*								
<b>L.4.3b.</b> Choose punctuation for effect.								
<b>L.5.1d.</b> Recognize and correct inappropriate shifts in verb tense.								
<b>L.5.2a.</b> Use punctuation to separate items in a series.*								
<b>L.6.1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.								
<b>L.6.1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
<b>L.6.1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
<b>L.6.2a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
<b>L.6.3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style. <sup>1</sup>								
<b>L.6.3b.</b> Maintain consistency in style and tone.								
<b>L.7.1c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
<b>L.7.3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
<b>L.8.1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.								
<b>L.9-10.1a.</b> Use parallel structure.								

<sup>1</sup>Subsumed by L.7.3a

<sup>2</sup>Subsumed by L.9-10.1a

<sup>3</sup>Subsumed by L.11-12.3a

## Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A

## Range of Text Types for K-5

Students in grades K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
<b>Stories</b>	Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	<b>Poetry</b>	<b>Literary Nonfiction</b>
<b>Drama</b>	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

## TEXT ILLUSTRATING THE COMPLEXITY, QUALITY, AND RANGE OF STUDENT READING K-5

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	<ul style="list-style-type: none"> <li>• <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)*</li> <li>• <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967)</li> <li>• <i>Pancakes for Breakfast</i> by Tomie DePaola (1978)</li> <li>• <i>A Story</i>. A Story by Gail E. Haley (1970)*</li> <li>• <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)*</li> <li>• "Mix a Pancake" by Christina G. Rossetti (1893)**</li> <li>• <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)*</li> <li>• <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)**</li> <li>• <i>Frog and Toad Together</i> by Arnold Lobel (1971)**</li> <li>• <i>Hil Fly Guy</i> by Tedd Arnold (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>My Five Senses</i> by Ailiki (1962)**</li> <li>• <i>Truck</i> by Donald Crews (1980)</li> <li>• <i>I Read Signs</i> by Tana Hoban (1987)</li> <li>• <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)*</li> <li>• <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*</li> <li>• <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)**</li> <li>• <i>Starfish</i> by Edith Thacher Hurd (1962)</li> <li>• <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)**</li> <li>• <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)*</li> <li>• <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*</li> </ul>
2-3	<ul style="list-style-type: none"> <li>• "Who Has Seen the Wind?" by Christina G. Rossetti (1893)</li> <li>• <i>Charlotte's Web</i> by E. B. White (1952)*</li> <li>• <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985)</li> <li>• <i>Tops and Bottoms</i> by Janet Stevens (1995)</li> <li>• <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A Medieval Feast</i> by Ailiki (1983)</li> <li>• <i>From Seed to Plant</i> by Gail Gibbons (1991)</li> <li>• <i>The Story of Ruby Bridges</i> by Robert Coles (1995)*</li> <li>• <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997)</li> <li>• <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865)</li> <li>• "Casey at the Bat" by Ernest Lawrence Thayer (1888)</li> <li>• <i>The Black Stallion</i> by Walter Farley (1941)</li> <li>• "Zlateh the Goat" by Isaac Bashevis Singer (1984)</li> <li>• <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992)</li> <li>• <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996)</li> <li>• <i>A History of US</i> by Joy Hakim (2005)</li> <li>• <i>Horses</i> by Seymour Simon (2006)</li> <li>• <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)</li> </ul>

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

\*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read aloud with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

# STAYING ON TOPIC WITHIN A GRADE AND ACROSS GRADES: HOW TO BUILD KNOWLEDGE SYSTEMATICALLY IN ENGLISH LANGUAGE ARTS K-5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2-3	4-5
<b>The Human Body</b> Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	<p><b>The five senses and associated body parts</b></p> <ul style="list-style-type: none"> <li>• <i>My Five Senses</i> by Ailki (1989)</li> <li>• <i>Hearing</i> by Maria Rius (1985)</li> <li>• <i>Sight</i> by Maria Rius (1985)</li> <li>• <i>Smell</i> by Maria Rius (1985)</li> <li>• <i>Taste</i> by Maria Rius (1985)</li> <li>• <i>Touch</i> by Maria Rius (1985)</li> </ul> <p><b>Taking care of your body: Overview (hygiene, diet, exercise, rest)</b></p> <ul style="list-style-type: none"> <li>• <i>My Amazing Body: A First Look at Health &amp; Fitness</i> by Pat Thomas (2001)</li> <li>• <i>Get Up and Go!</i> by Nancy Carlson (2008)</li> <li>• <i>Go Wash Up</i> by Doering Tourville (2008)</li> <li>• <i>Sleep</i> by Paul Showers (1997)</li> <li>• <i>Fuel the Body</i> by Doering Tourville (2008)</li> </ul>	<p><b>Introduction to the systems of the human body and associated body parts</b></p> <ul style="list-style-type: none"> <li>• <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007)</li> <li>• <i>Me and My Amazing Body</i> by Joan Sweeney (1999)</li> <li>• <i>The Human Body</i> by Gellimard Jeunesse (2007)</li> <li>• <i>The Busy Body Book</i> by Lizzy Rockwell (2008)</li> <li>• <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004)</li> </ul> <p><b>Taking care of your body: Germs, diseases, and preventing illness</b></p> <ul style="list-style-type: none"> <li>• <i>Germs Make Me Sick</i> by Marilyn Berger (1995)</li> <li>• <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005)</li> <li>• <i>Germ Stories</i> by Arthur Kornberg (2007)</li> <li>• <i>All About Scabs</i> by Genichiro Yagu (1998)</li> </ul>	<p><b>Digestive and excretory systems</b></p> <ul style="list-style-type: none"> <li>• <i>What Happens to a Hamburger</i> by Paul Showers (1985)</li> <li>• <i>The Digestive System</i> by Christine Taylor-Butler (2008)</li> <li>• <i>The Digestive System</i> by Rebecca L. Johnson (2006)</li> <li>• <i>The Digestive System</i> by Kristin Petrie (2007)</li> </ul> <p><b>Taking care of your body: Healthy eating and nutrition</b></p> <ul style="list-style-type: none"> <li>• <i>Good Enough to Eat</i> by Lizzy Rockwell (1999)</li> <li>• <i>Showdown at the Food Pyramid</i> by Rex Barron (2004)</li> </ul> <p><b>Muscular, skeletal, and nervous systems</b></p> <ul style="list-style-type: none"> <li>• <i>The Mighty Muscular and Skeletal Systems</i>: Crabtree Publishing (2009)</li> <li>• <i>Muscles</i> by Seymour Simon (1998)</li> <li>• <i>Bones</i> by Seymour Simon (1998)</li> </ul> <p>• <i>The Astounding Nervous System</i>: Crabtree Publishing (2009)</p> <p>• <i>The Nervous System</i> by Joelle Riley (2004)</p>	<p><b>Circulatory system</b></p> <ul style="list-style-type: none"> <li>• <i>The Heart</i> by Seymour Simon (2006)</li> <li>• <i>The Heart and Circulation</i> by Carol Ballard (2005)</li> <li>• <i>The Circulatory System</i> by Kristin Petrie (2007)</li> <li>• <i>The Amazing Circulatory System</i> by John Burstein (2009)</li> </ul> <p><b>Respiratory system</b></p> <ul style="list-style-type: none"> <li>• <i>The Lungs</i> by Seymour Simon (2007)</li> <li>• <i>The Respiratory System</i> by Susan Glass (2004)</li> <li>• <i>The Respiratory System</i> by Kristin Petrie (2007)</li> <li>• <i>The Remarkable Respiratory System</i> by John Burstein (2009)</li> </ul> <p><b>Endocrine system</b></p> <ul style="list-style-type: none"> <li>• <i>The Endocrine System</i> by Rebecca Olien (2006)</li> <li>• <i>The Exciting Endocrine System</i> by John Burstein (2009)</li> </ul>



# MATHEMATICS STANDARDS

## INTRODUCTION

### Toward greater focus and coherence

*Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.*

—National Research Council, 2009

*The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.*

—Ginsburg, Leinwand and Decker, 2009

*Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.*

—Ginsburg et al., 2005

*There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.*

—Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

*articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, **but also the key ideas** that determine how knowledge is organized and generated within that discipline. This implies that “to be coherent,” a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. These deeper structures then serve as a means for connecting the particulars (such as an understanding of the rational number system and its properties). (emphasis added)*

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.

# MATHEMATICS STANDARDS

## MATHEMATICAL PRACTICE

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

### **1 Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### **2 Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

### **3 Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

### **4 Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

# MATHEMATICS STANDARDS

## 5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

## 6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

## 7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

## 8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

## Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction. The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices. In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

# MATHEMATICS STANDARDS

## Understanding mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as  $(a + b)(x + y)$  and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding  $(a + b + c)(x + y)$ . Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for use of Braille, screen reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

K	1	2	3	4	5	6	7	8	HS
Counting & Cardinality									
Number & Operations Base Ten						Ratios & Proportional Relationships			Number & Quantity
			Number & Operations Fractions			The Number System			
Operations & Algebraic Thinking						Expressions & Equations			Algebra
								Functions	Functions
Geometry									Geometry
Measurement & Data						Statistics & Probability			Statistics & Probability

Findell & Foughty (2011)

*College and Career-Readiness through the Common Core State Standards for Mathematics*

# MATHEMATICS STANDARDS

## GRADE 5 - OVERVIEW

**In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.**

1. Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)
2. Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.
3. Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

# MATHEMATICS STANDARDS

## OPERATIONS & ALGEBRAIC THINKING

### WRITE AND INTERPRET NUMERICAL EXPRESSIONS.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.
- 2.1 Express a whole number in the range 2-50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as  $2 \times 2 \times 2 \times 3$ .

### ANALYZE PATTERNS AND RELATIONSHIPS.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

# MATHEMATICS STANDARDS

## NUMBER & OPERATIONS IN BASE TEN

### UNDERSTAND THE PLACE VALUE SYSTEM.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
  - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
  - b. Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

### PERFORM OPERATIONS WITH MULTI-DIGIT WHOLE NUMBERS AND WITH DECIMALS TO HUNDREDTHS.

5. Fluently multiply multi-digit whole numbers using the standard algorithm
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

# MATHEMATICS STANDARDS

## NUMBER & OPERATIONS—FRACTIONS

### USE EQUIVALENT FRACTIONS AS A STRATEGY TO ADD AND SUBTRACT FRACTIONS.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general,  $a/b + c/d = (ad + bc)/bd$ .)
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .

### APPLY AND EXTEND PREVIOUS UNDERSTANDINGS OF MULTIPLICATION AND DIVISION TO MULTIPLY AND DIVIDE FRACTIONS.

3. Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions, mixed numbers, or decimal fractions, e.g., by using visual fraction models or equations to represent the problem. For example, interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ . If 9 people want to share a 50- pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
  - a. Interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = ac/bd$ .)
  - b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
  - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
  - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.



# MATHEMATICS STANDARDS

## APPLY AND EXTEND PREVIOUS UNDERSTANDINGS OF MULTIPLICATION AND DIVISION TO MULTIPLY AND DIVIDE FRACTIONS.

7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup>
  - a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .
  - b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .
  - c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?

<sup>1</sup>Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

# MATHEMATICS STANDARDS

## MEASUREMENT & DATA

SOLVE PROBLEMS INVOLVING MEASUREMENT AND ESTIMATION OF INTERVALS OF TIME, LIQUID VOLUMES, AND MASSES OF OBJECTS.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

## REPRESENT AND INTERPRET DATA.

2. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

## GEOMETRIC MEASUREMENT: UNDERSTAND CONCEPTS OF VOLUME AND RELATE VOLUME TO MULTIPLICATION AND TO ADDITION.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
  - a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
  - b. A solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
  - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
  - b. Apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
  - c. Recognize volume as additive. Find volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

# MATHEMATICS STANDARDS

## GEOMETRY

### GRAPH POINTS ON THE COORDINATE PLANE TO SOLVE REAL-WORLD AND MATHEMATICAL PROBLEMS.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

### CLASSIFY TWO-DIMENSIONAL FIGURES INTO CATEGORIES BASED ON THEIR PROPERTIES..

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
  - 3.1 Distinguish among rectangles, parallelograms, and trapezoids.
4. Classify two-dimensional figures in a hierarchy based on properties.
5. Know that the sum of the angles of any triangle is  $180^\circ$  and the sum of the angles of any quadrilateral is  $360^\circ$  and use this information to solve problems. (CA-Standard MG 2.2)
6. Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e. two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram). (CA-Standard MG 1.1)

For more information contact

