

GRADE 5

Course Overview

MCPS English Language Arts teaching and learning in fifth grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- quote details in and draw inferences from text;
- determine the theme and main idea in text and write a summary;
- compare and contrast two or more characters, setting, or events in a story or drama;
- determine word meaning based on context clues;
- compare and contrast story details and also different genre;
- use comprehension strategies to understand fiction and informational text.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon literary and informational texts they read. Students:

- routinely produce clear, coherent, and organized writing appropriate for fifth grade;
- conduct short research projects using multiple sources;
- use technology to research, produce and publish writing and to collaborate with others;
- recall information from experiences, and draw evidence from both literary and informational text to support analysis, reflection, and research.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- engage effectively in a range of collaborative discussion formats;
- summarize text, points a speaker makes, or information presented in various media and formats;
- report on a topic or text or present an opinion, sequencing ideas and using appropriate facts and details;
- include multimedia components and visual displays to presentations to enhance the development of main ideas or themes.
- use appropriate language (formal or informal) based on audience or situation.

Language and the “rules” of standard written and spoken English as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises. Students:

- demonstrate command of Standard English conventions when writing or speaking at a fifth grade level;
- interpret figurative language, including similes and metaphors;
- use strategies and resources to clarify meaning of unknown words and phrases.

Major Units

Indian Education for All Titles

- *Arrow Over the Door* by Joseph Bruchac
- *Navajo Long Walk* by Joseph Bruchac
- *A New Look at Thanksgiving* by Catherine O'Neill Grace

Science

- Using Variables in the Inquiry Process
- Astronomy: Earth, Sun, Moon, Planets (Solar System) and Beyond
- Elements and Compounds

Social Studies

United States History and Geography – Beginnings to 1850:

- Pre-Columbian America
- Age of Exploration
- American Indians
- Settling Colonies
- Causes of the American Revolution
- War of Independence
- Constitution
- Life in the Young Republic and Westward Expansion

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

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

LEARNING TARGETS

- a) I know how to accurately quote a text.
- b) I know how to make an inference.
- c) I can quote accurately from a text when explaining what I have read.
- d) I can make inferences from the text.

2. **5.RL. 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.** Include texts by and about American Indians.

LEARNING TARGETS

- a) I know that theme and challenges are found in stories, drama, and poems.
- b) I know what it means to reflect on a topic.
- c) I can determine a theme of a story, drama, or poem from details in the text.

- d) I can determine how characters in a story or drama respond to challenges.
- e) I can determine how the speaker in a poem reflects upon a topic.
- f) I can summarize the text.

3. 5.RL. 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).

LEARNING TARGETS

- a) I know how to compare and contrast the elements of a story.
- b) I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (for example, how characters interact).

Craft and Structure

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

LEARNING TARGETS

- a) I know the definitions for figurative language, metaphor and simile.
- b) I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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

LEARNING TARGETS

- a) I know the structure of stories, drama, and poems.
- b) I can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

6. 5.RL. 6 - Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians.

LEARNING TARGETS

- a) I know a narrator's or speaker's point of view can influence the description of events in a story.
- b) I can explain how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

7. 5.RL. 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).

LEARNING TARGETS

- a) I know that visual and multimedia elements can contribute to text.
- b) I can analyze how visual and multimedia elements contribute to the meaning of a text.

8. (Not applicable to literature)

9. **5.RL. 9** – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories including traditional and contemporary stories by and about American Indians) on their approaches to similar themes and topics.

LEARNING TARGETS

- a) I know that in the same genre different stories may treat a theme or topic the same and/or differently.
- b) I can compare and contrast similar themes and topics for stories in the same genre.

Range of Reading and Level of Text Complexity

10. **5.RL. 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.**

LEARNING TARGETS

- a) I know how to find stories, dramas, and books within my grade level and above.
- b) I know how to use comprehension strategies when I read.
- c) I can, by the end of the year, read and understand literature (stories, dramas, poems, and books) in my grade level and above on my own, asking questions and using the comprehension strategies when needed.

Reading Standards for Informational Text

Key Ideas and Details

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

LEARNING TARGETS

- a) I know how to accurately quote a text.
- b) I know how to make an inference.
- c) I can quote accurately from a text when explaining what I have read.
- d) I can make inferences from the text.

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

LEARNING TARGETS

- a) I know the key details that identify the main ideas in a story.
- b) I can find the key details in a story which identify two or more main ideas in that story.
- c) I can summarize a text.

3. **5.RI. 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. Include texts by and about American Indians.

LEARNING TARGETS

- a) I know how to use specific information in informational text to explain relationships or interactions found in the text.
- b) I can use specific information in informational text to explain the relationships or interactions between two or more individuals, events, ideas, or concepts.

Craft and Structure

4. **5.RI. 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.

LEARNING TARGETS

- a) I know vocabulary words and phrases from the 5th grade content areas.
- b) I can identify 5th grade content area words and phrases in a content specific text.

5. **5.RI. 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.

LEARNING TARGETS

- a) I know the similarities and differences in overall structure of the details and content in two or more texts.
- b) I can compare and contrast the overall structure of the details and content in two or more texts.

6. **5.RI. 6** - Analyze multiple accounts of the same event or topic, including those of historical and contemporary Indian events and topics, noting important similarities and differences in the point of view they represent.

LEARNING TARGETS

- a) I know and understand point of view from multiple accounts of an event.
- b) I can explain important similarities and differences in the point of view of multiple accounts of the same event or topic.

Integration of Knowledge and Ideas

7. **5.RI. 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.

LEARNING TARGETS

- a) I know how to use print and digital sources to find information.
- b) I can locate information from multiple print or digital sources, to answer a question or solve a problem.

8. **5.RI.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).

LEARNING TARGETS

- a) I know an author supports points in a text with reasons and evidence.
- b) I can explain how an author uses reasons and evidence to support particular points in a text.
- c) I can identify which reasons and evidence support which point(s).

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

LEARNING TARGETS

- a) I know how to use several texts to gather information.
- b) I can combine information from several texts on the same topic.
- c) I can use this information to write or speak effectively about the subject.

Range of Reading and Level of Text Complexity

10. **5.RI. 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.

LEARNING TARGETS

- a) I can choose informational texts that are at my grade level or above.
- b) I know the comprehension strategies for informational text.
- c) I can, by the end of the year, read and comprehend informational texts, at my grade level or above.
- d) I can use the comprehension strategies when I read informational texts.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. **5.RF. 3.a** - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

LEARNING TARGETS

- a) I know how to use my phonics and word skills to decode unfamiliar words.
- b) I can use my knowledge of phonics and multisyllabic words to read accurately unfamiliar words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. **5.RF. 4.a** - Read on-level text with purpose and understanding.

LEARNING TARGETS

- a) I know how to reread to help my understanding of a text.
- b) I can understand the meaning of the text when I read fluently.
- c) I can read text at my grade level for meaning and enjoyment.

b. **5.RF. 4.b** - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

LEARNING TARGETS

- a) I know how to read prose and poetry.
- b) I can orally read prose and poetry with fluency and accuracy with comprehension.
- c) I can orally read prose and poetry at an appropriate rate with expression.

c. **5.RF. 4.c** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LEARNING TARGETS

- a) I know using context clues and rereading helps me improve my accuracy, fluency, and comprehension.
- b) I can use context clues and rereading to understand what I've read.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. **5.WR.1.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.

LEARNING TARGETS

- a) I know how to write my opinion in text in an organized manner that helps my reader understand my purpose.
- b) I can write opinion pieces that convey my purpose in an organized and logical manner.

b. **5.WR. 1.b** - Provide **logically ordered** reasons that are supported by facts and details.

LEARNING TARGETS

- a) I know how to use facts and details to write an opinion piece that supports my viewpoint.
- b) I can write opinion pieces that support my viewpoint with facts and details.

c. **5.WR. 1.c** - Link opinion and reasons using words, **phrases, and clauses** (e.g., *consequently, specifically*).

LEARNING TARGETS

- a) I know how to use words, phrases, and clauses to link ideas together.
- b) I can build my argument by linking ideas together.

d. **5.WR. 1.d** - Provide a concluding statement or section related to the opinion presented.

LEARNING TARGETS

- a) I know how to write a conclusion that supports my viewpoint.
- b) I can write a conclusion that supports my point of view with reasons and information.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. **5.WR. 2.a** - 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.

LEARNING TARGETS

- a) I know how to use visual tools with my writing.
- b) I can use visual tools to introduce a topic that will help my audience understand what I've written.

b. **5.WR. 2.b** - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LEARNING TARGETS

- a) I know how to choose precise vocabulary, facts and details to explain my thinking about a topic.
- b) I can clearly develop a topic when writing an informative or explanatory text with facts, definitions, concrete details, quotations, or other information.

c. **5.WR.2.c** - Link ideas **within and across** categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

LEARNING TARGETS

- a) I know how to link ideas together using words, phrases, and clauses.
- b) I can clearly link words, phrases, and clauses together when I write informative/explanatory texts to explain a topic and inform my audience.

d. **5.WR. 2.d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LEARNING TARGETS

- a) I know how to choose content area vocabulary to write about a topic
- b) I use content area vocabulary to write about and explain a topic.

e. **5.WR. 2.e** - Provide a concluding statement or section related to the information or explanation presented.

LEARNING TARGETS

- a) I know how to write conclusions.
- b) I can write a conclusion when I write informative text.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. **5.WR. 3.a** - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

LEARNING TARGETS

- a) I know what the sequence of events is for my story.
- b) I can introduce characters or a narrator in my story.
- c) I can write the events in my story so my reader will understand its sequence.

b. **5.WR. 3.b** - Use narrative techniques, such as dialogue, **description**, and **pacing**, to develop experiences and events or show the responses of characters to situations.

LEARNING TARGETS

- a) I know how to use dialogue, description, pacing and other writing techniques when I write narrative stories.
- b) I can use narrative techniques to show how characters respond to situations in the story.

c. **5.WR. 3.c** - Use a variety of transitional words, phrases, and **clauses** to manage the sequence of events.

LEARNING TARGETS

- a) I know how to use a variety of transitional words, phrases, and clauses.
- b) When I write narratives, I can use a variety of transitional words, phrases, and clauses to organize the sequence of events in my story.

d. **5.WR. 3.d** - Use concrete words and phrases and sensory details to convey experiences and events precisely.

LEARNING TARGETS

- a) I know sensory details and understand good word choice.

- b) I can use specific words, phrases, and sensory details to engage my reader.

e. **5.WR. 3.e** - Provide a conclusion that follows from the narrated experiences or events.

LEARNING TARGETS

- a) I know how to write a satisfying narrative conclusion for my reader.
- b) I can write a conclusion that that will clearly follow the experiences or events in my narrative.

Production and Distribution of Writing

4. **5.WR. 4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to organize my writing to make it understandable for the reader.
- b) I use organization in my writing that will help my audience understand what they read.

5. **5.WR. 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.

LEARNING TARGETS

- a) I know the parts of the writing process.
- b) I can use the writing process, with help from my peers and adults, to improve my writing.

6. **5.WR. 6** - 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.

LEARNING TARGETS

- a) I know how to keyboard effectively.
- b) I know how to use peer editing.
- c) I can use the peer editing process in my writing.
- d) I can type a minimum of two pages in a class period.

Research to Build and Present Knowledge

7. **5.WR. 7** - Conduct short research projects that use several sources to build knowledge through investigation of **different aspects of a topic**. Include sources and/or topics by and about American Indians.

LEARNING TARGETS

- a) I know where to find information for a research project.
- b) I can do a short research project.
- c) I can use several sources to find the information I need to understand a topic.

8. **5.WR. 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.

LEARNING TARGETS

- a) I know how to use digital and print resources to find information.
- b) I know how to summarize or paraphrase information.
- c) I know how to list my research sources.

- d) I can use my experiences and/or print and digital sources to write a summary or paraphrase information.
- e) I can summarize or paraphrase in notes and finished work.
- f) I can list the sources I used for my research.

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

a. **5.WR. 9.a** - Apply grade 5 Reading standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).

LEARNING TARGETS

- a) I know the elements of literature include character development, setting, plot, and theme.
- b) I can apply the elements of literature when I read.

b. **5.WR. 9.b** - Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points).

LEARNING TARGETS

- a) I know how an author supports claims with evidence.
- b) I can explain how an author uses reasons and evidence to support claims.
- c) I can identify when an author has supported a claim with reasons and evidence.

Range of Writing

10. **5.WR. 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.

LEARNING TARGETS

- a) I know how to use the writing process (pre-write, draft, edit, revise, publish).
- b) I know how to write for different purposes and audiences.
- c) I utilize the writing process to write for different purposes and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 5** topics and texts, building on others' ideas and expressing their own clearly.

a. **5.SL. 1.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.

LEARNING TARGETS

- a) I know how to prepare for discussions by gathering information about the topic.
- b) I can come to discussions prepared by doing my pre-assigned work.
- c) I can use my preparation work to contribute to the discussion.

b. **5.SL. 1.b** - Follow agreed-upon rules for discussions and carry out assigned roles.

LEARNING TARGETS

- a) I know what the rules are for discussion.
- b) I know what my role is for discussion.
- c) I can follow the rules and my assigned role for discussion.

c. **5.SL. 1.c** - Pose and respond to specific questions **by making comments** that contribute to the discussion and **elaborate** on the remarks of others.

LEARNING TARGETS

- a) I know active involvement in discussion contributes to the discussion.
- b) I can ask and answer appropriate questions in discussion.
- c) I can make comments in discussion that contribute to the remarks of others.

d. **5.SL. 1.d** - Review the key ideas expressed and **draw conclusions** in light of information and knowledge gained from the discussions.

LEARNING TARGETS

- a) I know how to be a thoughtful listener during class discussion.
- b) I can listen to and gain information from my peers during class discussion.
- c) I can draw conclusions from class discussion.

2. **5.SL. 2** - **Summarize a written text** read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LEARNING TARGETS

- a) I know how to summarize information from presentations.
- b) I can summarize what is read aloud.
- c) I can summarize information presented in different media and formats.

3. **5.SL. 3** - **Summarize the points** a speaker makes and **explain how each claim is supported by reasons and evidence.**

LEARNING TARGETS

- a) I know how to summarize the points made by a speaker.
- b) I know how to identify reasons and evidence to support a claim.
- c) I can summarize the points a speaker makes.
- d) I can identify the reasons and evidence a speaker provides to support claims.

Presentation of Knowledge and Ideas

4. **5.SL. 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. Include sources by and about American Indians.

LEARNING TARGETS

- a) I know how to support a main idea of a topic, text, or opinion.
- b) I know how to identify the main idea or theme of a topic, text, or opinion.
- c) I can support a topic, text, or opinion by using facts and details that support the main idea or theme.
- d) I can speak clearly at an understandable pace.

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

LEARNING TARGETS

- a) I know how to use multimedia and visuals.
- b) I can use multimedia and visuals when I present to an audience to explain the main ideas or themes.

6. **5.SL. 6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**

LEARNING TARGETS

- a) I know how to use formal English.
- b) I can use formal English, when appropriate, for specific situations and expectations.

Language Standards

Conventions of Standard English

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

a. **5.LS. 1.a - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.**

- a) I know how to use conjunctions, prepositions, and interjections in a sentence or when speaking.
- b) I can correctly use conventions when writing or speaking.
- c) I can explain the function of conjunctions, prepositions, and interjections and their jobs in a sentence.

b. **5.LS. 1.b - Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.**

LEARNING TARGETS

- a) I know perfect forms of verbs.
- b) I can form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

c. **5.LS. 1.c - Use verb tense to convey various times, sequences, states, and conditions.**

LEARNING TARGETS

- a) I know verb tenses.
- b) I use verb tense to help my audience understand various times, sequences, states, and conditions.

d. **5.LS. 1.d - Recognize and correct inappropriate shifts in verb tense.**

LEARNING TARGETS

- a) I know how to identify the incorrect change in a verb tense.
- b) When I write or speak, I can correct incorrect changes in a verb tense.

e. 5.LS. 1.e - Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

LEARNING TARGETS

- a) I know how to identify correlative conjunctions (e.g., *either/or*, *neither/nor*).
- b) I can use correlative conjunctions (e.g., *either/or*, *neither/nor*) when writing or speaking.

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

a. 5.LS. 2.a - Use punctuation to separate items in a series.

LEARNING TARGETS

- a) I know the importance of commas in writing.
- b) I can use commas to separate items in a series.

b. 5.LS. 2.b - Use a comma to separate an introductory element from the rest of the sentence.

LEARNING TARGETS

- a) I know how to define introductory element in writing.
- b) I can correctly use a comma to separate an introductory element in a sentence.

c. 5.LS. 2.c - Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

LEARNING TARGETS

- a) I know that a comma sets off the words *yes* or *no* in writing.
- b) I know that a comma is used when I change a declarative sentence by adding a tag question within the sentence.
- c) I know what a tag question is.
- d) I know how to use a comma to indicate when one person is speaking directly to another in my writing.
- e) I can use commas to offset *yes*, *no*, or a tag question in my writing.
- f) I can use a comma to indicate when a person in my writing is speaking directly to another person.

d. 5.LS. 2.d - Use underlining, quotation marks, or italics to indicate titles of works.

LEARNING TARGETS

- a) I know the rules of punctuation for titles when writing.
- b) When writing, I can use underlining, quotation marks, or italics to indicate a title.

e. 5.LS. 2.e - Spell grade-appropriate words correctly, consulting references as needed.

LEARNING TARGETS

- a) I know how to use an online or book dictionary.
- b) When writing, I can spell words correctly by using online or book dictionaries.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. **5.LS. 3.a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.**

LEARNING TARGETS

- a) I know how to expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b) I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style when I write, speak, read, or listen.

b. **5.LS. 3.b - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.**

LEARNING TARGETS

- a) I know how to recognize different English varieties when I read (e.g., dialects, registers).
- b) I can compare and contrast different English varieties used in stories, drama, or poems.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 5** reading and content, choosing flexibly from a range of strategies.

a. **5.LS. 4.a - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.**

LEARNING TARGETS

- a) I know how to identify context clues in text.
- b) I can use context clues such as cause and effect to determine word meaning.

b. **5.LS. 4.b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).**

LEARNING TARGETS

- a) I know how to identify Greek and Latin suffixes, prefixes, and roots.
- b) I can use Greek and Latin suffixes, prefixes, and roots to determine the meaning of a word.

c. **5.LS. 4.c - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

LEARNING TARGETS

- a) I know how to use reference materials such as dictionaries, thesauruses, and glossaries.
- b) I can use reference materials such as dictionaries, thesauruses, and glossaries (books and online) to find the meaning and pronunciation of words.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **5.LS. 5.a - Interpret figurative language, including similes and metaphors, in context.**

LEARNING TARGETS

- a) I know how to identify similes and metaphors.
- b) I can interpret figurative language, including similes and metaphors, when I read.

b. **5.LS. 5.b** - Recognize and explain the meaning of common idioms, adages, and proverbs.

LEARNING TARGETS

- a) I know how to recognize idioms, adages, and proverbs.
- b) I can recognize and explain the meaning of common idioms, adages, and proverbs.

c. **5.LS. 5.c** - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

LEARNING TARGETS

- a) I know how to identify synonyms, antonyms, and homographs.
- b) I can understand words by using the the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6. **5.LS. 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).**

LEARNING TARGETS

- a) I know words that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- b) I can use words that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).