

**Focus Topic: RL – Reading Standards for Literature**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	5.RL.1	What is a genre?	Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text	Ongoing observation & questioning during class discussions
TSW 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 and summarize the text	5.RL.2	What impact does word choice play in reading?	Reading expands understanding of the world, its people and oneself	Performance tasks
TSW 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)	5.RL.3	How does the context influence the meaning of words and/or phrases?	Readers use strategies to construct meaning	Self-Assessment
TSW determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	5.RL.4			Literature Connections
TSW explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	5.RL.5			Multiple Choice
TSW describe how a narrator’s or speaker’s point of view influences how events are described	5.RL.6			Projects
TSW 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)	5.RL.7			Journal Writing
TSW compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics	5.RL.9			
TSW read and comprehend literature, including stories, dramas, and poetry, at the high end of grade appropriate text complexity both independently and proficiently	5.RL.10			

**Focus Topic: RI – Reading Standards for Informational Text**

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Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	5.RI.1	What impact does fluency have on comprehension?	Informational and expository text is written differently than imaginative and literary text and makes different demands on the reader	Ongoing observation & questioning during class discussions
TSW determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	5.RI.2	How do readers reflect and respond?	Description, chronological, problem/solution, & sequential text patterns are important to informational text	Performance tasks
TSW 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	5.RI.3	Why is information organized in different ways?		Self-Assessment
TSW determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade appropriate topic or subject area	5.RI.4			Literature Connections
TSW 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	5.RI.5			Multiple Choice
TSW analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	5.RI.6			Projects
TSW 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	5.RI.7			Journal Writing
TSW explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)	5.RI.8			
TSW integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	5.RI.9			
TSW read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade appropriate text complexity band independently and proficiently	5.RI.10			

**Focus Topic: RF – Reading Standards: Foundational Skills**

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Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW know and apply grade-level phonics and word analysis skills in decoding words	5.RF.3	What connections do readers make?	Readers develop a deeper understanding through reflection of text	Ongoing observation & questioning during class discussions
TSW use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	5.RF.3.a	Why do we ask questions?	People rely on a variety of resources to obtain information	Performance tasks
TSW read with sufficient accuracy and fluency to support comprehension	5.RF.4			Self-Assessment
TSW read on-level text with purpose and understanding	5.RF.4.a			Literature Connections
TSW read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	5.RF.4.b			Multiple Choice
TSW use context to confirm or self-correct word recognition and understanding, rereading as necessary	5.RF.4.c			Projects  Journal Writing

**Focus Topic: W - Writing**

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Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW write opinion pieces on topics or texts, supporting a point of view with reasons and information	5.W.1	How can organization influence meaning and clarity in a piece of writing?	Effective communication relies on the usage of proper forms	Ongoing observation & questioning during class discussions
TSW 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	5.W.1.a	How does word choice affect meaning?	Writing is a reflective process	Performance tasks
TSW provide logically ordered reasons that are supported by facts and details	5.W.1.b	Why is information organized in different ways?	Writers have a purpose for writing	Self-Assessment

<b>Focus Topic:W - Writing (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> )	5.W.1.c	How does the audience influence the format of your writing?		Literature Connections
TSW provide a concluding statement or section related to the opinion presented	5.W.1.d	How do we evaluate writing?		Multiple Choice
TSW write informative/explanatory texts to examine a topic and convey ideas and information clearly	5.W.2	How can we use evaluation and reflection to improve our writing?		Projects
TSW 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	5.W.2.a			Journal Writing
TSW develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	5.W.2.b			
TSW link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> )	5.W.2.c			
TSW use precise language and domain-specific vocabulary to inform about or explain the topic	5.W.2.d			
TSW provide a concluding statement or section related to the information or explanation presented	5.W.2.e			
TSW write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	5.W.3			
TSW organize an event sequence that unfolds naturally	5.W.3.a			
TSW use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations	5.W.3.b			
TSW use a variety of transitional words, phrases, and clauses to manage the sequence of events	5.W.3.c			

<b>Focus Topic:W - Writing (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW use concrete words and phrases and sensory details to convey experiences and events precisely	5.W.3.d			
TSW provide a conclusion that follows from the narrated experiences or events	5.W.3.e			
TSW produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	5.W.4			
TSW with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	5.W.5			
TSW use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others	5.W.6			
TSW demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting	5.W.6			
TSW conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	5.W.7			
TSW recall relevant information from experiences or gather relevant information from print and digital sources	5.W.8			
TSW summarize or paraphrase information in notes and finished work, and provide a list of sources	5.W.8			
TSW draw evidence from literary or informational texts to support analysis, reflection, and research	5.W.9			
TSW 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)	5.W.9.a			
TSW explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]	5.W.9.b			

<b>Focus Topic: W - Writing (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW 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	5.W.10			

**Focus Topic: SL – Speaking & Listening**

TSW = The Student Will

<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly	5.SL.1	What is the purpose of communication?	Listening skills are critical for learning and communicating	Ongoing observation & questioning during class discussions
TSW 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	5.SL.1.a	What impact does listening have?	Visual materials enhance understanding	Performance tasks
TSW follow agreed-upon rules for discussions and carry out assigned roles	5.SL.1.b	In what ways are ideas communicated orally?	Written communication and proper grammar mechanics promote fluency of communication	Self-Assessment
TSW pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others	5.SL.1.c	What connections do readers make?		Literature Connections
TSW review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	5.SL.1.d			Multiple Choice
TSW summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	5.SL.2			Projects

<b>Focus Topic: SL – Speaking &amp; Listening (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW summarize the points a speaker makes and explain how each claim is supported by reasons and evidence	5.SL.3			Journal Writing
TSW 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	5.SL.4			
TSW include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes	5.SL.5			
TSW adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation	5.SL.6			

**Focus Topic: L - Language**

TSW = The Student Will

<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW demonstrate command of the conventions of standard English grammar and usage when writing or speaking	5.L.1	What is the purpose of applying grammar and mechanics skills?	Written communication and proper grammar mechanics promote fluency of communication	Ongoing observation & questioning during class discussions
TSW explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences	5.L.1.a			Performance tasks
TSW form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses	5.L.1.b			Self-Assessment
TSW use verb tense to convey various times, sequences, states, and conditions	5.L.1.c			Literature Connections
TSW recognize and correct inappropriate shifts in verb tense	5.L.1.d			Multiple Choice

<b>Focus Topic: L – Language (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW use correlative conjunctions (e.g., <i>either/or, neither/nor</i> )	5.L.1.e			Projects
TSW demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	5.L.2			Journal Writing
TSW use punctuation to separate items in a series	5.L.2.a			
TSW use a comma to separate an introductory element from the rest of the sentence	5.L.2.b			
TSW use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> )	5.L.2.c			
TSW use underlining, quotation marks, or italics to indicate titles of works	5.L.2.d			
TSW spell grade-appropriate words correctly, consulting references as needed	5.L.2.e			
TSW use knowledge of language and its conventions when writing, speaking, reading, or listening.	5.L.3			
TSW expand, combine, and reduce sentences for meaning, reader/listener interest, and style	5.L.3.a			
TSW compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems	5.L.3.b			
TSW determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies	5.L.4			
TSW use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase	5.L.4.a			



<b>Focus Topic: L – Language (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i> )	5.L.4.b			
TSW 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	5.L.4.c			
TSW demonstrate understanding of figurative language, word relationships, and nuances in word meanings	5.L.5			
TSW interpret figurative language, including similes and metaphors, in context	5.L.5.a			
TSW recognize and explain the meaning of common idioms, adages, and proverbs	5.L.5.b			
TSW use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	5.L.5.c			
TSW acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> )	5.L.6			

## College and Career Readiness Anchor Standards for Reading (Grades K-8)

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
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Analyze how and why individuals, events, and ideas develop and interact over the course of a text
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
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
Assess how point of view or purpose shapes the content and style of a text
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Read and comprehend complex literary and informational texts independently and proficiently

## College and Career Readiness Anchor Standards for Writing (Grades K-8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Draw evidence from literary or informational texts to support analysis, reflection, and research
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

## College and Career Readiness Anchor Standards for Speaking and Listening (Grades K-8)

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
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
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
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

## College and Career Readiness Anchor Standards for Language (Grades K-8)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
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
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
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
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