Ohio's Model Curriculum
with Instructional Supports

GRADE 5

English Language Arts

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English Language Arts Model Curriculum
WITH INSTRUCTIONAL SUPPORTS

Grade 5

Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [*3301.079(B)*]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	**Key Ideas and Details**
Standards	**RL.1** Quote accurately from a text when explaining text.
	RL.2 Analyze literary text development.
	a. Determine a theme of a story, drama, or poe respond to challenges or how the speaker in
	b. Summarize the text, incorporating a theme d
	RL3 Compare and contrast two or more characters, the text (e.g., how characters interact).

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Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

Instructional Strategies and Resources

The Instructional Supports section contains the Instructional Strategies and Instructional Tools/Resources which are designed to be fluid and improving over time, through additional research and input from the educational community. In our effort to make sure that our Instructional Supports reflect best practices, this section is under revision.

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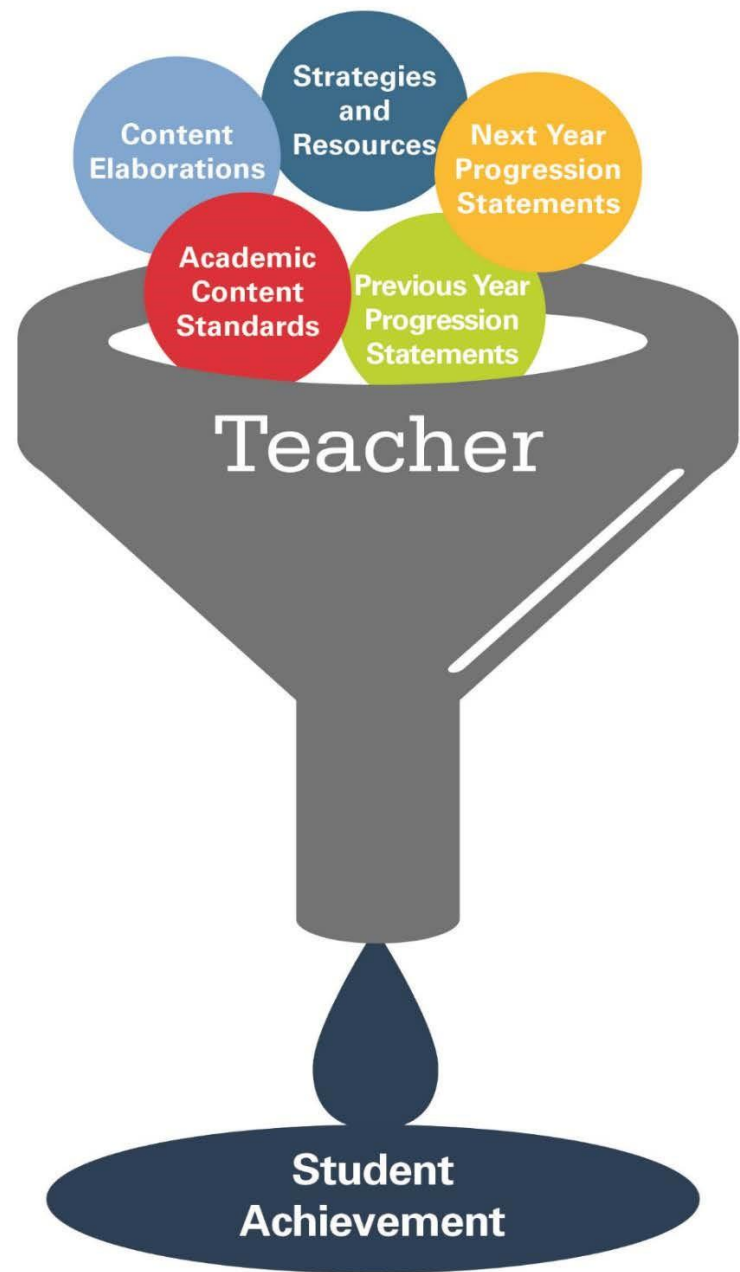
Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to *Ohio's Learning Standards for English Language Arts.* As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the *Previous Grade Level Progression Statements* which summarize the prior year's *content standards* and includes the following:

» Information about what students should know and be able to do
» Information on the background knowledge teachers can activate in students and scaffold learning
» Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the *Content Elaborations,* as well as reviewing the *Instructional Strategies and Resources*, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the *Next Grade Level Progression Statements* help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together**:** *Student Achievement.*

Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic » best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices » a support for instructional planning using the learning standards as a foundation	⊗ lesson plans ⊗ an exhaustive list of classroom activities per standard ⊗ instructional units ⊗ a resource meant to replace your district's decisions or direction

Additional Resources to Support the Model Curriculum

ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on this page, along with many other supporting resources, including the following:

» Curriculum map introduction and description: this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources

» Curriculum map: this is a template that can be used for planning

» English Language Arts Resource Evaluation Tool: this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction

» Ohio's Learning Standards for English Language Arts are posted on our Transition page, along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.

» Determining Theme Standard Guidance provides support for RL.3-12.2 and RI.3-12.2.

» Types of Summaries Standard Guidance provides support for RL.3-12.2 and RI.3-12.2.

» Establishing a Thesis Standard Guidance provides support for W.6-12.1-2.

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Grade 5

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	***Key Ideas and Details***

Standards	**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	
	RL.5.2 Analyze literary text development.
	   a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
	   b. Summarize the text, incorporating a theme determined from details in the text.
	
	RL5.3 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).

Previous Grade Level Progression Statement
In the previous grade level, students were expected to summarize, determine a theme, draw inferences, and describe specific events and details from the text. They were also expected to describe characters using the character's thoughts, words, and actions.

Content Elaborations
The focus of the **Key Ideas and Details** topic is to provide textual evidence, make inferences, and determine theme (story, drama, or poem) and literary elements. See the Determining a Theme Guidance for more information about this skill. While summarizing, readers include how characters respond to challenges, reflect on a topic, and incorporate a theme. At this point, students are expected to find the differences between what is explicitly stated and what the author has inferred.

It is also important that students support responses by quoting evidence and citing the source(s), and show comprehension by comparing and contrasting story elements within a text (two or more characters, settings, or events). See the Types of Summaries Standard Guidance for more information on writing summaries.

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Next Grade Level Progression Statement
In the next grade level, students are expected to demonstrate understanding of key elements of literary analysis. Students are also expected to write an objective summary (without personal judgement) and incorporate theme using specific evidence from the text.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Literature
Topic	*Craft and Structure*
Standards	**RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms. **RL.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.5.6** Describe how a narrator's or speaker's point of view and perspective influence how events are described.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to understand words as used in the text, including those that allude to significant characters used in mythology. They were expected to describe the structural elements of poems, drama, and prose when speaking or writing about a text. Students were also expected to know the difference between first and third person point of view and perspective.

Content Elaborations
The focus of the **Craft and Structure** topic is to identify and interpret the meaning of the author's use of figurative language, the specific structure of literary genre, point of view, and perspective.

Readers will use poetic and story structures to articulate how these elements contribute to the overall meaning.

Readers will demonstrate knowledge of point of view. For example, point of view (first or third person) focuses on the type of narrator used to tell the story in literary text.

Readers will also demonstrate knowledge of perspective and the significance it has on the text. Perspective focuses on how this narrator perceives what is happening within the story.

Next Grade Level Progression Statement
In the next grade level, students are expected to create meaning of words and phrases by identifying and analyzing an author's style, determining point of view (first person, third person - limited, omniscient) and explaining how the author's choice of narration impacts how the story is told (perspective). Students will also analyze the connotative meaning of words (feelings associated with words) and tone (the author's attitude toward his or her subject).

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Instructional Strategies
This section is under revision.

Instructional Tools/Resources
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Strand	Reading: Literature
Topic	*Integration of Knowledge and Ideas*
Standards	**RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **RL.5.8** (Not applicable to literature) **RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to make connections between the text and a visual or oral presentation of the text and compare and contrast similar themes and topics as well as patterns of events in diverse literature from different cultures.

Content Elaborations
The focus of the **Integration of Knowledge and Ideas** topic is to make connections and comparisons within and across texts in the same genre and analyze the multiple ways that visuals (from illustrations to multimedia) interact with and enhance the meaning, tone, mood, or appeal of the text.

Visual elements are included in the text to help the readers 'see' what they are reading. These include but are not limited to pictures, drawings, comics/cartoons, diagrams, and infographics.

Multimedia elements help the reader use sight, sound, and sometimes even other senses to experience what they are reading. These include but are not limited to video, audio recordings/sound effects, and interactive images.

Next Grade Level Progression Statement
In the next grade level, students are expected to compare and contrast a story, drama, or poem with audio, video, or live version of the text. Students will also be expected to compare and contrast text in different forms or genres.

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Instructional Strategies
This section is under revision.

Instructional Tools/Resources
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Strand	Reading: Literature
Topic	***Range of Reading and Complexity of Text***
Standards	**RL.5.10** 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to read and comprehend literature, activate prior knowledge, and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Content Elaboration
The focus of **Range of Reading and Complexity of Text** is to continue to comprehend complex grade-appropriate literature, activate prior knowledge, and draw on previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.

Text Complexity Model
The linked document serves as a guide for teachers to select appropriate texts at a variety of levels for a variety of purposes.

To help teachers match complex, grade-appropriate texts to their students, Appendix A contains a model with three dimensions for measuring text complexity and is illustrated to the right. To effectively establish the text complexity level, all three dimensions must be used together.

Next Grade Level Progression Statement
In the next grade level, students are expected to break down text, respond to literature, read for enjoyment, and make a variety of connections in order to demonstrate comprehension.

Overview of Text Complexity

Text complexity is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

Qualitative   *Quantitative*   **Reader and Task**

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Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	***Key Ideas and Details***

Standards	**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	
	RI.5.2 Analyze informational text development.
	    a. Determine the main ideas of a text and explain how they are supported by key details.
	    b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.
	
	RI.5.3 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.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to support their inferences by referring to details and examples from the text, identify how one main idea is supported by key details, and use those details to summarize important information. Finally, students were expected to explain events in historical, scientific, or technical text.

Content Elaborations
The focus of the **Key Ideas and Details** topic is identifying textual evidence and making inferences about informational text, determining main ideas, and creating a complete summary. See the Types of Summaries Standard Guidance for more information on writing summaries.

When quoting, students are expected to give a basic citation of the source from which their quotation is found. (e.g. In the text it says, According to source one,)

Students are able to determine the type of text they are reading, such as historical, scientific, or technical. Based on the type of text, students will adjust their strategies to determine connections between multiple people, events, ideas, and concepts. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning, and expands one's sense of the world and self.

Next Grade Level Progression Statement
In the next grade level, students are expected to cite textual evidence to support their analysis of the text. Students will be expected to provide an objective summary of a text, as well as analyze key ideas, events, or individuals in a text.

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<u>Instructional Strategies</u>
This section is under revision.

<u>Instructional Tools/Resources</u>
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Strand	Reading: Informational Text
Topic	*Craft and Structure*
Standards	**RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **RI.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.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to determine the meaning of words using context, describe the overall structure of a text, and compare and contrast a firsthand (primary) and secondhand (secondary) account of the same event or topic describing the differences in perspectives.

Content Elaborations
The focus of the **Craft and Structure** topic is for readers to develop an understanding of word meaning within the context and the ways in which authors choose to convey information.

Students use text structures to help comprehend text and determine an author's perspective and purpose for writing a text. Students can identify and compare various text structures as found in grade appropriate texts.

The unique text features, type of source (primary vs. secondary), and organization of informational text support readers in managing information, learning content, interpreting vocabulary, deepening comprehension and understanding author's purposes. Understanding the author's perspective gives the reader another lens from which to examine a text.

Next Grade Level Progression Statement
In the next grade level students are expected to determine the meaning of words in context and the figurative, connotative, and technical meanings. Students are expected to analyze how parts of texts contribute to the overall development of the text and ideas. Students are also expected to determine an author's perspective and purpose in a text and explain how it is conveyed.

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Instructional Strategies
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Instructional Tools/Resources
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Strand	Reading: Informational Text
Topic	*Integration of Knowledge and Ideas*
Standards	**RI.5.7** 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.5.8** Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points. **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to interpret and explain information presented visually, orally, or quantitatively. They explained how an author uses evidence to support particular points in a text, and integrate information from two texts on the same topic.

Content Elaborations
The focus of the **Integration of Knowledge and Ideas** topic is the reader's ability to make connections across texts on the same topic and to explain how an author provides evidence to support key points in a text, and then identify which evidence supports particular points.

Critical thinkers use print as well as non-print media, including digital sources, to locate information or to solve problems efficiently.

The ability to access, use, and synthesize information from multiple visual and print sources enhances the understanding of a topic and expands learning.

Next Grade Level Progression Statement
In the next grade level, students are expected to gather and integrate information presented in multiple formats to draw conclusions, trace, and evaluate argument to determine claims that are supported by evidence from those that are not, and compare and contrast different types of text on the same topic while analyzing the author's craft.

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Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Informational Text
Topic	*Range of Reading and Level of Text Complexity*
Standards	**RI.5.10** 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.

Previous Grade Level Progression Statement In the previous grade level student were expected to read and comprehend informational texts at the high end of the grades 4-5 band with scaffolding and support.

Content Elaborations
The Ohio Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects state that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade- appropriate texts to their students, Appendix A (linked below) contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:

The three-part model is explained in detail in Appendix A of the *Ohio Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.

Overview of Text Complexity

Text complexity is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

Ohio recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge…" This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical readers. Through extensive reading of a variety of genres

from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.

Next Grade Level Progression Statement
In the next grade level students are expected to read and comprehend literary nonfiction at the high-end of the 6-8 text complexity band proficiently, with scaffolding and support.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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READING FOUNDATIONS STRAND

Strand	Reading: Foundations
Topic	*Phonics and Word Recognition*
Standard	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to know and apply grade-level phonics and word analysis skills in decoding by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

Content Elaborations
Advanced word study continues in this grade because as students learn more about the structure of words and the English language, the more proficiently they will be able to read the words independently and process their meanings (Moats & Tolman, 2017). In order to read multisyllabic words, students engage in advanced word study of less common grapheme-sound correspondences, syllabication patterns, and morphology.

The focus of the **Phonics and Word Recognition** topic is decoding text and understanding word parts to determine word meaning and to improve fluid reading and increased comprehension. Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades.

Use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well.

Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words.

Semantics studies involve the examination of meaning at various levels (word parts, whole words, and sentences/discourse).

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Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Foundations
Topic	*Fluency*

Standard	**RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
	    a. Read grade-level text with purpose and understanding.
	    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Previous Grade Level Progression Statement
In the previous grade level, students are expected to increase fluency, accuracy, and comprehension as the complexity of text (in topic and structure) also increases.

Content Elaborations
The focus of Fluency is developing automaticity in word recognition so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast; it is reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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WRITING STRAND

Strand	Writing
Topic	*Text Types and Purposes*

Standards	**W.5.1** 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.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	    a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
	    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	    c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
	    d. Use precise language and domain specific vocabulary to inform about or explain the topic.
	    e. Provide a concluding statement or section related to the information or explanation presented.
	
	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	    a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	    b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
	    c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	    d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
	    e. Provide a conclusion that follows from the narrated experiences or events.

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Previous Grade Level Progression Statement
In the previous grade level, students were expected to use a variety of strategies to craft opinion and informative/explanatory pieces using reasons and supporting details. Students also wrote narrative pieces to develop real or imagined experiences or events. Using strategies, students made decisions about content based on the format and purposes for which they were writing. Students were also expected to demonstrate an understanding of writing by selecting structures, precise language, tone, and style to communicate a point of view and/or purpose to their audience.

Content Elaborations
Writers will construct opinion paragraph and multi-paragraph responses that include reasons and information using citations from texts to support the writer's purpose and point of view. Student writing will have an organizational structure that includes an introduction, transitional phrases that support logical grouping of ideas, and a conclusion related to the opinion.

Writers will construct informative/explanatory paragraphs and multi-paragraph responses that examine a topic and convey ideas clearly. Students will concisely introduce topics, group related information logically, including formatting with headings, illustrations, and multimedia tools, if needed. The response will develop the topic with facts, definitions, concrete details, quotations, or other information and examples that are related. Writers can choose to use multiple text structures in their writing, such as problem/solution, cause/effect, chronological, description, or compare/contrast. These responses should also include domain-specific vocabulary words that relate to the topic. The writing should end with a concluding statement or section that relates to the topic.

Writers will construct narratives based on real or imagined experiences with characters and events in sequential order. Narratives should have a clear, well-paced plot that includes an exposition, rising action, climax, falling action, and resolution. The writing should also set the scene for the reader by introducing the narrator, characters, and the event/situation that initiates the story. Writing should be enhanced by the use of dialogue, sensory details, varied sentence structure, concrete details, and showing how characters respond to situations.

Next Grade Level Progression Statement
In the next grade level, students are expected to construct organized arguments with a clear thesis, clearly-defined claims, and evidence-based supports. They are also expected to construct organized informative/explanatory writing that examines a topic as well as construct engaging narrative writing that develops real or imagined experiences.

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Writing
Topic	*Production & Distribution of Writing*
Standards	**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	W.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.
	W.5.6 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, while demonstrating sufficient command of keyboarding.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to produce clear, coherent writing that was appropriate to the audience and the task. They were also expected to obtain support from peers and adults (as needed) when they developed, revised, and edited their writing. In addition, students were also expected to use technology and the Internet to publish writing and interact with peers. Students at this level increased their skill with keyboarding when constructing writing.

Content Elaborations
Based on the task, purpose, and audience, students can determine the appropriate text structure(s) for their writing. Students will compose a clear and logical piece of writing that demonstrates their understanding of a specific writing type (i.e. opinion, informative/explanatory, narrative).

Writers will use prewriting strategies to formulate ideas (i.e. graphic organizers, brainstorming, lists). Students should recognize that producing a well-developed piece of writing might require more than one draft. They can apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. Students will edit their writing by checking for errors in grammar and mechanics, and recognize when revising, editing, and rewriting may not be enough and a new approach may be required.

Students can identify the appropriate technology, including the Internet, which will assist them in producing, editing, and publishing their writing. Writers will also collaborate with their peers, teachers, and others to produce and publish their writing. They will demonstrate sufficient keyboarding skills to compose and prepare writing for publication. Teachers should give students many opportunities to increase their familiarity with the keyboard and to practice these common keyboarding skills in the context of the writing task.

Next Grade Level Progression Statement
In the next grade level, students are expected to produce clear, coherent writing that is appropriate to the audience and the task. They are also expected to obtain support from peers and adults (as needed) when they develop, revise, and edit their

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writing. In addition, students are also expected to use technology and the Internet to publish writing and interact with peers. Students at this level will demonstrate a sufficient command of keyboarding.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Writing
Topic	*Research to Build & Present Knowledge*

Standards	**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	
	W.5.8 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.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    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]").
	    b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Previous Grade Level Progression Statement
In the previous grade level, students conduct short research projects from a source, recalling information from experiences or gathering information from print or digital sources. They were also expected to categorize information and list sources. Students applied grade 4 reading standards to literature and informational texts.

Content Elaborations
Writers will be able to explain how research is different from other writing. Students will also be able to focus their research around a provided focus question or will generate their own focus question. Students will choose from several sources, both print and digital, and gather information to answer their research question. Students will analyze the information found in their sources and determine if it provides enough support to answer their question(s).

Writers will gather information from multiple sources (i.e. digital, print, interviews, and personal experiences) and interpret the relevance of the information to the research topic. Students will take notes on the relevant information and summarize their learning by paraphrasing. At the conclusion of research, students will also provide a list of sources used in their research.

Students' research is effective when it presents an answer to the question, demonstrates an understanding of their inquiry, and properly cites the information gathered from multiple sources. Students will incorporate text-based evidence to support their perspective (informational texts) and point of view (literary texts).

Next Grade Level Progression Statement
In the next grade level, students are expected to conduct research projects by gathering information from multiple sources. They are also expected to categorize information, quote, and paraphrase while avoiding plagiarism, and provide a bibliography

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for sources. Students will apply grade 6 reading standards from literature and informational texts to support analysis, reflection, and research.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Writing
Topic	*Range of Writing*
Standards	**W.5.10** 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.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Content Elaborations
Writers will recognize that different writing tasks require varied time frames to complete. For example, journal writing will likely require less time to produce than research. Students can determine the appropriate writing format or style to fit the task, purpose (to inform, describe, persuade, entertain, convey an experience, respond to and analyze a text), and audience for which they are writing.

Students will write routinely and produce numerous pieces (both short and long) over the course of the year. The duration of the writing pieces will vary from quick written responses to pieces of writing taken through the entire writing process.

Next Grade Level Progression Statement
In the next grade level, students are expected to write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	*Comprehension and Collaboration*

Standards	**SL.5.1** 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. 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.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	
	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to prepare for and participate in collaborative conversations in diverse settings (one-on-one, peer groups, and teacher-led) and to discuss key ideas and details from text. Students also were expected to ask and answer questions in order to clarify comprehension, gather additional information, and deepen understanding.

Content Elaborations
Speakers and listeners are actively engaged in collaborative learning. Students are prepared for text discussions and share various roles, as well as follow established procedures for the group. Students collaborate in order to share and evaluate ideas, and make connections between the comments of others. Students review information presented in different types of media, charts, graphs, speeches, etc. to draw conclusions. Students summarize a speaker's points and supporting reasons and evidence.

Next Grade Level Progression Statement
In the next grade level, students are expected to engage effectively in a range of collaborative discussions interpreting and analyzing information presented in diverse media. Students will review key ideas from multiple perspectives through reflection and paraphrasing. They are also expected to delineate a speaker's argument and claims and evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence.

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Speaking and Listening
Topic	*Presentation and Knowledge of Ideas*
Standards	**SL.5.4** 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. **SL.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.5.6** 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 for specific expectations.)

Previous Grade Level Progression Statement
In the previous grade level, students were expected to tell stories or recount experiences with appropriate main ideas and themes. They were expected to add audio recordings and visual displays to clarify information when appropriate. They also were expected to use grade-appropriate academic language in order to provide requested details or clarification. Students were also expected to differentiate between situations that call for formal or informal discourse.

Content Elaborations
Effective speakers use relevant facts and details to report, retell, recount, and support their ideas. Presentations should support a speaker's development of main ideas and themes. Presentations are enhanced through appropriate organization and style for an audience via the use of multimedia, visual displays, and/or technology. Effective speakers also understand how to use speech and language in various situational contexts by making choices regarding pacing and the use of formal and informal language.

It is important to note here that students should be instructed in digital citizenship and digital literacy in order to choose and use multimedia components appropriately, which includes safety and security measures while online, as well as attention to copyright laws and avoiding plagiarism.

Next Grade Level Progression Statement
In the next grade level, students are expected to present claims and findings logically to accentuate the main ideas and themes. Students should also include multimedia components to clarify information. They are expected to adapt speech to a variety of contexts and tasks when appropriate.

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Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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LANGUAGE STRAND

Strand	Language
Topic	*Conventions of Standard English*

Standards	**L.5.1.** 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.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    a. Use punctuation to separate items in a series.
	    b. Use a comma to separate an introductory element from the rest of the sentence.
	    c. Use a comma to set off the words 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?)
	    d. Use underlining, quotation marks, or italics to indicate titles of works.
	    e. Spell grade-appropriate words correctly, consulting references as needed.

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Previous Grade Level Progression Statement
In the previous grade band, students were expected to have a basic understanding of and experience with the rules of grammar, usage, and mechanics of mainstream English.

Content Elaborations
There are specific rules and Conventions of Standard English that speakers and writers must follow. Writers and speakers apply the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics, and spelling to communicate effectively and clearly. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening. The purpose of teaching various parts of speech is to enhance student writing by varying sentence structure, develop and strengthen writing, and promote accuracy in writing and speaking. By teaching capitalization, punctuation, and spelling, students will be able to convey their ideas more clearly.

Next Grade Level Progression Statement
In the next grade band, students are expected demonstrate a command of language conventions as they are used in speaking and writing to convey more complex messages.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Language
Topic	***Knowledge of Language***

Standards	**L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	    a. Expand, combine, and reduce sentences for meaning, reader/interest, and style.
	    b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Previous Grade Level Progression Statement
In the previous grade band, students were expected to use precise words and phrases, use punctuation for effect, and differentiate between formal and informal language.

Content Elaborations
Students are expected to make choices based on the context of communication. Students can identify and use simple, compound, and complex sentences to create meaning, interest, and style. Writers and speakers select language, word choice, and punctuation appropriate for purpose, audience, and effect. Students begin to understand and compare and contrast the ways that formal and informal language can be used in stories, dramas, or poems to impact audience and communicate a clear message.

Next Grade Level Progression Statement
In the next grade band, students are expected to use a variety of sentence patterns and maintain a consistent style and tone.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Language
Topic	***Vocabulary Acquisition and Use***

Standards	**L.5.4.** 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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
	
	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	   a. Interpret figurative language, including similes and metaphors, in context.
	   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	
	L.5.6. 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)

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Previous Grade Level Progression Statement
In the previous grade band, students were expected to use context clues and reference materials to determine the meaning of unknown words and understand how word parts work together to create meaning.

Content Elaborations
Students continue to build upon their knowledge of using context clues to determine the meaning of unknown words, such as definitions, synonyms/antonyms, cause/effect relationships, comparisons, etc. Students use an array of strategies including language structure and origin, textual clues, and word relationships. Students are able to recognize and define common Greek and Latin affixes and roots to build vocabulary.

Students are also able to note differences between literal and figurative language, such as similes, metaphors, idioms, adages, and proverbs, in order to enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary and phrases purposefully and precisely.
Students are able to use precise language in multiple content areas using academic and domain-specific vocabulary. Students are able to use transition words that include shifts in thinking.

Next Grade Level Progression Statement
In the next grade band, students are expected build upon their use of context clues and word parts to determine the meaning of and to use words and phrases that have multiple or nonliteral meanings. Students are also expected to use appropriate academic and domain specific words and phrases.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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English Language Arts Model Curriculum Update Writing Team

GRADE 5

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