

Resurrection School: Curriculum Information Record

School Year _____

Grade: **5th Grade**

Teacher _____

Content Area: **ELA - READING**

Strand/Domain	I	D	M	Objective	Accomplished Yes or No	Not Accomplished? Why?
READING: Word Recognition						
R.WS.05.01				explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.		
R.WS.05.02				use structural, syntactic, and semantic cues including letter-sound, rhymes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.		
R.WS.05.03				automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.		
R.WS.05.04				know the meanings of words encountered frequently in grade-level reading and oral language contexts.		
R.WS.05.05				acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.		
READING: Fluency						
R.WS.05.06				fluently read beginning grade-level text and increasingly demanding text as the year proceeds.		
READING: Vocabulary						
R.WS.05.07				in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.		
READING: Narrative Text						
R.NT.05.01				analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.		

R.NT.05.02				analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery		
R.NT.05.03				analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.		
R.NT.05.04				explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.		
READING: Informational Text						
R.IT.05.01				analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.		
R.IT.05.02				identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.		
R.IT.05.03				explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.		
READING: Comprehension						
R.CM.05.01				connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.		
R.CM.05.02				retell through concise summarization grade-level narrative and informational text.		
R.CM.05.03				analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.		
R.CM.05.04				apply significant knowledge from grade-level science, social studies, and mathematics texts.		
READING: Metacognition						
R.MT.05.01				self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.		

R.MT.05.02				plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.		
READING: Critical Standards						
R.CS.05.01				develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.		
READING: Reading Attitude						
R.AT.05.01				be enthusiastic about reading and do substantial reading and writing on their own.		

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Content Area: **ELA - WRITING**

Strand/Domain	I	D	M	Objective	Accomplished Yes or No	Not Accomplished? Why?
WRITING: Writing Genre						
W.GN.05.01				write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.		
W.GN.05.02				Write poetry based on reading a wide variety of grade-appropriate poetry.		
W.GN.05.03				write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.		
W.GN.05.04				use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.		
WRITING: Writing Process						
W.PR.05.01				set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.		
W.PR.05..02				apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).		
W.PR.05.03				draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.		
W.PR.05.04				revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).		
W.PR.05.05				proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.		

WRITING: Personal Style						
W.PS.05.01				exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).		
WRITING: Grammar and Usage						
W.GR.05.01				in the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.		
WRITING: Spelling						
W.SP.05.01				in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).		
WRITING: Handwriting						
W.HW.05.01				write neat and legible compositions.		
WRITING: Writing Attitude						
W.AT.05.01				be enthusiastic about writing and learning to write.		

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Content Area: **ELA - SPEAKING**

Strand/Domain	I	D	M	Objective	Accomplished Yes or No	Not Accomplished? Why?
SPEAKING: Conventions						
S.CN.05.01				use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.		
S.CN.05.02				adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.		
S.CN.05.03				speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.		
S.CN.05.04				present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)		
S.CN.05.05				understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership.		
SPEAKING: Discourse						
S.DS.05.01				engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.		
S.DS.05.02				discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.		
S.DS.05.03				respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.		
S.DS.05.04				plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.		

LISTENING & VIEWING: Conventions					
L.CN.05.01				ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.	
L.CN.05.02				listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.	
L.CN.05.03				listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.	
L.CN.05.04				recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.	
LISTENING & VIEWING: Response					
L.RP.05.01				listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.	
L.RP.05.02				select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	
L.RP.05.03				respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.	
L.RP.05.04				combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).	
L.RP.05.05				respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.	