

## Essential Standards Chart: What is it we expect students to learn?

Tri 1 = yellow, Tri 2 = blue, Tri 3 = red      all year = grey

Grade:	5	Subject:	ELA	Semester		Team Members:	Rebekah Zarzynski	Victor Borquez	Kristen Russel
							Brianna Corkin	Chris Sharp	Mary Tuato'o
							Stephanie McCoy		

## Golden Hills 5th Grade ELA Essential Standards Chart: What is it we expect students to learn?

Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or <u>vocabulary</u> is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?

<p>SWBAT quote from a text to understand and explain the text's meaning. RI.5.1 &amp; RL 5.1</p>	<p>Students will be able to quote from a text to elaborate/explain on their thinking/understanding of the text.</p>	<ul style="list-style-type: none"> <li>• Direct quotes</li> <li>• Paraphrase</li> <li>Text evidence</li> </ul>	<p>Benchmark Unit:</p>	<p>2020-2021 Units: 2,4,6</p>	<p>Have students draw inferences from a specific quote in the text to extend learning/understanding.</p>
<p>SWBAT determine the meaning of words and phrases within a text (context clues). RI.5.4 &amp; RL 5.4</p>	<p>Students can determine the meaning of an unknown word using clues from the text within the sentence or paragraph.</p>	<ul style="list-style-type: none"> <li>• Context Clues</li> <li>• Close read/annotate</li> <li>• Reread</li> <li>• Skim/Scan</li> </ul>	<p>Benchmark Unit:</p>	<p>2020-2021 Units: 2,3,5,6,7,8</p>	<p>Students will close read to analyze the author's/character's tone by looking at the specific word choice used.</p>
<p>SWBAT find two or more main ideas of a text, key details, and summarize. RI.5.2</p>	<p>Students can determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Key details</li> <li>• Summarize</li> <li>• Annotations</li> <li>• Central idea</li> </ul>	<p>Benchmark Unit:</p>	<p>2020-2021 Units: 1-10</p>	<p>Students can create an outline with a main idea and three key supporting details. Students become the "teacher" and demonstrate to the class how they find the key details, main idea, and create a summary.</p>

<p>SWBAT identify 4 types of text structure in informational text including problem &amp; solution, chronology, cause &amp; effect, comparison. RI. 5.5</p>	<p>Students can 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.</p>	<ul style="list-style-type: none"> <li>● Cause &amp; effect</li> <li>● Problem &amp; solution</li> <li>● Chronology</li> <li>● Comparison</li> <li>● Compare &amp; contrast</li> <li>● Text structure</li> <li>● Author's purpose</li> </ul>	<p>Benchmark Unit:</p>	<p>2020-2021 Units: 1,3,5,8</p>	<p>Students can create a Venn Diagram/timeline/graphic (comic strip) comparing and contrasting key details related to two subjects.</p>
<p>SWBAT use text evidence to find similarities and differences between multiple resources (print and/or digital) about the same topic. RI.5.6 RI 5.7</p>	<p>Students properly quote/cite information or evidence from more than one medium (text, audio, video, etc.) to find similarities or differences</p>	<ul style="list-style-type: none"> <li>● Citing text</li> <li>● Searching multiple mediums</li> <li>● Quoting</li> <li>● Text Connections</li> </ul>		<p>2020-2021 Units: 7,8,9,10</p>	<p>Students find 3 or more evidence statements from 3 or more resources on the topic of their choice.</p>

<p>SWBAT compare and contrast two or more characters, settings, or events in a story, using details from the text. RL.5.3</p>	<p>Students identify story parts in a text and can show, using text evidence, how they are the same/similar or different</p>	<ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Story events</li> <li>• Compare</li> <li>• Contrast</li> <li>• Story elements (plot, climax, etc.)</li> </ul>		<p>2020-2021 Units: 2,3,6,7,8</p>	<p>Students independently use venn diagrams/video/slides to compare and contrast different story parts.</p>
<p>SWBAT compare and contrast stories in the same genre. RL.5.9</p>	<p>Students identify similarities and differences in tone, perspective and point of view of 2 or more texts of the same genre</p>	<ul style="list-style-type: none"> <li>• Author</li> <li>• Character</li> <li>• mood/tone</li> <li>• Point of view</li> <li>• Perspective</li> <li>• Compare</li> <li>• Contrast</li> <li>• Similarities</li> <li>• Differences</li> <li>• Genre</li> </ul>	<p>Benchmark Unit:</p>	<p>2020-2021 Units: 2,6,8</p>	<p>Students write a text of the same genre as a passage, poem, journal, etc., from their own perspective, or the likely perspective of another person.</p>
<p>SWBAT write opinion pieces on topics and texts, supported with valid reasoning and information. W.5.1</p>	<p>Students write a multiple paragraph essay based on their opinion supported with details and facts from 2 or more sources.</p>	<ul style="list-style-type: none"> <li>• Opinion</li> <li>• Text evidence</li> <li>• Supporting details</li> <li>• Writing process</li> <li>• Annotate</li> </ul>	<p>Opinion Writing Rubric</p>	<p>2020-2021 Trimester 1 Units: 1,2,4,5,7</p>	<p>-Students will revise and edit their writing. -Use multimedia resources to create a commercial to persuade others.</p>

<p>SWBAT write informative/ explanatory texts to examine a topic and convey ideas and information clearly. W.5.2</p>	<p>Students will write an informative 3 paragraph essay using an objective point of view to present information.</p>	<ul style="list-style-type: none"> <li>• Objective vs. Subjective view points</li> <li>• Research skills (online &amp; text)</li> <li>• Writing Process</li> <li>• Paraphrasing</li> <li>• Quoting/citing</li> </ul>	<p>Informative Writing Rubric</p>	<p>Trimester 2 Benchmark Units: 1,2,4,7,8</p>	<p>Students will revise and edit their writing. Students will use and combine information from multiple sources/media in their own words. Present information to the class using a medium of their choosing.</p>
<p>SWBAT to write a narrative to explain real or imaginary experiences. W.5.3</p>	<p>Students will write a personal narrative and a fictional narrative of at least 3 paragraphs to entertain readers with dialogue.</p>	<ul style="list-style-type: none"> <li>• 1st person vs. 3rd person</li> <li>• Powerful word choice</li> <li>• Beginning, Middle, and End (narrative elements)</li> <li>• Narrative elements (characters, dialogue, setting, plot)</li> <li>• Dialogue rules</li> </ul>	<p>Narrative Writing Rubric</p>	<p>Trimester 3 Benchmark Units: 1,2,5,7</p>	<p>Students will revise and edit their writing with their peers. Students will include figurative language and begin their writing with a strong hook. Students can create a movie/poster/comic to illustrate their narrative.</p>

<p>SWBAT plan and edit with support from peers and adults using technology. W.5.5</p>	<p>Students can use online documents to edit and revise their work using the comments and suggestions provided by peers and the instructor</p>	<ul style="list-style-type: none"> <li>• Purpose for editing and revising</li> <li>• How to type an assignment using docs or slides</li> <li>• How to give valid feedback</li> </ul>	<p>Benchmark Unit:</p>	<p>2020-2021 Units: 5,7,10</p>	<p>Students can edit and revise other students' work provided by the instructor, preferably with a creative element added to the assignment</p>
<p>SWBAT summarize or paraphrase information while avoiding plagiarism. W.5.8</p>	<p>Students can cite evidence from the text to explain a fact or opinion without plagiarizing</p>	<ul style="list-style-type: none"> <li>• Know the definitions of: summary, paraphrase, plagiarism, direct and indirect quotes</li> </ul>	<p>Benchmark Unit:</p>	<p>2020-2021 Units: 2,6,8,9</p>	<p>Create a visual presentation showing the difference between paraphrasing and plagiarizing</p>
<p>SWBAT communicate effectively in diverse groups. SL.5.1</p>	<p>Students are able to work collaboratively in a group setting toward a common goal. Student roles are implemented to make sure each student contributes.</p>	<ul style="list-style-type: none"> <li>• Group roles</li> <li>• Accountable talk (I agree with...because... , I disagree because..)</li> <li>• Active Listening</li> <li>• Taking turns</li> <li>• Inclusive</li> </ul>	<p>Peer Grading, Teacher Observation</p>	<p>2020-2021 All year long in all subjects!</p>	<p>Students create a "plan" for effective group work techniques, then present it to the class.</p>

<p>SWBAT present orally on a variety of topics. SL.5.2 SL.5.3</p>	<p>Students can conduct a presentation in front of the class/teacher using various media to help them orally summarize information.</p>	<ul style="list-style-type: none"> <li>• Model effective presentations</li> <li>• Ability to summarize information</li> <li>• Comfortable, safe environment</li> </ul>	<p>Oral Presentation Rubric</p>	<p>2020-2021 Trimester 1, 2,3 Book Reports, Science/Social Studies Presentations</p>	<p>Students can plan a lesson on a topic of their "expertise" and teach the class.</p>
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