

Essential Standards Chart
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Standard #1

What do we expect students to learn?		
Grade: 5	Semester: 1st	Team Member: Suzanne Russell
Description of Standard	<p>What is the essential standard to be learned? Describe in student-friendly vocabulary.</p>	<p>RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> ● I can state the process for making an inference. ● I can identify clues in the text that lead to inferences. ● I can generate inferences from the text. ● I can select a quote from the selection to support my inference(s). ● I can quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. <p>This standard is basically a refinement of the skills students should have begun to work on in fourth grade, except instead of more general examples, students now have to quote specifically as they explain what they think about a text. The difference between fifth graders and sixth graders is the complexity of their analysis—fifth graders may only use one quote when explaining an idea from a text, while sixth graders are expected to use multiple quotes when explaining one idea.</p>
Example of Rigor	<p>What does proficient student work look like? Provide an example and/or description.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● explain how to quote a source. ● identify information from a text that supports explicit analysis. ● quote accurately from the text to support exact meaning drawn from the text. ● identify information from the text that supports inferential analysis. ● quote accurately from the text to support inferences from the text. ● quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Prerequisite Skills	<p>What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?</p>	<p>Prior knowledge → Inferencing skills, able to distinguish between paraphrase and quote.</p> <p>Vocabulary → summarize, infer, inference, generalization, quote, explicitly, support, evidence, accurately, conclude, drawing inference</p>
When Taught?	<p>When will this standard be taught?</p>	<p>introduced during 1st Quarter; spiraled throughout</p>
Common Summative Assessment	<p>What assessment(s) will be used to measure student mastery?</p>	<p>“The History of Wyoming”</p>
Extension Standard	<p>What will we do when students have already</p>	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>This Common Core standard introduces the idea of textual analysis to students, who up until</p>

	learned this standard?	<p>this point have only have described works at a surface level. Because of that, they are only required to provide one or two specific quotes when they are making an argument about what the text is saying, much less than the multiple pieces of evidence required from a seventh grader or more full-blown analysis from an eighth grader. Be wary of students simply plopping down a quote without any explanation of why they included it in the analysis; that's the trait of a fifth grader.</p> <p>"The Wolf You Feed" (EngageNY)</p>
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Standard #2

What do we expect students to learn?		
Grade: 5	Semester: 1st	Team Member: Suzanne Russell
Description of Standard	<p>What is the essential standard to be learned? Describe in student-friendly vocabulary.</p>	<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> ● I can explain how to quote a source. ● I can identify information from a text that supports explicit analysis (close reading). ● I can quote accurately from the text to support exact meaning drawn from the text. ● I can identify information from the text that supports inferential analysis. ● I can quote accurately from the text to support inferences from the text. ● I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <p>This standard is basically a refinement of the skills students should have begun to work on in fourth grade, except instead of more general examples students now have to quote specifically as they explain what they think about a text.</p>
Example of Rigor	<p>What does proficient student work look like? Provide an example and/or description.</p>	<p><u>Instructional Tasks</u></p> <ol style="list-style-type: none"> 1. Explain how to quote a source. 2. Identify information from text that supports explicit analysis (close reading). 3. Quote accurately from passage to support exact meaning drawn from text. 4. Identify information from text that supports inferential analysis (deeper meaning). 5. Quote accurately from passage to support inferences drawn from text. 6. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Prerequisite Skills	<p>What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?</p>	<p>Prior knowledge → Direct quote vs. indirect quote; use of quotation marks</p> <p>Vocabulary → quote, inference, direct quote, indirect quote, explicit, textual evidence, conclude, author's purpose</p>
When Taught?	<p>When will this standard be taught?</p>	<p>introduced during 1st Quarter; spiraled throughout</p>
Common Summative Assessment	<p>What assessment(s) will be used to measure student mastery?</p>	<p>"Freddie in the Shade" assessment</p> <p>"The Bell of Atri" Ready NC</p>
Extension	<p>What will we</p>	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as</p>

Standard	do when students have already learned this standard?	<p>inferences drawn from the text.</p> <p>This Common Core standard introduces the idea of textual analysis to students, who up until this point have only have described works at a surface level. Because of that, they are only required to provide one or two specific quotes when they are making an argument about what the text is saying, much less than the multiple pieces of evidence required from a seventh grader or more full-blown analysis from an eighth grader. Be wary of students simply plopping down a quote without any explanation of why they included it in the analysis; that's the trait of a fifth grader.</p> <p>The difference between fifth graders and sixth graders is the complexity of their analysis—fifth graders may only use one quote when explaining an idea from a text, while sixth graders are expected to use multiple quotes when explaining one idea.</p>
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Standard #3

What do we expect students to learn?		
Grade: 5	Semester: 1st	Team Member: Suzanne Russell
Description of Standard	What is the essential standard to be learned? Describe in student-friendly vocabulary.	<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>With this standard, students will be doing essentially the same thing as fourth graders, except picking out two or more main ideas out of a text. If the main topic of an article is about Pluto, then two main ideas might be "Pluto is a very small dwarf planet that's farther out than Neptune" and "Pluto was once a planet but got plutoed."</p>
Example of Rigor	What does proficient student work look like? Provide an example and/or description.	<ol style="list-style-type: none"> 1. Identify the main ideas of the text. 2. Determine which details are key to the text. 3. Analyze how the author supported the main ideas with those details. 4. Know how to summarize text. 5. Use key details and the main ideas to summarize
Prerequisite Skills	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	<p>Prior Knowledge → Be able to identify the main idea of a paragraph; be able to identify supporting details of a main idea</p> <p>Vocabulary → determine, main ideas, support, summarize, key details, explain</p>
When Taught?	When will this standard be taught?	introduced during 1st Quarter; spiraled throughout
Common Summative Assessment	What assessment(s) will be used to measure student mastery?	"Space Exploration: Benefit or Bust" assessment
Extension Standard	What will we do when students have already	<p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>The "central idea"—now that's a new concept students have never seen before. It's because</p>

	learned this standard?	the central idea isn't really applicable until you're looking at complicated texts that are longer than just a few pages. The central idea of a long text is just like a main idea of a short text: it's the overarching point the author is trying to get across. In a longer text, however, main ideas aren't there throughout the whole text while central ideas are. (Think of a main idea as a section that is too long and has too much explanation to simply be called a supporting point.) The structure of a longer piece of writing goes like this: central ideas > main ideas > supporting points > supporting details.
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Standard #4

What do we expect students to learn?		
Grade: 5	Semester: 1st	Team Member: Suzanne Russell
Description of Standard	What is the essential standard to be learned? Describe in student-friendly vocabulary.	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>As opposed to fourth graders who only have to identify a theme and then provide a general reason why it's there, fifth graders have to be able to point to more specific plot points or explicit scenes of reflection when they identify a theme. The second half of this standard means students have to be able to summarize what they read, though it doesn't need to be completely objective (that's only required from sixth graders and above).</p>
Example of Rigor	What does proficient student work look like? Provide an example and/or description.	<p>Students will be able to</p> <ul style="list-style-type: none"> ● define theme. ● identify key details in a text including how characters respond to challenges. ● analyze how the conflict impacts the characters. ● explain how the characters' actions and relationships affect the conflict and plot. ● analyze the characters' actions to infer the theme. ● analyze how plot development impacts the theme of the story through character challenges and other literary techniques. ● Identify the point of view of the narrator or speaker. ● Identify how the point of view impacts the development of the topic. ● infer the theme of the text using details to support the inferences. ● summarize the text including details that support the theme. ● imply the lesson from details in the text. ● determine a theme of a story from details in a text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic.
Pre-requisite Skills	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	<p>climax, summarize, resolution, solution, drama, theme, summarize, main idea, details, speaker, infer, plot, genre, detail, reflects</p>
When Taught?	When will this standard be taught?	introduced during 2nd Quarter; spiraled throughout
Common Summative Assessment	What assessment(s) will be used to measure	"Theseus and the Boulder" assessment

	student mastery?	
Extension Standard	What will we do when students have already learned this standard?	<p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Fifth grade asks students to simply identify a theme through general examples; sixth grade asks them to identify a theme and back that theme up with a few quotes. However, they aren't required to use lots of quotes from throughout a text, as that's the job of seventh graders.</p> <p>Traditional Literature Genre Study Project (Folktales → Legends [creation stories] & Fables) Students will read Native American Folktales and in each identify a theme, write a summary, and infer information about the tribes.</p>

Standard #5

What do we expect students to learn?		
Grade: 5	Semester: 1st	Team Member: Suzanne Russell
Description of Standard	<p>What is the essential standard to be learned? Describe in student-friendly vocabulary.</p>	<p>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.</p> <p>How did the end of World War I lead to World War II? If students can answer questions like that one, then they likely will have this standard covered. Students have to be able to point straight to the text for their answers.</p>
Example of Rigor	<p>What does proficient student work look like? Provide an example and/or description.</p>	<ul style="list-style-type: none"> • Students can recognize the difference between an event, an idea, individual, or concept. • Students understand information read in historical, scientific, or technical text. • Students can compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology. • Students site specific information from the text that supports observations about relationships or interactions.
Prerequisite Skills	<p>What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?</p>	<p>Prior Knowledge → Students are able to compare and contrast events, ideas, individuals, or concepts.</p> <p>Vocabulary → events, concepts, ideas, interactions, relationship, historical, scientific, technical, information, cause, effect</p>
When Taught?	When will this standard be taught?	introduced during 2nd Quarter; spiraled throughout
Common Summative Assessment	<p>What assessment(s) will be used to measure student mastery?</p>	"WWI vs WWII" assessment

Extension Standard	What will we do when students have already learned this standard?	<p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>It's time to get into the author's mind, because the underlying question behind this standard is "Why did the author choose to write about the person, event, or idea this way?" Is the author portraying the subject in a positive, negative, or neutral light? Is he or she trying to be as emotionless as possible, or is he or she trying to appeal to the reader's emotions? Does the description use examples, anecdotes, or statistics?</p>
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Standard #6

What do we expect students to learn?		
Grade: 5	Semester: 1st	Team Member: Suzanne Russell
Description of Standard	What is the essential standard to be learned? Describe in student-friendly vocabulary.	<p>RL.5.3 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).</p> <p>Instead of only analyzing one thing as a fourth grader, now they have to compare two of them side by side. For example, students may have to compare Jack and Annie from the <i>Magic Tree House</i> series.</p>
Example of Rigor	What does proficient student work look like? Provide an example and/or description.	<ul style="list-style-type: none"> ● Identify the characters, setting and major events of a story ● Compare and contrast characters, setting and events in a story or drama ● Provide specific details when describing the interactions between characters ● Provide specific details when comparing or contrasting settings or events
Prerequisite Skills	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	<p>Prior Knowledge → Students are able to compare and contrast events, ideas, individuals, or concepts.</p> <p>Vocabulary → theme, trait (characteristics, compare, contrast, describe, dialogue, analyze</p>
When Taught?	When will this standard be taught?	introduced during 1st Quarter; spiraled throughout
Common Summative Assessment	What assessment(s) will be used to measure student mastery?	"Cindermaid vs Cinderella" assessment
Extension Standard	What will we do when students have already learned this	<p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>This Common Core Standard is similar to that of the corresponding eighth grade standard (RL.8.3), except students only have to pick out general scenes instead specific quotes when</p>

	standard?	describing how a story develops. Students should be able to answer simple cause-and-effect questions about the plot of a work or about how a character reacts to something in the plot.
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Standard #7

What do we expect students to learn?		
Grade: 5	Semester: 1st	Team Member: Suzanne Russell
Description of Standard	What is the essential standard to be learned? Describe in student-friendly vocabulary.	<p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Students need to see that emotions are not truth; there are other ways of seeing the world. For example, if the narrator absolutely hates eating beets, then of course the narrator is going to describe any situation involving beets as gross; however, if the narrator loves beets, then any situation involving beets will be described as wonderful. A student who masters this standard will recognize that both situations are valid; it all depends on how a person views beets.</p>
Example of Rigor	What does proficient student work look like? Provide an example and/or description.	<ul style="list-style-type: none"> • Identify the person who is telling a story • Know that the way a person tells a story is influenced by their role and the outcomes of the story • Understand how the narrator's point of view influences the description of events
Prerequisite Skills	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	<p>Prior Knowledge → Ability to identify who is telling the story, if the narrator is part of the story, and if the story is being told in first, second, or third person.</p> <p>Vocabulary → influence, persuade, author, narrator, speaker in text, point of view, perspective, develop, first person, second person, third person (omniscient, limited, objective)</p>
When Taught?	When will this standard be taught?	introduced during 3rd Quarter; spiraled throughout
Common Summative Assessment	What assessment(s) will be used to measure student mastery?	"The Witch on Shady Lane" and "Memories Lost"
Extension Standard	What will we do when students have already learned this standard?	<p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>This Common Core Standard is all about making students know what the narrator thinks about something and, more importantly, why they're sure that's how the narrator thinks. For example, they might know that the main character thinks the police are good guys, but how are we sure about that? Think of this standard as the inverse of its fifth-grade counterpart, which assumes that students know the character's point of view and asks them to extrapolate out (working outward). In sixth grade, students already know the character's point of view but instead have to figure out what reveals that point of view.</p>

Standard #8

What do we expect students to learn?		
Grade: 5	Semester: 1st	Team Member: Suzanne Russell
Description of Standard	What is the essential standard to be learned? Describe in student-friendly vocabulary.	<p>RI.5.8 Explain how author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</p> <ul style="list-style-type: none"> ● I can identify which reasons support particular points in a text. ● I can identify which evidences support particular points in a text. ● I can evaluate and explain the connection between reasons and particular points in a text. ● I can evaluate and explain the connection between evidences and particular points in a text.
Example of Rigor	What does proficient student work look like? Provide an example and/or description.	<ul style="list-style-type: none"> ● Recognize the points the author is trying to make through his writing. ● Explain what evidence is used and how it supports what he/she has written ● Define the difference between reasons and evidence ● Identify what reasons the author gives for making these points ● Identify facts and details the author has cited as evidence to support his points
Prerequisite Skills	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	<p>Prior Knowledge → Ability to identify the author's message and evidence the author uses to support his thinking</p> <p>Vocabulary → evidence, reason, support, author, points, identify, validity</p>
When Taught?	When will this standard be taught?	introduced during 3rd Quarter; spiraled throughout
Common Summative Assessment	What assessment(s) will be used to measure student mastery?	"Saturn V"
Extension Standard	What will we do when students have already learned this standard?	<p>RI.6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <ul style="list-style-type: none"> ● Question to Focus Learning - How does a reader know an author presents a credible and accurate claim? ● To verify a claim, a reader must determine if the evidence adequately supports the author's point of view. Student Friendly Objectives ● <i>Knowledge Targets</i> <ul style="list-style-type: none"> ○ I know an argument is a conclusion, belief, or claim based on evidence. ○ I know a claim is an idea or opinion that an author tries to prove or defend in an argument.