D303 Core Bilingual Literacy Grade 5 - Yearlong Curriculum							
CUSD 303							
Year: 2011-2012							
KEY: Unless noted otherwise (E=English, S=Spanish), skills are applicable in both English and Spanish literacy							
Content	**Subcontent**	**CC Topics and Anchor Standards**	**CC Grade Level Standard**	**Skills Q1**	**Skills Q2**	**Skills Q3**	**Skills Q4**
Reading - Literature	Key Ideas and Details	RL1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text with teacher support	RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text with small group of peers and teacher support	RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text with support from peers	RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
		RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RL2 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 on a topic; summarize the text	RL2 Determine a theme of a story from details in the text, including how characters respond to challenges; summarize the text	RL2 Determine a theme of a drama from details in the text, including how characters in a drama respond to challenges; summarize the text	RL2 Determine a theme of a poem from details in the text, respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text	RL2 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 on a topic; summarize the text
		RL3 Analyze how and why characters, events, and ideas develop and interact over the course of a text	RL3 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)	RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a less complex text (e.g., how characters interact)	RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in texts with increasing levels of complexity (e.g., how characters interact)	RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in texts with increasing levels of complexity (e.g., how characters interact)	RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in complex texts for grade 5 (e.g., how characters interact)
	Craft and Structure	RL4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes		RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	
		RL5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole	RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	RL5 Explain how a series of chapters fits together to provide the overall structure of a particular story	RL5 Explain how a series of scenes fits together to provide the overall structure of drama	RL5 Explain how a series of stanzas fit together to provide the overall structure of a particular poem	RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
		RL6 Assess how point of view or purpose shapes the content and style of a text	RL6 Describe how a narrator's or speaker's point of view influences how events are described			RL6 Describe how a narrator's or speaker's point of view influences how events are described	RL6 Describe how a narrator's or speaker's point of view influences how events are described
	Integration of Knowledge and Ideas	RL7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)				RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
		RL8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	RL8 (Not applicable to literature)				

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Reading - Literature *(cont'd)*	Integration of Knowledge and Ideas *(cont'd)*	RL9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RL9 Compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and topics	RL9 Compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and topics using less complex texts	RL9 Compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and topics with increasing levels of text complexity	RL9 Compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and topics with increasing levels of text complexity	RL9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics using texts with high complexity for grade 5
	Range of Reading and Level of Text Complexity	RL10 Read and comprehend complex literary and informational texts independently and proficiently	RL10 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				RL10 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
Reading - Informational	Key Ideas and Details	RI1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text with teacher support	RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text with small group of peers and teacher support	RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text with support from peers	RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
		RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	RI2 Determine the main idea of the text and explain how it is supported by key details; summarize the text	RI2 Determine two or more main ideas of a text and then summarize the text	RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text with teacher support
		RI3 Analyze how and why characters, events, and ideas develop and interact over the course of a text	RI3 Explain the relationships or interactions between two or more people, events, ideas, or concepts in a historical, scientific, or technical text using specific information in the text	RI3 Explain the relationships or interactions between two or more concepts in a scientific or technical text using specific information in the text		RI3 Explain the relationships or interactions between two or more people, events, or ideas in a historical text using specific information in the text	
	Craft and Structure	RI4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	RI4 Determine the meaning of general academic and domain-specific words and phrases in texts relevant to a grade 5 topic or subject area using less complex texts	RI4 Determine the meaning of general academic and domain-specific words and phrases in texts relevant to a grade 5 topic or subject area and with increasing levels of complexity	RI4 Determine the meaning of general academic and domain-specific words and phrases in texts relevant to a grade 5 topic or subject area and with increasing levels of complexity	RI4 Determine the meaning of general academic and domain-specific words and phrases in texts relevant to a grade 5 topic or subject area with high text complexity
		RI5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole	RI5 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	RI5 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 with teacher support, focusing on text structure appropriate to current needs of instruction	RI5 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 with small group of peers and teacher support, focusing on text structure appropriate to current needs of instruction and increasing the level of text complexity as appropriate	RI5 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 with small group of peers and teacher support, focusing on text structure appropriate to current needs of instruction and increasing the level of text complexity as appropriate	RI5 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, focusing on text structure appropriate to current needs of instruction and using highly complex texts for Grade 5
		RI6 Assess how point of view or purpose shapes the content and style of a text	RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent with teacher support (connect to social studies content and texts)	RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent with teacher support (connect to social studies content and texts)	RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent with support from peers (connect to social studies content and texts)	RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (connect to social studies content and texts)

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Reading - Informational *(cont'd)*	Integration of Knowledge and Ideas	RI7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RI7 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	RI7 Draw on information from one print or digital source, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently (connect to content area learning and texts)	RI7 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 (connect to area learning and texts)	RI7 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 (connect to content area learning and texts)	RI7 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 (connect to content area learning and texts)
		RI8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)			RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) and focusing on the author's ability to develop a convincing argument	
		RI9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RI9 Integrate information from several texts on the same topic to write or speak about the subject knowledgeably	RI9 Integrate information from several texts on the same topic to write or speak about the subject knowledgeably using a less complex text	RI9 Integrate information from several texts on the same topic to write or speak about the subject knowledgeably using more complex texts	RI9 Integrate information from several texts on the same topic to write or speak about the subject knowledgeably using more complex texts	RI9 Integrate information from several texts on the same topic to write or speak about the subject knowledgeably using texts with high levels of text complexity
	Range of Reading and Level of Text Complexity	RI10 Read and comprehend complex literary and informational texts independently and proficiently	RI10 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				RI10 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
Reading - Foundational	Phonics and Word Recognition		RF3 Know and apply grade-level phonics and word analysis skills in decoding words	RF3 Recognize and apply grade-level phonics and word analysis skills in decoding words			
			RF3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in and out of context	RF3a Determine the meaning of unknown words using knowledge of co-, con-, com-, coll-, en-, inter-, mis-, multi-, and pro- prefixes (E) RF3a Determine the meaning of unknown words containing -age/ -ate/ -ion/ -ian/ -ity/ -ize/ -ment/ -ous/ and -ual suffixes (E)	RF3a Determine the meaning of unknown words using knowledge of auto/ demo/ dict/ graph/ human/ meter/ sphere/ and sub roots (E)		
				1ASLA Determine the meaning of unknown words using knowledge of prefixes (S)	1ASLA Determine the meaning of unknown words using the knowledge of prefixes (S)		
				1ASLA Determine the meaning of unknown words using knowledge of suffixes (S)			
					1ASLA Determine the meaning of unknown words using the knowledge of roots (S)		
	Fluency		RF4 Read with sufficient accuracy and fluency to support comprehension	RF4 Read with appropriate pauses, heeding all punctuation to produce consistently longer, meaningful phrases			

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Reading - Foundational (cont'd)	Fluency *(cont'd)*		RF4a Read grade-level text with purpose and understanding	RF4a Read grade-level text with purpose and understanding (refer to district benchmark document)	RF4a Read grade-level text with purpose and understanding (refer to district benchmark document)	RF4a Read grade-level text with purpose and understanding (refer to district benchmark document)	RF4a Read grade-level text with purpose and understanding (refer to district benchmark document)
			RF4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	RF4b Read with appropriate rate: 110 words per minute or more according to district benchmarks (S) RF4b Read with 97% accuracy according to district benchmarks (refer to district benchmark document) (S)			RF4b Read with expression, emphasizing key phrases and words effectively (refer to district benchmark document)
			RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary	RF4c Identify context to confirm or self-correct word recognition and understanding, rereading as necessary (refer to district benchmark document)	RF4c Identify context to confirm or self-correct word recognition and understanding, rereading as necessary (refer to district benchmark document)	RF4c Identify context to confirm or self-correct word recognition and understanding, rereading as necessary (refer to district benchmark document)	RF4c Identify context to confirm or self-correct word recognition and understanding, rereading as necessary (refer to district benchmark document)
Writing	Text Types and Purposes	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
			W1a 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			W1a 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	
			W1b Provide logically ordered reasons that are supported by facts and details			W1b Provide logically ordered reasons that are supported by facts and details	
			W1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)			W1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)	
			W1d Provide a concluding statement or section related to the opinion presented			W1d Provide a concluding statement or section related to the opinion presented	
		W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly		W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly		
			W2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension		W2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension		
			W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic		W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic		
			W2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)		W2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)		

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Writing *(cont'd)*	Text Types and Purposes *(cont'd)*		W2d Use precise language and domain-specific vocabulary to inform about or explain the topic		W2d Apply precise language and domain-specific vocabulary to inform about or explain the topic		
			W2e Provide a concluding statement or section related to the information or explanation presented		W2e Provide a concluding statement or section related to the information or explanation presented		
		W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences			
			W3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally	W3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally			
			W3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations	W3b Apply narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations			
			W3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events	W3c Apply a variety of transitional words, phrases, and clauses to manage the sequence of events			
			W3d Use concrete words and phrases and sensory details to convey experiences and events precisely	W3d Apply concrete words and phrases and sensory details to convey experiences and events precisely			
			W3e Provide a conclusion that follows from the narrated experiences or events	W3e Provide a conclusion that follows from the narrated experiences or events			
	Production and Distribution of Writing	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3)	W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3; make specific to narratives)	W4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3; make specific to informative/explanatory)	W4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3; make specific to opinion pieces)	W4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience
		W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 5 on pages 28 and 29)	W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 5 on pages 28 and 29; make specific to narratives)	W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 5 on pages 28 and 29; make specific to informative/explanatory)	W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 5 on pages 28 and 29; make specific to informative/explanatory)	W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 5 on pages 28 and 29)

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Writing *(cont'd)*	Production and Distribution of Writing *(con t'd)*	W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W6 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting	W6 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	W6 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting	W6 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting	W6 With minimal guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting
	Research to Build and Present Knowledge	W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (connect to content area learning)	W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (Connect to content area learning)	W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (connect to content area learning)	W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (connect to content area learning)
		W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	W8 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	W8 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 with teacher support	W8 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 with support from peers	W8 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 with support from peers	W8 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
		W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research with teacher support	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research with support from peers	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research with support from peers	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research
			W9a 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]")	W9a 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]"; refer to district benchmark document)	W9a 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]"; refer to district benchmark document)	W9a 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]"; refer to district benchmark document)	W9a 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]"; refer to district benchmark document)
			W9b 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]")	W9b 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]"; refer to district benchmark document)	W9b 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]"; refer to district benchmark document)	W9b 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]"; refer to district benchmark document)	W9b 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]"; refer to district benchmark document)
	Range of Writing	W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	W10 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	W10 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 (connect to content area learning)	W10 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 (connect to content area learning)	W10 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 (connect to content area learning)	W10 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 (connect to content area learning)
				2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)

Revised 8/5/2011

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Speaking and Listening	Comprehension and Collaboration	SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing own ideas clearly and persuasively	SL1 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 own ideas clearly	SL1 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 own ideas clearly, with teacher support	SL1 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 own ideas clearly		
			SL1a 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	SL1a 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, with teacher support	SL1a 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		
			SL1b Follow agreed-upon rules for discussions and carry out assigned roles	SL1b Follow agreed-upon rules for discussions and carry out assigned roles, with teacher support	SL1b Follow agreed-upon rules for discussions and carry out assigned roles		
			SL1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others	SL1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others, with teacher support	SL1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others		
			SL1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	SL1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions, with teacher support	SL1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions		
		SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally			SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	
		SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence			SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (with teacher support)	SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
	Presentation of Knowledge and Ideas	SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience	SL4 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	SL4 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, with teacher support specific to content area learning	SL4 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 specific to content area learning		
		SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	SL5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes				SL5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
		SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	SL6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation	SL6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation, with teacher support	SL6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation, with teacher support		

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Language	Conventions of Standard English and Spanish	L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking				L1 Show command of the conventions of standard English and Spanish grammar and usage when writing or speaking
			L1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences		L1a Construct sentences with appropriate use of conjunctions	L1a Construct sentences with appropriate use of prepositions L1a Construct sentences with appropriate use of interjections	
			L1b Form and use the perfect (e.g., "I had walked"; "I have walked"; "I will have walked") verb tenses	L1b Form and use the perfect (e.g., "I had walked"; "I have walked"; "I will have walked") verb tenses			
			L1c Use verb tense to convey various times, sequences, states, and conditions	L1c Apply verb tense to convey various times, sequences, states, and conditions			
			L1d Recognize and correct inappropriate shifts in verb tense			L1d Maintain consistent verb tense with teacher support	
			L1e Use correlative conjunctions (e.g., either/or, neither/nor)		L1e Apply correlative conjunctions (e.g., either/or, neither/nor)		
		L2 Demonstrate command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing		L2 Show command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing		
			L2a Use punctuation to separate items in a series	L2a Apply punctuation to separate items in a series			
			L2b Use a comma to separate an introductory element from the rest of the sentence	L2b Construct sentences with correct end punctuation L2b Construct sentences with appropriate use of apostrophes for possessive nouns L2b Apply a comma to separate an introductory element from the rest of the sentence	L2b Construct sentences with appropriate use of quotation marks in direct quotations L2b Construct sentences with appropriate use of apostrophes		
			L2c 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?")	L2c Apply appropriate capitalization of proper nouns L2c Apply appropriate capitalization of abbreviations L2c Apply commas 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?")			
			L2d Use underlining, quotation marks, or italics to indicate titles of works	L2d Apply underlining, quotation marks, or italics to indicate titles of works			
			L2e Spell grade-appropriate words correctly, consulting references as needed	L2e Construct sentences with appropriate use of commas			

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Language *(cont'd)*	Knowledge of Language	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices to meaning or style, and to comprehend more fully when reading or listening	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening			L3 Apply knowledge of language and its conventions when writing, speaking, reading, or listening L3 Develop complete sentences, avoiding fragments and run-on sentences, within multiparagraph work	
			L3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style			L3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style	
			L3b Compare and contrast the varieties of English and Spanish (e.g., dialects, registers) used in stories, dramas, or poems			L3b Compare and contrast the varieties of English and Spanish (e.g., dialects, registers) used in stories, dramas, or poems	
	Vocabulary Acquisition and Use	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 5 reading and content, choosing flexibly from a range of strategies	L4 Determine the meaning of a word in context when the word has multiple meanings L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 5 reading and content, choosing flexibly from a range of strategies (refer to district benchmarks)	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 5 reading and content, choosing flexibly from a range of strategies (refer to district benchmarks)	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 5 reading and content, choosing flexibly from a range of strategies (refer to district benchmarks)	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 5 reading and content, choosing flexibly from a range of strategies (refer to district benchmarks)
			L4a Use context (e.g., cause-effect relationships and comparisons in text) as a clue to the meaning of a word or phrase	L4a Recognize context (e.g., cause-effect relationships and comparisons in text) as a clue to the meaning of a word or phrase (refer to district benchmarks)	L4a Recognize context (e.g., cause-effect relationships and comparisons in text) as a clue to the meaning of a word or phrase (refer to district benchmarks)	L4a Recognize context (e.g., cause-effect relationships and comparisons in text) as a clue to the meaning of a word or phrase (refer to district benchmarks)	L4a Recognize context (e.g., cause-effect relationships and comparisons in text) as a clue to the meaning of a word or phrase (refer to district benchmarks)
			L4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph/photosynthesis)	L4b Apply common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph/photosynthesis) (refer to district benchmarks)	L4b Apply common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph/photosynthesis) (refer to district benchmarks)	L4b Apply common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph/photosynthesis) (refer to district benchmarks)	L4b Apply common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph/photosynthesis) (refer to district benchmarks)
			L4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases (refer to district benchmarks)	4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases (refer to district benchmarks)	L4c Determine meaning of unknown words using print and digital references including glossaries, dictionaries, and thesauruses L4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases (refer to the district benchmarks)	L4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases (refer to district benchmarks)
		L5 Demonstrate understanding of word relationships and nuances in word meanings	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 Apply knowledge of figurative language, word relationships, and nuances in word meanings (connect to content area learning)	L5 Apply knowledge of figurative language, word relationships, and nuances in word meanings (connect to content area learning)	L5 Apply knowledge of figurative language, word relationships, and nuances in word meanings (connect to content area learning)	L5 Apply knowledge of figurative language, word relationships, and nuances in word meanings (connect to content area learning)

Revised 8/5/2011

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Language *(cont'd)*	Vocabulary Acquisition and Use *(cont'd)*		L5a Interpret figurative language, including similes and metaphors, in context	L5a Interpret figurative language, including similes and metaphors, in context (connect to content area learning)	La Interpret figurative language, including similes and metaphors, in context (connect to content area learning)	L5a Interpret figurative language, including similes and metaphors, in context (connect to content area learning)	L5a Interpret figurative language, including similes and metaphors, in context (connect to content area learning)
			L5b Recognize and explain the meaning of common idioms, adages, and proverbs	L5b Recognize and explain the meaning of common idioms, adages, and proverbs (connect to content area learning)	L5b Recognize and explain the meaning of common idioms, adages, and proverbs (connect to content area learning)	L5b Recognize and explain the meaning of common idioms, adages, and proverbs (connect to content area learning)	L5b Recognize and explain the meaning of common idioms, adages, and proverbs (connect to content area learning)
			L5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	L5c Connect the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words (connect to content area learning)	L5c Define words by using synonyms L5c Define words by using antonyms L5c Connect the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words (connect to content area learning)	L5c Connect the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words (connect to content area learning)	L5c Connect the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words (based on content area learning)
		L6 Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression	L6 Acquire and accurately use 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)	L6 Acquire and accurately use 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) (based on content area learning)	L6 Acquire and accurately use 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) (based on content area learning)	L6 Acquire and accurately use 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) (connect to content area learning)	L6 Acquire and accurately use 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) (connect to content area learning)

Revised 8/5/2011