

**Grade 5 ELA
Year At A Glance**

Unit 1: Choices and Challenges	Unit 2: Choices and Challenges	Unit 3: Coming of Age	Unit 4: America in Conflict
Time Frame: 8/13/2018-11/16/2018	Time Frame: 11/26/2018-1/18/2019	Time Frame: 1/22/2019-3/15/2019	Time Frame: 3/25/2019-5/23/2019
Unit Focus: Narrative ACT Aspire Formative Assessment: 9/24/18-10/5/18	Unit Focus: Expository	Unit Focus: Opinion ACT Aspire Formative Assessment: 2/25/19-3/8/19	Unit Focus: Cumulative ACT Aspire: 4/22/19-5/3/19
Power Standards Addressed: RL.5.1 RL.5.2 RI.5.1 RI.5.2 RF.5.3 RF.5.4 W.5.1 W.5.10 L.5.1 L.5.2 L.5.4	Power Standards Addressed: RL.5.1 RL.5.2 RI.5.1 RI.5.2 RF.5.3 RF.5.4 W.5.1 W.5.10 L.5.1 L.5.2 L.5.4	Power Standards Addressed: RL.5.1 RL.5.2 RI.5.1 RI.5.2 RF.5.3 RF.5.4 W.5.1 W.5.10 L.5.1 L.5.2 L.5.4	Power Standards Addressed: RL.5.1 RL.5.2 RI.5.1 RI.5.2 RF.5.3 RF.5.4 W.5.1 W.5.10 L.5.1 L.5.2 L.5.4

Unit 1	Choices and Challenges	Grade Level	5	Approx length	9 weeks
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CPSD Power Standards with Student Learning Objectives

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when inferences are drawn from the text.

Student-Friendly Objectives:

- I can determine which evidence supports my answer.
- I can properly quote evidence from a text to support my explanation.

RL.5.2 Examine a grade-appropriate literary text. ● Provide a summary. ● 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 and how the speaker in a poem reflects upon a topic.

Student-Friendly Objectives:

- I can summarize events in a literary text.
- I can infer a theme and support it with evidence.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when inferences are drawn from the text.

Student-Friendly Objectives:

- I can determine which evidence supports my answer.
- I can properly quote evidence from a text to support my explanation.

RI.5.2 Examine a grade-appropriate informational text. ● Provide a summary. ● Determine the main idea of a text and explain how it is supported by key details.

Student-Friendly Objectives:

- I can summarize important details in an informational text.
- I can infer a main idea and support it with evidence.
- I can compare and contrast two texts.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Student-Friendly Objectives:

- I can use word analysis skills to decode words.
- I can read irregular words.

RF.5.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.

Student-Friendly Objectives:

- I can read accurately to comprehend texts.
- I can read fluently (smoothly and with expression.)

W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.

Student-Friendly Objectives:

- I can write an opinion piece.
- I can use transition words in my opinion piece.
- I can support my opinion with facts and reasons.

W.5.10 Write routinely over extended time frames, time for ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student-Friendly Objectives:

- I can research information to support my writing.
- I can organize my writing by task, purpose, and audience.
- I can produce writing appropriate for short or extended time frames.
- I can revise my own writing based on feedback, when appropriate.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.

Student-Friendly Objectives:

- I can capitalize words in my sentence correctly.

Learning Indicators of Power Standards

Students will know...

- Explicit evidence
- Evidence-based inference
- That using a direct quote from the text supports an explanation
- Summaries
 - Includes **highlights** of a story (characters, conflict, resolution)
 - Includes **highlights** of a text
- The elements of a story
 - Exposition
 - Rising action
 - Climax
 - Falling action
 - Resolution
- Authors develop theme through particular details.
- Authors develop main idea through key details.
- The parts and organization of an informational text
 - Text features (Titles, captions, heading, subheadings, bold, italics, photos, graphs, illustrations, index, etc.)
 - Text structures (Compare and contrast, cause and effect, problem and solution, chronological/sequential, descriptive)
- Strategies to decode words (word analysis skills)
 - Letter sound knowledge
 - Six syllable types
 - Affixes (prefixes and suffixes)
 - Greek and Latin roots
- Strategies to comprehend grade-level texts
 - Reread
 - Visualize
 - Make connections
 - Question
 - Infer
 - Predict

And be able to...

- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary
- Infer a theme and provide evidence from the text
 - based on characters' response to challenges or
 - how the speaker in a poem reflects upon a topic
- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary
- Infer a main idea and provide evidence from the text based on key details from the text
- Compare and contrast two texts
- Describe how the text structures lead to better understanding of the topic
- Use a variety of strategies to decode grade-level words
- Read and comprehend grade-level texts
- Read with grade-level fluency
- Read with grade-level accuracy
- Write an opinion piece
- Include transition words appropriately
- How to support their opinion with valid reasons and information
- Identify tasks, purposes, and audience for writing.
- Evaluate sources for research purposes
- Apply the appropriate organizational structure to writing
- Reflect/revise his/her own writing
- Understand sentence patterns in order to construct various simple and compound sentences
- Punctuate items in a series correctly.
- Punctuate quotes in a sentence correctly.
- Capitalize the pronoun I
- Capitalize the first word in a sentence

- Synthesize
- Analyze
- Components of an opinion piece
 - Introduction
 - Thesis/claim/argument
 - Reasons
 - Conclusion
- Various writing formats
 - Paragraphs
 - Essays
 - Reports
 - Opinions
 - Informational/Explanatory text
- Organizational structures appropriate to different occasions, purposes, and audiences
- Define tone and explain how authors create meaning using tone
- Sentence patterns
 - S-AV
 - S-AV-DO
 - S-LV-PN
 - S-LV-PA
- Capitalization
 - Pronoun I
 - Beginning of a sentence
 - Proper nouns
 - Beginning of quote
- Commas
 - To separate items in a series
 - To separate quotes in a sentence

- Capitalize proper nouns
- Capitalize the beginning of a quotation (when appropriate)
- Use correct ending punctuation

Additional Arkansas State Standards

- 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)
- RL.5.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or

trying a new approach.

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Unit 2	Choices and Challenges: Imagination	Grade Level	5	Approx Length	9 weeks
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CPSD Power Standards with Student Learning Objectives

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when inferences are drawn from the text.

Student-Friendly Objectives:

- I can determine which evidence supports my answer.
- I can properly quote evidence from a text to support my explanation.

RL.5.2 Examine a grade-appropriate literary text. ● Provide a summary. ● 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 and how the speaker in a poem reflects upon a topic.

Student-Friendly Objectives:

- I can summarize events in a literary text.
- I can infer a theme and support it with evidence.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when inferences are drawn from the text.

Student-Friendly Objectives:

- I can determine which evidence supports my answer.
- I can properly quote evidence from a text to support my explanation.

RI.5.2 Examine a grade-appropriate informational text. ● Provide a summary. ● Determine the main idea of a text and explain how it is supported by key details.

Student-Friendly Objectives:

- I can summarize important details in an informational text.
- I can infer a main idea and support it with evidence.
- I can compare and contrast two texts.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Student-Friendly Objectives:

- I can use word analysis skills to decode words.
- I can read irregular words.

RF.5.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.

Student-Friendly Objectives:

- I can read accurately to comprehend texts.
- I can read fluently (smoothly and with expression.)

W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.

Student-Friendly Objectives:

- I can write an opinion piece.
- I can use transition words in my opinion piece.
- I can support my opinion with facts and reasons.

W.5.10 Write routinely over extended time frames, time for ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student-Friendly Objectives:

- I can research information to support my writing.
- I can organize my writing by task, purpose, and audience.
- I can produce writing appropriate for short or extended time frames.
- I can revise my own writing based on feedback, when appropriate.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 5.

Student-Friendly Objectives:

- I can form simple and compound sentences.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.

Student-Friendly Objectives:

- I can use commas correctly.
- I can punctuate compound sentences correctly.

Learning Indicators of Power Standards

Students will know...

- Explicit evidence
- Evidence-based inference
- That using a direct quote from the text supports an explanation
- Summaries
 - Includes **highlights** of a story (characters, conflict, resolution)
 - Includes **highlights** of a text
- The elements of a story
 - Exposition
 - Rising action
 - Climax
 - Falling action
 - Resolution
- Authors develop theme through particular details.
- Authors develop main idea through key details.
- The parts and organization of an informational text
 - Text features (Titles, captions, heading, subheadings, bold, italics, photos, graphs, illustrations, index, etc.)
 - Text structures (Compare and contrast, cause and effect, problem and solution, chronological/sequential, descriptive)
- Strategies to decode words (word analysis skills)
 - Letter sound knowledge
 - Six syllable types
 - Affixes (prefixes and suffixes)
 - Greek and Latin roots

And be able to...

- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary
- Infer a theme and provide evidence from the text
 - based on characters' response to challenges or
 - how the speaker in a poem reflects upon a topic
- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary
- Infer a main idea and provide evidence from the text based on key details from the text
- Compare and contrast two texts
- Describe how the text structures lead to better understanding of the topic
- Use a variety of strategies to decode grade-level words
- Read and comprehend grade-level texts
- Read with grade-level fluency
- Read with grade-level accuracy
- Write an opinion piece
- Include transition words appropriately
- How to support their opinion with valid reasons and information
- Identify tasks, purposes, and audience for writing.
- Evaluate sources for research purposes
- Apply the appropriate organizational structure to writing
- Reflect/revise his/her own writing
- Recognize and correct fragments and run-ons

- Strategies to comprehend grade-level texts
 - Reread
 - Visualize
 - Make connections
 - Question
 - Infer
 - Predict
 - Synthesize
 - Analyze
- Components of an opinion piece
 - Introduction
 - Thesis/claim/argument
 - Reasons
 - Conclusion
- Various writing formats
 - Paragraphs
 - Essays
 - Reports
 - Opinions
 - Informational/Explanatory text
- Organizational structures appropriate to different occasions, purposes, and audiences
- Tone
- Sentence types
 - Simple
 - Compound
- Sentence structure
 - Eliminate fragments and run-ons
 - Independent and dependent clauses
- Transitional words and phrases with parallel structure
- Use adjectives and adverbs correctly
- Use commas before coordinating conjunctions
- Use commas after introductory transitional word or phrase
- Use coordinating conjunctions
- Use commas between coordinate adjectives

- Form simple sentences
- Join independent clauses correctly to form compound sentences
- Choose the correct coordinating conjunction when forming compound sentences.
- Use commas before coordinating conjunctions
- Maintain parallel structure when using transitional words and phrases
- Use adjectives, adjectival phrases, adverbs, and adverbial phrases in a sentence
- Use commas after introductory transitional words or phrases

- RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., a graphic novel, multimedia presentation of fiction, folktale, myth, [and] poem).
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figurative language, including similes and metaphors, in context.

Unit 3	Coming of Age	Grade Level	5th	Approx Length	9 weeks
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CPSD Power Standards with Student Learning Objectives

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when inferences are drawn from the text.

Student-Friendly Objectives:

- I can determine which evidence supports my answer.
- I can properly quote evidence from a text to support my explanation.

RL.5.2 Examine a grade-appropriate literary text. ● Provide a summary. ● 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 and how the speaker in a poem reflects upon a topic.

Student-Friendly Objectives:

- I can summarize events in a literary text.
- I can infer a theme and support it with evidence.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when inferences are drawn from the text.

Student-Friendly Objectives:

- I can determine which evidence supports my answer.
- I can properly quote evidence from a text to support my explanation.

RI.5.2 Examine a grade-appropriate informational text. ● Provide a summary. ● Determine the main idea of a text and explain how it is supported by key details.

Student-Friendly Objectives:

- I can summarize important details in an informational text.
- I can infer a main idea and support it with evidence.
- I can compare and contrast two texts.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Student-Friendly Objectives:

- I can use word analysis skills to decode words.
- I can read irregular words.

RF.5.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.

Student-Friendly Objectives:

- I can read accurately to comprehend texts.
- I can read fluently (smoothly and with expression.)

W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.

Student-Friendly Objectives:

- I can write an opinion piece.
- I can use transition words in my opinion piece.
- I can support my opinion with facts and reasons.
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W.5.10 Write routinely over extended time frames, time for ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student-Friendly Objectives:

- I can research information to support my writing.
- I can organize my writing by task, purpose, and audience.
- I can produce writing appropriate for short or extended time frames.
- I can revise my own writing based on feedback, when appropriate.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 5.

Student-Friendly Objectives:

- I can make sure my subject agrees with my verb.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of effective strategies.

Student-Friendly Objectives:

- I can use various strategies to determine the meaning of words and phrases.

Learning Indicators of Power Standards

Students will know...

- Explicit evidence
- Evidence-based inference
- That using a direct quote from the text supports an explanation
- Summaries
 - Includes **highlights** of a story (characters, conflict, resolution)
 - Includes **highlights** of a text
- The elements of a story
 - Exposition
 - Rising action
 - Climax
 - Falling action
 - Resolution
- Authors develop theme through particular details.
- Authors develop main idea through key details.
- The parts and organization of an informational text
 - Text features (Titles, captions, heading, subheadings, bold, italics, photos, graphs, illustrations, index, etc.)
 - Text structures (Compare and contrast, cause and effect, problem and solution, chronological/sequential, descriptive)
- Strategies to decode words (word analysis skills)
 - Letter sound knowledge
 - Six syllable types

And be able to...

- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary
- Infer a theme and provide evidence from the text
 - based on characters' response to challenges or
 - how the speaker in a poem reflects upon a topic
- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary
- Infer a main idea and provide evidence from the text based on key details from the text
- Compare and contrast two texts
- Describe how the text structures lead to better understanding of the topic
- Use a variety of strategies to decode grade-level words
- Read and comprehend grade-level texts
- Read with grade-level fluency
- Read with grade-level accuracy
- Write an opinion piece
- Include transition words appropriately with parallel structure
- How to support their opinion with valid reasons and information
- Identify tasks, purposes, and audience for writing.
- Evaluate sources for research purposes
- Apply the appropriate organizational structure to writing

- Affixes (prefixes and suffixes)
- Greek and Latin roots
- Strategies to comprehend grade-level texts
 - Reread
 - Visualize
 - Make connections
 - Question
 - Infer
 - Predict
 - Synthesize
 - Analyze
- Components of an opinion piece
 - Introduction
 - Thesis/claim/argument
 - Reasons
 - Conclusion
- Various writing formats
 - Paragraphs
 - Essays
 - Reports
 - Opinions
 - Informational/Explanatory text
- Organizational structures appropriate to different occasions, purposes, and audiences
- Tone
- Subject/verb agreement
- Frequently confused words (past/passed, led/lead, their/there/they're, effect/affect, your/you're, its/it's)
- Transitional words and phrases (with parallel structure)

- Reflect/revise his/her own writing
- Maintain consistent subject-verb agreement
- Correctly use the intended word in a sentence

Additional Arkansas State Standards

- 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).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 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.

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to
 - explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.

Unit 4	America in Conflict	Grade Level	5th	Approx Length	9 weeks
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CPSD Power Standards with Student Learning Objectives

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when inferences are drawn from the text.

Student-Friendly Objectives:

- I can determine which evidence supports my answer.
- I can properly quote evidence from a text to support my explanation.

RL.5.2 Examine a grade-appropriate literary text. ● Provide a summary. ● 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 and how the speaker in a poem reflects upon a topic.

Student-Friendly Objectives:

- I can summarize events in a literary text.
- I can infer a theme and support it with evidence.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when inferences are drawn from the text.

Student-Friendly Objectives:

- I can determine which evidence supports my answer.
- I can properly quote evidence from a text to support my explanation.

RI.5.2 Examine a grade-appropriate informational text. ● Provide a summary. ● Determine the main idea of a text and explain how it is supported by key details.

Student-Friendly Objectives:

- I can summarize important details in an informational text.
- I can infer a main idea and support it with evidence.
- I can compare and contrast two texts.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Student-Friendly Objectives:

- I can use word analysis skills to decode words.
- I can read irregular words.

RF.5.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.

Student-Friendly Objectives:

- I can read accurately to comprehend texts.
- I can read fluently (smoothly and with expression.)

W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.

Student-Friendly Objectives:

- I can write an opinion piece.
- I can use transition words in my opinion piece.
- I can support my opinion with facts and reasons.

W.5.10 Write routinely over extended time frames, time for ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student-Friendly Objectives:

- I can research information to support my writing.
- I can organize my writing by task, purpose, and audience.
- I can produce writing appropriate for short or extended time frames.
- I can revise my own writing based on feedback, when appropriate.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 5.

Student-Friendly Objectives:

- I can make sure my pronoun agrees with its antecedent.

- I can recognize and use phrases and clauses correctly in a sentence.
- I can maintain parallel structure in my writing.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.

Student-Friendly Objectives:

- I can use commas correctly.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of effective strategies.

Student-Friendly Objectives:

- I can apply strategies to clarify multiple-meaning words/phrases.

Learning Indicators of Power Standards

Students will know...

- Explicit evidence
- Evidence-based inference
- That using a direct quote from the text supports an explanation
- Summaries
 - Includes **highlights** of a story (characters, conflict, resolution)
 - Includes **highlights** of a text
- The elements of a story
 - Exposition
 - Rising action
 - Climax
 - Falling action
 - Resolution
- Authors develop theme through particular details.
- Authors develop main idea through key details.
- The parts and organization of an informational text

And be able to...

- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary
- Infer a theme and provide evidence from the text
 - based on characters' response to challenges or
 - how the speaker in a poem reflects upon a topic
- Quote evidence that supports inferences.
- Quote evidence that explains what the text says.
- Write a summary
- Infer a main idea and provide evidence from the text based on key details from the text
- Compare and contrast two texts
- Describe how the text structures lead to better understanding of the topic
- Use a variety of strategies to decode grade-level words
- Read and comprehend grade-level texts
- Read with grade-level fluency

- Text features (Titles, captions, heading, subheadings, bold, italics, photos, graphs, illustrations, index, etc.)
- Text structures (Compare and contrast, cause and effect, problem and solution, chronological/sequential, descriptive)
- Strategies to decode words (word analysis skills)
 - Letter sound knowledge
 - Six syllable types
 - Affixes (prefixes and suffixes)
 - Greek and Latin roots
- Strategies to comprehend grade-level texts
 - Reread
 - Visualize
 - Make connections
 - Question
 - Infer
 - Predict
 - Synthesize
 - Analyze
- Components of an opinion piece
 - Introduction
 - Thesis/claim/argument
 - Reasons
 - Conclusion
- Various writing formats
 - Paragraphs
 - Essays
 - Reports
 - Opinions
 - Informational/Explanatory text
- Organizational structures appropriate to different occasions, purposes, and audiences
- Tone
- Pronoun/antecedent agreement
- Phrases and clauses
- Maintain parallel structure
- Correct comma use
- Strategies to clarify multiple-meaning words/phrases
- Strategies to aid with determining meaning of words and phrases

- Read with grade-level accuracy
- Write an opinion piece
- Include transition words appropriately
- How to support their opinion with valid reasons and information
- Identify tasks, purposes, and audience for writing.
- Evaluate sources for research purposes
- Apply the appropriate organizational structure to writing
- Reflect/revise his/her own writing
- Maintain consistent pronoun-antecedent agreement
- Use phrases and clauses correctly in a sentence
- Maintain parallel structure
- Use commas correctly
- Use strategies to clarify multiple-meaning words/phrases
- Use strategies to aid with determining meaning of words and phrases

Additional Arkansas State Standards

- 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).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.
- RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RI.5.5 Compare and contrast the overall structure information (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant , descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- LP.5.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- LP.5.4.3a Choose words and phrases to convey ideas precisely