

Introduction

The English Language Arts Alignment of 2010 Standards to Arizona 1996, 2003, and 2004 Standards is a guideline for educators as they begin to incorporate the 2010 Standards into lessons for their students. Fortunately, Arizona's 2003 Reading and 2004 Writing Standards are very similar in content to the 2010 ELA Standards. The 1996 Listening & Speaking and Viewing & Presenting Standards, while brief and at times vague, are also similar. The mindset is, as educators, we have been teaching what is included in the new ELA Standards, but now we are charged with new depth of knowledge, new text complexity, higher expectations of rigor, and more emphasis on comprehension, analysis of text, and critical thinking.

Every performance objective that appears in Arizona standards documents from 1996, 2003, and 2004 is represented in the 2010 ELA standards alignment. Because the performance objectives are very specific, they are actually subsumed by skills required in the 2010 Standards. They represent the skills that are a part of everyday classroom expectations.

The major differences between the 1996, 2003, and 2004 Arizona Standards and the 2010 Arizona ELA Standards are reflected in the depth, the complexity, the rigor, and the emphasis on comprehension, text analysis, and critical thinking that leads to College and Career Readiness. While there are few exact matches, if any, the principles that make up the 2010 standards are not new to Arizona's educators. With a focus on deeper understanding, the 2010 standards will promote more meaningful, rigorous lessons for our students so they can read and comprehend complex texts. Not only are close reading and comprehension a focus, but using analysis and critical thinking to communicate opinions and support them in arguments is also paramount in the 2010 Standards. Students will be able to apply these skills to increasingly challenging texts as they continue from secondary education into colleges, universities, and the workplace.

In order to realize how our current lessons can and will serve us as we strive to give our students the tools they require for successful learning, we can examine how the 1996, 2003, and 2004 performance objectives that make up lessons we teach today will align with the lessons we will begin to teach tomorrow.

See examples on the following pages.

Kindergarten Reading Literature example

2010	2003	Observation of alignment
<p>K.RL.1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>R00.S2C1.01: Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p>R00.S3C1.03: Respond appropriately to questions based on facts in expository text, heard or read.</p> <p>LS.R3: Share ideas, information, opinions, and questions.</p> <p>LS.R4: Listen and respond to stories, poems, and nonfiction.</p> <p>LS.R5: Participate in class discussions.</p>	<p>These five performance objectives (PO) that we have already been incorporating into effective lessons can now be incorporated into lessons towards meeting 2010 ELA Standard 1 for kindergarten. The skills these 2003 POs represent will be used to plan rigorous lessons to meet the increased demands in the 2010 ELA Standards.</p>

While not all the ELA Standards have this many performance objectives in alignment, many will. In the above example, the alignment is within the parameters of a grade level match. As we see in the following example, the rigor in the 2010 ELA Standards have alignments that move performance objectives into other grade levels.

Grade 2 Reading Informational Text example

2010	2003	Observation of alignment
<p>2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>R02.S3C2.01: Follow a set of written multi-step directions.</p> <p>R04.S3C2.02: Interpret details form functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>W02.S3C5.02: Write a response to a literature selection that connects:</p> <ol style="list-style-type: none"> a. text to self (personal connections) b. text to world (social connection) c. text to text (compare within multiple texts) 	<p>In this alignment, a 2003 Grade 4 Performance Objective (PO) is aligned to a 2010 Grade 2 Standard. This reflects the new rigor throughout the 2010 ELA Standards.</p>

As we see movement from one grade down to another, we also find movement that places objectives in higher grades from lower grades.

Grade 4 Reading Standards Foundational Skills

2010	2003	Observation of alignment
<p>4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>R03.S1C3.01: Read multi-syllable words fluently, using letter-sound knowledge.</p> <p>R03.S1C3.02: Apply knowledge of basic syllabication rules when decoding four- and five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p> <p>R04.S1C4.01: Use knowledge of root words and affixes to determine the meaning of unknown words.</p>	<p>For this standard, Grade 3 Performance Objectives (POs) are aligned to 2010 ELA Grade 4 expectations.</p>

The Writing Addendum is a feature of the 2010 ELA Alignment document that demonstrates how closely Arizona instruction in writing aligns to the 2010 ELA standards. The 2010 ELA Standards for Writing are closely linked to Strands 1 and 2 of the 2004 Writing Standards as shown in the following table.

Grades 9-10 Writing Standards

2010	2004	Observation of alignment
<p>9–10.W.8: Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>See Writing Addendum: Writing Process HS.S1 Writing Elements HS.S2</p> <p>VP.P2: Plan, organize, develop, produce, and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.</p>	<p>The Writing Addendum includes the 2004 Writing Standard Strands 1 (Writing Process) and 2 (Writing Elements). The addendum, referred to throughout the alignment document, demonstrates how the skills that we have been teaching are still appropriate for teaching the 2010 ELA Writing Standards.</p>

In addition to the Writing Addendum, there is also a Summary of Changes document. This document lists all the 1996, 2003, and 2004 performance objectives that have moved up or down grade levels or are not specifically represented in the Alignment document.

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Reading Standards for Literature K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students will be able to quote from the text to support their opinion or comprehension. Students may create lists of clues stated in the text to support their inference. Students may use graphic organizers to arrange clues, ideas and quotes with page numbers of the text.</p> <div style="text-align: center;"> <pre> graph TD A[OPINION Or QUOTE] --- B[SUPPORTING DETAILS] A --- C[SUPPORTING DETAILS] A --- D[SUPPORTING DETAILS] </pre> </div> <p>Connections: ET05.S6C1. 03, ET05.S6C2.02 and 03</p> <p>Source: commoncore.org</p> <p>Literature Response Grade 5 Unit 2 “Historical fiction” is a genre that takes place in the past but has a fictional character or fictional elements to it. As a class, we will compare and contrast various historical fiction stories. In order to prepare for class discussions, create a T-chart in your journal where you take notes about people, places, or events you believe are represented accurately, and people, places, or events you believe are fictional. Be sure to include in your notes the page number and book title for each example so you can refer back to the text. (RL.5.1, RL.5.9)</p>	<p>R05.S1C6.06 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS

Examples and Explanations from ADE/ELA Committee and commoncore.org

Grade 5

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Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>5.RL.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>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The emphasis of this standard is employing strategies to analyze and apply knowledge of the structure and elements of literature. Theme is the overarching message or universal idea of the text. It is not bound by time or space and is generally true for all people throughout all time (e.g., it's always better to work together, honesty is the best policy). It requires thinking BEYOND the text; students will not be able to find the answer directly stated in the text. Strategies of inference need to be practiced. Inference is a guess or conclusion based on evidence, clues made by the author plus the reader's own background knowledge. Teachers model the process of determining a theme by thinking aloud using a well-known story (e.g., <i>Three Little Pigs</i>: collaboration or working together brings success; <i>The Boy Who Cried Wolf</i>: honesty is the best policy). Teachers model summarizing from the text to support the theme of a story. The teacher may combine the key points in order to demonstrate generalized meaning or theme (a broader view). Students summarize text, incorporating explanation of the theme from their notes.</p> <p>Connections: ET05.S6C2.02 and 03</p> <p>Source: commoncore.org</p> <p>Class Discussion Grade 5 Unit 1 Compare and contrast the presentation of a topic in two different formats, such as baseball in "Casey at the Bat," Ernest Lawrence Thayer, to <i>We are the Ship: The Story of Negro League Baseball</i>, Kadir Nelson, drawing on specific details from the text. Your teacher may ask you to write your own response on a sticky note, on a white board, or in your journal and share it with a partner before, or during, the class discussion. (RL.5.2, SL.5.1a, b)</p>	<p>R05.S2C1.02 Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.</p> <p>R05.S2C1.04 Analyze how a character's traits influence that character's actions.</p>

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 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

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<p>5.RL.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 style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>This standard asks for the student to examine key traits from a text and compare and contrast them. Use of a graphic organizer (e.g., Venn diagram or T-chart, may assist students to understand the complexities of the characters, settings and events through listing details.) Teachers provide graphic organizers, (e.g., T-chart, Venn diagram or 2-3 columns) to assist in identifying and organizing story elements. Teachers provide various examples of comparisons between characters, setting or events to serve as a guide for students. (Compare the main characters in <i>The Secret Garden</i>, Frances Hodgson Burnett.) Connections: ET05.S6C1.03, ET05.S6C2.02 and 03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response Grade 5 Unit 2 In your journal, create a character map of the main character in the historical novel you are reading. Show how the character changes (or develops) over the course of the text. Compare your character with one chosen by a classmate. How are the characters similar? How are they different? (RL.5.2, RL.5.3)</p>	<p>R04.S2C1.08 Compare (and contrast) the characters, events, and setting in a literary selection.</p> <p>R05.S2C1.01 Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).</p> <p>R05.S2C1.03 Distinguish between major characters and minor characters.</p> <p>R05.S2C1.04 Analyze how a character's traits influence that character's actions.</p> <p>R05.S2C1.06 Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
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 Grade 5

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students will develop their understanding of words, phrases, and figurative language through read-aloud stories, teacher modeling, and student-centered activities that are presented in the classroom. Students will interpret words in many contexts. Students highlight and discuss figurative language as it is encountered in text. Students illustrate the literal and figurative meanings of figurative language (e.g., He lost his head; running on empty, frog in my throat). Students research the origins of selected idioms to reinforce their meanings. Teachers encourage students to look for similes as they read independent novels and books (e.g., In <i>Sadako and the Thousand Paper Cranes</i>, Eleanor Coerr, Sadako says "I am a turtle." But is she really a turtle? She is behaving like a turtle when she is not running fast.).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Poetic Devices Grade 5 Unit 1 Not only do poets use a variety of formats, rhyme schemes, and meters, but they use specific devices to make their poems unique. Find examples of similes, metaphors, alliteration, and onomatopoeia in poems from this unit, and mark them with coded sticky notes. Create a T-chart in your journal that includes the technique and examples of each. Try to write your own poem that uses at least two of the techniques found. (RL.5.4, L.5.5, W.5.4)</p>	<p>R05.S1C4.02 Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p> <p>R06.S1C4.04 Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The emphasis of this standard is the structure of a story and how the structure is made up of separate parts. Students benefit from understanding the components of the story and plot such as the exposition, rising action, climax, falling action, and resolution. The combination of structural elements come together to create a final piece. Students create maps of the plot structure to outline the key events of the text. Students rearrange the events and put them back in order. Students diagram the plot of different selections using a graphic organizer to diagram the structures (e.g., Use the plot diagram to show exposition, rising action, climax, denouement, conclusion; flowchart to show event divisions in chapters). Connections: ET05.S6C2.02 and 03</p> <p>Source: commoncore.org</p> <p>Literature Response Grade 5 Unit 5 Summarize each chapter of <i>Alice’s Adventures in Wonderland</i> by Lewis Carroll in your journal by answering the question, “What does Alice learn from her experiences in <i>Alice’s Adventures in Wonderland</i>?” Cite specific examples and/or mark the text with a sticky note to facilitate group discussion. (RL.5.5)</p>	<p>R05.S1C4.03 Determine the difference between figurative language and literal language.</p> <p>R05.S1C4.04 Determine the meaning of figurative language, including similes, personification, and idioms.</p> <p>R05.S1C4.06 Identify antonyms, synonyms and homonyms for given words within text.</p> <p>R05.S1C6.01 Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p> <p>R05.S1C6.02 Confirm predictions about text for accuracy.</p> <p>R05.S1C6.03 Generate clarifying questions in order to comprehend text.</p> <p>R05.S1C6.04 Use graphic organizers in order to clarify the meaning of the text.</p> <p>R05.S1C6.05 Connect information and events in a text to experience and to related text and sources.</p> <p>R05.S2C1.07 Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers’ feelings and attitudes.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Reading Standards for Literature K-5		
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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The emphasis of this standard is the identification of the techniques used by the author to influence the readers’ feelings and attitudes. The point of view of the narrator can impact the way that events are perceived through the use of techniques of characterization. First person point of view can allow the reader to have a greater understanding of the emotions and thoughts of the character. This causes the reader to relate and forge a bond with the character or narrator.</p> <p>Third person point of view is more versatile because when the narrator reveals a character, readers will perceive emotions, thoughts, and attitudes based on both the third person narration and their own background knowledge.</p> <p>Teachers create a focus or word wall to emphasize signal words and phrases used by first person, or narrator.</p> <p>Teachers provide two sample passages: one written in first person point of view, one written in third person point of view for students to compare.</p> <p>Teachers ask students to discuss why one point of view would be more effective than the other.</p> <p>Students complete a graphic organizer (e.g., two-column, T-chart or Venn diagram) for comparing and contrasting the strengths and weaknesses of the two passages.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Grade 5 Unit 6 Research the “coming of age” experience of a favorite author or illustrator from this unit. For example, read the biography of Peter Sis from his website and listen to the interview with Peter Sis about his memoir, <i>The Wall: Growing Up Behind the Iron Curtain</i> by Peter Sis. Read informational text about communism in order to better understand the challenges, personal and artistic, that he encountered because of the Communist form of government under which he lived. Conduct research about what was involved in seeking asylum in the United States, and how that experienced changed him in his mid-thirties. Include visual displays in your presentation, as appropriate. Share your findings with the class. (RI.5.6, RI.5.10, RL.5.6, W.5.7, SL.5.1a, b, c, d, L.5.1a, b, c, d, e, L5.2a, b, c, d, e, L.5.3a, b, L.5.6)</p>	<p>R05.S2C1.05 Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grade 5

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>5.RL.7 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).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students ask: How do the pictures/visuals enhance their understanding and appreciation of a work? Teachers assign related passages and visual/multi-media representations for students to compare and analyze how different mediums contribute or establish meaning and/or tone. Connection: ET05.S6C2.05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response Grade 5 Unit 5 To see Alice and its illustrations in a different light, your teacher will introduce you to (1) <i>The Nursery "Alice,"</i> a version of the story that Carroll prepared for very young children, (2) <i>Down the Rabbit Hole: An Echo Falls Mystery</i> by Peter Abrahams, and/or (3) the graphic novel version, <i>Alice in Wonderland</i> (Campfire Graphic Novels). Discuss similarities and differences between these versions. (RL.5.7)</p>	<p>VP.E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions.</p>
<p>5.RL.8 (not applicable to literature)</p>		<p>n/a</p>
<p>5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>This standard asks students to look at two or more works with the same theme or topic. Students consider the effect of the authors' different approaches. Students use charts and graphic organizers to assist them with examining the differences and similarities between stories. Teachers have students work with partners or groups to compare and contrast two stories regarding similar topics. (e.g., <i>Misty of Chincoteague</i> by Marguerite Henry, and <i>Black Beauty</i> by Anna Sewell, both tell the story of a horse and the relationship with their owners). Source: commoncore.org</p> <p>Class Discussion Grade 5 Unit 3 Why do tricksters ignore conventional cultural behavior? Why are these characters often personifications and not human? What impact does culture have on the tale? Talk with a classmate to share ideas and then write your favorite ideas down in your journal prior to class discussion. (RL.5.9)</p>	<p>R05.S2C1.09 Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</p> <p>R05.S2C2.01 Describe the historical and cultural aspects found in cross-cultural works of literature.</p> <p>R06.S2C2.02 Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</p> <p>R09.S2C2.02 Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p>

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 Grade 5

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Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>5.RL.10 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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The range of reading may include: biographies and autobiographies; books about history, social studies, science, and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. A wide range of reading will build background knowledge, vocabulary, and concepts. Students read grade-level material with appropriate rate (speed), accuracy (precision), and prosody (expression). Teachers assign reading from different types of text to include experience with rhythm, pacing, intonation, and expression relevant to the text. Students create journals with key vocabulary words or phrases. Students keep a reading log of the variety of literature. Students record their words correct per minute to monitor their fluency. Students log their multiple opportunities to read specific text (e.g., to a friend, to a parent).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 5 Unit 6 Be prepared to compare and contrast two or more characters, settings, or events across novels, drawing on specific information from the each novel. What did you learn about yourself from these characters? Your teacher may ask you to write a personal response to this last question on a sticky note or in your journal before the class discussion begins. (SL.5.1a, b, c, d, RL.5.3, RL.5.6, RL.5.9, RL.5.10, RF.5.4)</p>	<p>R03.S1C5.01 Consistently read grade level text with at least 90 percent accuracy.</p> <p>R05.S1C6.06 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p> <p>R05.S2C1.08 Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).</p> <p>R06.S1C5.01 Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
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 Grade 5

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Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Teachers will model think-alouds as they read to show students how to gather information from different parts of a text that will support an inference. If students read facts about sea turtles laying numerous eggs plus the number of predators and dangers young turtles face, they would infer that a percentage of the offspring possibly will not survive to adulthood. Students will quote or paraphrase the portions of text that led them to the inference. Students use graphic organizers (main topic and supporting facts) to assist them as they take notes.</p> <div style="text-align: center;"> </div> <p>Source: commoncore.org</p> <p>Bio-poem Grade 5 Unit 1 Read all you can about a favorite sports hero, author, poet, illustrator, artist, or musician. Make a chart in your journal that includes the following information:</p> <ul style="list-style-type: none"> • Name of your person • Where he/she lived • When he/she lived • What did he/she do that made him/her famous? • What are some additional facts you found interesting? <p>After finishing this research, create a bio-poem based on the person you chose. Make sure you can explain why you chose the words you put into the bio-poem, and create a digital presentation of both. (RI.5.1, W.5.7, L.5.1a)</p>	<p>R05.S1C6.06 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p> <p>R05.S3C1.04 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.</p> <p>R05.S3C2.02 Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>R05.S3C3.01 Determine an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.</p> <p>R06.S3C1.04 Identify the author's stated or implied purpose(s) for writing expository text.</p> <p>R06.S3C3.02 Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting												
Key Ideas and Details		Strands, Concepts, and Performance Objectives												
<p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The emphasis of this standard is on identifying main ideas and the supporting details that go with them. Students will recognize that there can be multiple important ideas in the text. A summary will include the main ideas and details and facts that support them. Students use graphic organizers (e.g., web, flowcharts, timelines) to assist in arranging details supporting main ideas. Students highlight ideas in one color and supporting facts in another color. Students retell the topic using information from their notes/graphic organizer.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td colspan="3" style="padding: 2px;">Main Topic</td> </tr> <tr> <td style="padding: 2px;">Supporting Facts</td> <td style="padding: 2px;">Supporting Facts</td> <td style="padding: 2px;">Supporting Facts</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="padding: 2px;">Conclusion</td> </tr> </table> <p>Connections: ET05.S6C1.03 ET05.S6C2.02 and 03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Famous Scientists Graphic Organizer Grade 5 Unit 1 Since you and your classmates are reading and researching about different scientists, keep track of information, in similar categories to those listed above, in your journal. During class discussions, we will share our research and create a class chart together. (RI.5.1, RI.5.2, RI.5.3)</p>	Main Topic			Supporting Facts	Supporting Facts	Supporting Facts				Conclusion			<p>R05.S3C1.01 Identify the main idea and supporting details in expository text.</p> <p>R05.S3C1.08 Draw valid conclusions based on information gathered from expository text.</p> <p>R06.S3C1.02 Summarize the main idea and critical details of expository text, maintaining chronological or logical order.</p>
Main Topic														
Supporting Facts	Supporting Facts	Supporting Facts												
Conclusion														

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grade 5

2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>5.RI.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 style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students will be able explain and summarize, as well as draw conclusions based on the reading. Students will have many opportunities to describe cause and effects and the significance of events and the resulting outcome.</p> <p>In American History, students read about the Tea Act and the Stamp Act when learning about the events leading to the American Revolution. The students describe the significance of the events and how they are related based on their reading. (SS05.S1C4.01)</p> <p>Students use graphic organizers (two-column notes, outlining, T-chart, web) to visually explain the relationship or interactions.</p> <p>Connections: SS05.S1C4.01, 02, 03, and 04, SS05.S1C5.02, 04, and 05, SS05.S1C6.01 and 02, SC05.S1C3.05, SC05.S2C1.01, SC05.S2C2.05, SC05.S3C1.01 and 02, SC05.S3C2.01 and 02, SC05.S5C1.01, ET05.S6C1.03, ET05.S6C2.02 and 03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Project/Multimedia Presentation Grade 5 Unit 2</p> <p>Using the internet, biographies, and an encyclopedia, read all you can about an inventor, either one we've read about together or another of interest (such as Christiaan Huygens, the inventor of the pendulum clock). As a class, we will create a timeline of the inventors we've studied in order to understand where each inventor "lived" chronologically in history. Finally, write a short informative/explanatory piece about an inventor of choice that answers the question "How do innovators and inventors build on what has come before them?" Publish it and present it in a multimedia format to the class, or create a podcast and upload it to the class webpage. (RI.5.2, RI.5.9, RI.5.3, W.5.2a, b, c, d, e, RF.5.4b)</p>	<p>R05.S3C1.07 Identify cause and effect relationships (stated and implied).</p> <p>R06.S3C1.09 Draw valid conclusions about expository text, supported by text evidence.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Craft and Structure		Strands, Concepts, and Performance Objectives
<p>5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students keep word journals or records for easy reference. Students complete vocabulary graphic organizers that include non-linguistic representations (drawings). Model the use of context clues to determine the meaning of a word or phrase by:</p> <ul style="list-style-type: none"> • Looking at the illustration or graph. • Using background knowledge regarding the subject. • Looking at the sentence before and after to help build meaning. • Using morphology, affixes, Greek & Latin roots to derive meaning. <p>Connections: ET05.S3C2.01, 02, 03, 04, and 05, ET05.S6C1.03, ET05.S6C2.04, 05, and 06</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Graphic Organizer Grade 5 Unit 2 As a class, we will keep a chart about the creative and inventive people we have read about; the chart will include the following information:</p> <ul style="list-style-type: none"> • Name of your person • Where he/she lived • When he/she lived • What did he/she do that made him/her famous? • What are some additional facts you found interesting? • What adjectives would you use to describe this person? Why? <p>Your teacher may ask you to write your own responses on a sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. Be sure to include page numbers and the title of the book so you can refer back to the text if needed. (RI.5.4, RL.5.9)</p>	<p>R05.S1C4.02 Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p> <p>R05.S1C4.05 Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p> <p>R06.S1C4.02 Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Craft and Structure		Strands, Concepts, and Performance Objectives
<p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>This standard relates to the identification and analysis of different structures. When different formats are used, students will make comparisons about how the information is organized and its purpose. They can draw conclusions about how the structure impacts what is learned. Students compare the structure of history (chronological order) and science texts (organized by concepts). Students may use different graphic organizers depending on the type of informational text (e.g., Descriptive: web; Comparison: T-chart; Sequential: flowchart). Students create a journal of different structures and purpose as a resource. Students write summaries from their notes including key ideas, concepts and conclusion. Connections: SS05.S1C1.03 and 04, SS05.S2C1.03 and 04, ET05.S1C4.01 and 02, ET05.S3C1.03 and 04, ET05.S6C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 5 Unit 4 At the end of the unit, we will compare the lives of different characters, real and fictional, during the Civil War and discuss how they grew because of the conflict they experienced. (RI.5.5, RI.5.3, RI.5.7, RI.5.9, RF.5.4a, b, c)</p>	<p>R05.S3C1.06 Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.</p> <p>R05.S3C1.07 Identify cause and effect relationships (stated and implied).</p> <p>R05.S3C1.08 Draw valid conclusions based on information gathered from expository text.</p> <p>R06.S3C1.08 Draw valid conclusions about expository text, supported by text evidence.</p> <p>R07.S3C1.11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grade 5

2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Craft and Structure		Strands, Concepts, and Performance Objectives
<p>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students will need experiences with texts with the same topic told from different points of view. Use of graphic organizers such as Venn diagrams may support comparing and contrasting. Students analyze historical information provided by primary and secondary sources. This may include the diaries of two generals (primary sources) and a textbook account (secondary source) of a battle. This would represent similarities as well as, differences in point of view.</p> <p>Connections: SS05.S1C1.03 and 04, SS05.S2C1.03 and 04, ET05.S1C4.01 and 02, ET05.S3C1.03 and 04, ET05.S3C2.02 and 03, ET05.S6C1.03, ET05.S6C2.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Word Study Grade 5 Unit 1 As an individual and as a class, keep an index card file of words and phrases learned from the stories and poems in this unit, especially homonyms (i.e., sea, sea; to, two, too, etc.) and homophones, (i.e., weather, whether). Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, spelling feature, etc. (Note: This will be an ongoing activity all year long.) (L.5.4a, RI.5.6)</p>	<p>R07.S3C1.11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>5.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students are asked to apply their knowledge of print and electronic reference materials. Students need to know how to utilize structures that organize information such as indexes, table of contents, and Internet search engines in order to locate information. Students are asked to look for a topic online using their knowledge of Internet search engines and the type of question or search required. They must narrow the results to select sources that are reputable, and within the source, the students evaluate which information is most essential for the question being asked. Connections: SS05.S4C1.01 and 02, ET05.S3C2.01,02,03, and 04, ET05.S4C1.01, and 02, ET05.S6C2.04, 06, and 07</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Multimedia Presentation Grade 5 Unit 3 Read all you can about a Native American nation, drawing on information from multiple print or digital sources. Write a short informative/explanatory piece about your nation of choice, quoting accurately from the texts. Publish it and present it in a multimedia format to the class. (RI.5.1, RL.5.1, RI.5.7, RI.5.8, W.5.2a, b, c, d, e, RF.5.4b, c, L.5.1a, b, c, d, L.5.2a, b)</p>	<p>R05.S3C1.04 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.</p> <p>R05.S3C1.05 Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose.</p> <p>R05.S3C1.06 Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.</p> <p>R05.S3C1.08 Draw valid conclusions based on information gathered from expository text.</p> <p>R05.S3C2.01 Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>This standard focuses on the techniques that an author uses in informational text. The author may give background information about causes of an event (reasons) as well as the concrete facts (evidence) surrounding the event. Students list reasons and evidence from the text and explain how the evidence supports the author's point. Students complete graphic organizers (e.g., webs, cause & effect, T-chart) to visually organize concepts and show relationships.</p> <div data-bbox="541 690 1260 950" data-label="Diagram"> <pre> graph TD A[MAIN IDEA or TOPIC] --- B[SUPPORTING FACTS] A --- C[SUPPORTING FACTS] A --- D[SUPPORTING FACTS] </pre> </div> <p>Connections: ET05.S6C1.03</p> <p>Source: commoncore.org</p> <p>Informational Text Response Grade 5 Unit 5 After reading <i>My Librarian is a Camel</i> by Margriet Ruurs, has your perspective about the school library and access to library books changed? What are some ways that the author influenced your thinking? Cite specific examples from the text during class discussion. In your journal, write a response to this question: "What did you learn from this text?" (RI.5.8)</p>	<p>R05.S3C1.02 Distinguish fact from opinion in expository text, using supporting evidence from text.</p> <p>R05.S3C1.03 Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</p> <p>R06.S3C3.02 Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS

Examples and Explanations from ADE/ELA Committee and commoncore.org

Grade 5

2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Prior to reading information from several sources on the same topic, students should anticipate categories of information through which to organize their thinking while reading the texts. Students combine the information to demonstrate deeper knowledge of the topic. This information could be used in the creation of research reports. Teachers provide students the topic(s) to choose from and a variety of resources from which they may develop into research (e.g., conservation, recycling, “What Difference Can One Family Make?”). Students integrate the information into a single report. Students use Social Studies Standards (e.g., Strand 1 American History, Strand 2 World History, Strand 4 Geography) or Science to select appropriate topics.</p> <p>Connections: ET05.S3C1.01 and 02, ET05.S3C2.01, 02 and 03, ET05.S6C1.03</p> <p>Source: commoncore.org</p> <p>Class Discussion Grade 5 Unit 1 How are the scientists we’ve read about similar? How are they different? How and why do scientists “play”? (SL.5.1a, b, RI.5.9)</p>	<p>R05.S3C1.04 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.</p> <p>R05.S3C1.05 Locate appropriate print in electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose.</p> <p>R05.S3C1.06 Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.</p> <p>W05.S3C6.01 Paraphrase information from a variety of sources (e.g., Internet, reference materials).</p> <p>W05.S3C6.02 Organize notes in a meaningful sequence.</p> <p>W05.S3C6.03 Write an informational report that includes main ideas and relevant details.</p> <p>LS.F3 Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>5.RI.10 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.</p> <p>AZ.5.RI.10 a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The range of reading may include: biographies and autobiographies; books about history, social studies, science and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. A wide range of reading will build background knowledge, vocabulary and concepts. Students create journals with key vocabulary words or phrases. Students keep a reading log of the variety of informational text.</p> <p>Source: commoncore.org</p> <p>Research Project/Presentation Grade 5 Unit 6 Part of “coming of age” means moving into adulthood and getting a job. Read informational text about people who followed their interests and turned them into careers, such as Lisa Dabek in <i>Quest for the Tree Kangaroo</i> by Sy Montgomery. What challenges did they encounter as part of their work? Conduct research about what steps you need to take to be ready for the profession(s) in which you are interested. Include visual displays in your presentation, as appropriate. Share your findings with the class. (RI.5.6, RI.5.10, RL.5.6, W.5.7, SL.5.1a, b, c, d, L.5.1a, b, c, d, e, L5.2a, b, c, d, e, L.5.3a, b, L.5.6)</p>	<p>R03.S1C5.01 Consistently read grade level text with at least 90 percent accuracy.</p> <p>R05.S1C5.01 Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p> <p>R05.S1C6.06 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p> <p>R05.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p> <p>R05.S3C2 Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Reading Standards Foundational Skills K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
Print Concepts		
5.RF.1 (n/a)		n/a
5.RF.2 (n/a)		n/a
5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p style="text-align: center;">Source: ADE/ELA Committee</p> Students sort prefixes and suffixes with common base and root words. Students create words based on meaning (e.g., It was not opened, it was unopened. It was not zipped, it was unzipped). Students segment multi-syllabic words into syllable types. Students highlight prefixes, inflectional and derivational suffixes in a passage. <p style="text-align: center;">Source: commoncore.org</p> Dramatization/Fluency Grade 5 Unit 1 Choose a poem, such as one from the anthology <i>Joyful Noise</i> by Paul Fleischman and Eric Beddows, to recite with a classmate. After the performance, discuss specific passages and poetic elements that made the poem come alive. (RF.5.3a)	R05.S1C4.01 Use knowledge of root words and affixes to determine the meaning of unknown words. R05.S1C4.05 Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Reading Standards Foundational Skills K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Fluency		Strands, Concepts, and Performance Objectives
<p>5.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response Grade 5 Unit 4 While reading a story, such as <i>Bull Run</i> by Paul Fleishman, keep an ongoing list of words to describe the main character(s). Mark the text with sticky notes and write the adjectives on the notes. After finishing the book, you will be asked to choose the best adjectives that describe the character's internal responses and external behaviors in response to conflicts experienced. (RL.5.6, RL.5.1, RL.5.3, RF.5.4a, b, c)</p>	<p>R03.S1C5.01 Consistently read grade level text with at least 90 percent accuracy.</p> <p>R05.S1C5.01 Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p> <p>R06.S1C4.02 Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>R06.S1C5.01 Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>There are many types of persuasive text (e.g., advertisement, campaign, letters to editor). It can be an advertisement or paragraph that attempts to influence the reader to agree with an opinion or take a particular action. The writer must state multiple reasons that are supported by facts. Facts and reasons should be organized in a logical manner and show awareness of the audience through word choice and style. A fifth grade level appropriate opinion piece would have a clearly stated topic sentence, supporting statements held together by transition words and a strong concluding statement. The following examples of signal words for transition can be used in persuasive text.</p> <ul style="list-style-type: none"> ● Emphasis: above all, chiefly, with attention to, especially, particularly, singularly ● Addition: also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly ● Consequence: accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore ● Contrast and Comparison: contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast ● Exemplifying: chiefly, especially, for instance, in particular, markedly, namely, particularly, including, specifically, such as ● Generalizing: as a rule, as usual, for the most part, generally, generally speaking ● Loaded words: everybody, don’t get left out..., before it’s too late..., limited time only..., be the envy of your friends. <p style="text-align: center;">Source: commoncore.org</p> <p>Role Playing/Artistic Appreciation Grade 5 Unit 2 To help you appreciate how difficult it was for Michelangelo to paint the Sistine Chapel ceiling, tape paper under your desk and then draw a detailed picture for thirty minutes without stopping. After thirty minutes, switch from pencil to paint. With your classmates, discuss the experience, and how it helps you to appreciate the work that went into creating the Sistine Chapel ceiling. Finally, write in your journal about what it must have been like to tackle a project that took years for Michelangelo to complete in difficult conditions. (SL.5.1a, b, W.5.1a, b, c, d)</p>	<p>See Writing Addendum: Writing Elements W05.S2, W06.S2</p> <p>W05.S3C4.01 Write persuasive text (e.g., advertisement, paragraphs) that attempts to influence the reader.</p> <p>R05.S3C3.02 Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers’ opinions.</p> <p>R05.S3C3.03 Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers’ perspectives.</p> <p>W06.S3C4.01 Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>5.W.2 Write informative explanatory texts to examine a topic and convey ideas and information clearly. (continued next page)</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The emphasis of this standard is the structure of expository writing. It includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing can support research, observations, or experiences. Some formats might be a newspaper article, a reflective paper, a log/journal, or research paper.</p> <p>The teachers model the writing process (e.g., pre-writing, drafting, revision, editing, publishing). Students create transition word journals as a resource:</p> <ul style="list-style-type: none"> ● Sequence: at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind ● Restatement: in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently ● Summarizing: after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally <p>Connections: ET05.S1C1.01, ET05.S1C4.01 and 02, ET05.S2C2.01, ET05.S3C1.01 and 02, ET05.S3C2.01, 02, 03, 04, and 05, ET05.S4C1.01, ET05.S4C2.01 and 02, ET05.S6C1.03, ET05.S6C2.02 and 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Essay/Multimedia Presentation Grade 5 Unit 4 Write a research essay about an event from the Civil War, highlighting the causes and effects of the conflict. Part of your essay should explain the relationship or interaction between individuals or events. (Alternately, students may choose a person to write about, noting how that person contributed to the cause or to the resolution of this historical conflict.) Present this report in a multimedia format to the class. (W.5.7, RI.5.3, W.5.2a, b, c, d, e, SL.5.4, SL.5.5, L.5.1a, b, c, d, L.5.2a, b, c)</p>	<p>See Writing Addendum: Writing Process W05.S1 Writing Elements W05.S2</p> <p>W05.S3C2.02 Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information <p>W05.S3C2.03 Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</p> <p>W06.S1C5.03 Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</p> <p>VP.E2 Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
5.W.2 (continued) e. Provide a concluding statement or section related to the information or explanation presented.		

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ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>(continued next page)</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>There are numerous transitional phrases which indicate relationships between sentences and paragraphs. Direction: here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance Illustration: for example, for instance, for one thing, as an illustration, illustrated with, as an example, in this case Similarity: comparatively, coupled with, correspondingly, identically, likewise, similar, moreover, together with Connections: ET05.S1C1.01, ET05.S1C4.01 and 02, ET05.S2C2.01, ET05.S3C1.01 and 02, ET05.S3C2.01, 02, 03, 04, and 05, ET05.S4C1.01, ET05.S4C2.01 and 02, ET05.S6C1.03, ET05.S6C2.02 and 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Historical Narrative Grade 5 Unit 4 Write your own historical narrative that is set during the Civil War, includes a fictional character with a conflict to grow from, and incorporates authentic facts, photos, or artwork. Talk through your ideas with a partner before starting your first draft. You will have the opportunity to edit and revise your narrative with a partner so your final product is of the highest quality. Publish your narrative on a class webpage to encourage “virtual” conversation after the unit is over. (W.5.3a, b, c, d, e, W.5.4, W.5.9a, b, SL.5.5, L.5.1a, b, c, d, L.5.2a, b, c)</p>	<p>See Writing Addendum: Writing Elements W05.S2</p> <p>W05.S3C1.01 Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ol style="list-style-type: none"> a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events <p>W05.S3C1.02 Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</p> <ol style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. a plot f. appropriate format

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
5.W.3 (continued) d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Use concrete words and phrases and sensory details to convey experiences and events precisely.		

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ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>AZ5.W.4 a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>In this standard students are using the writing processes of prewriting and planning. This includes using strategies to organize ideas for specific tasks and purposes. Students should be supported to generate ideas through a variety of activities (e.g., brainstorming, graphic organizing, drawing, discussing). Organizational strategies for planning may include the use of graphic organizers to visually represent comparisons, sequence, time-line and cause and effect can help with planning. Students determine the purpose of the assignment (to entertain, to inform, to communicate, to persuade). Students select topics from the Social Studies (Strand 1 & 2) and Science Standards.</p> <p>Connections: ET05.S1C1.01, ET05.S1C4.01 and 02, ET05.S2C2.01, ET05.S3C1.01, and 02, ET05.S3C2.01, 02, 03, 04, and 05, ET05.S4C1.01, ET05.S4C2.01, and 02, ET05.S6C1.03, ET05.S6C2.02, and 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Journal Writing Grade 5 Unit 1 Explore your own style of writing. Write your own humorous story or poem in which you incorporate figurative language or idioms learned. Share it with a classmate. Ask your classmate what he/she thinks would improve your writing. (L.5.5, W.5.4, W.5.5)</p>	<p>See Writing Addendum: Writing Process W05.S1 Writing Elements W05.S2</p> <p>W05.S3C3.01 Write a variety of functional text (e.g. directions, recipes, procedures, rubrics, labels, graphs/tables).</p> <p>W05.S3C3.02 Write communications, including:</p> <ol style="list-style-type: none"> a. thank-you notes b. friendly letters c. formal letters d. messages e. invitations <p>W05.S3C3.03 Address an envelope for correspondence that includes:</p> <ol style="list-style-type: none"> a. an appropriate return address b. an appropriate recipient address

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>5.W.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers create a focus wall or word wall as a resource for student access for writing. Teachers create tools or use strategies such as peer-review, checklists, and rubrics to refine the draft. Students create vocabulary concept or thesaurus journals as a resource to assist in modifying word choice. Connections: ET05.S1C1.01, ET05.S1C4.01 and 02, ET05.S2C2.01, ET05.S3C1.01 and 02, ET05.S3C2.01, 02, 03, 04, and 05, ET05.S4C1.01, ET05.S4C2 .01 and 02, ET05.S6C1.03, ET05.S6C2.02, and 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay Grade 5 Unit 1 Write an essay response to the essential question (“Why (and how) do we play with language?”). Your teacher may give you the opportunity to “Give one, get one” before writing your response. (W.5.9a, b, W.5.5, W.5.7, L.5.1a)</p>	<p>See Writing Addendum: Writing Process W05.S1</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Production and Distribution of Writing		Strands, Concepts and Performance Objectives
<p>5.W.6 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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers create tools or use strategies such as peer-review, checklists, and rubrics to prepare for publication / presentation. Students work in small groups to assist in developing the presentation. Students select possible topics from the Social Studies (Strand 1 & 2) and Science Standards. Connections: ET05.S1C1.01, ET05.S1C4.01 and 02, ET05.S2C2.01, ET05.S3C1.01, and 02, ET05.S3C2.01, 02, 03, 04, and 05, ET05.S4C1.01, ET05.S4C2.01, and 02, ET05.S6C.03, ET05.6C2.02, 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Opinion Statements Grade 5 Unit 3 Consider the speech of Chief Joseph the Younger (“I will fight no more forever”). In your opinion, do you think he needed to be consoled or encouraged to go on? Write your position on a sticky note, and your teacher will divide the class based on your position. Share ideas with classmates who are of the same opinion. Then, individually write your response in your journal. Work with classmates to revise and edit your opinion statement to make sure your position is supported. Publish your position on a classroom blog to encourage additional conversation. (SL.5.3, W.5.1a, b, c, d, e, W.5.6, L.5.1a, b, c, d, L.5.2a, b)</p>	<p>See Writing Addendum: Writing Process W05.S1</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
Research to Build and Present Knowledge		
<p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes and synthesizes the information into a finished product. Students will paraphrase information from multiple sources. The material will be organized into a meaningful sequence. The main ideas and relevant details demonstrate investigation of aspects of the topic.</p> <p>Connections: ET05.S3C1.01, and 02, ET05.S3C2.01, 02, 03, and 04, ET05.S4C1.01, ET05.S4C2.01, and 02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Report Grade 5 Unit 5 Not only do fictional characters learn from exploring their world, but real people do too; they are known as explorers. Research a famous explorer and his/her contributions to understanding of the world, and present your findings to the class. (W.5.7, L.5.1a, b, c, d, e, L.5.2a, b, c, d, L.5.3a)</p>	<p>See Writing Addendum: Writing Process W05.S1C5</p> <p>W05.S3C6.01 Paraphrase information from a variety of sources (e.g., Internet, reference materials).</p> <p>W05.S3C6.02 Organize notes in a meaningful sequence.</p> <p>W05.S3C6.03 Write an informational report that includes main ideas and relevant details.</p> <p>R05.S3C1.04 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.</p> <p>R05.S3C1.05 Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose.</p> <p>R05.S3C1.06 Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>5.W.8 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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The emphasis of this standard is on gathering knowledge to prepare for writing a research paper. Students will paraphrase the information they have gathered from a variety of sources. The students will sort information, organize notes in a meaningful sequence, and list resources such as books, reference materials, and Internet. Teachers model expectations (e.g., complete a graphic organizer, think a-loud) with classroom participation. Teachers use Social Studies Standards (e.g., Strand 1 American History, Strand 2 World History) or Science to select appropriate topics. Connections: ET05.S1C1.01, ET05.S1C4.01, and 02, ET05.S2C2.01, ET05.S3C1.01, and 02, ET05.S3C2.01, 02, 03, 04, and 05, ET05.S4C1.01, ET05.S4C2.01, and 02, ET05.S6C1.03, ET05.S6C2.02, and 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response Grade 5 Unit 6 Keep a journal about your coming of age novel that specifies:</p> <ul style="list-style-type: none"> ● The main character ● The characteristics that enable him/her to overcome obstacles ● The obstacles faced ● The character’s internal responses and external behaviors to these obstacles ● The events that lead up to climax, and, ultimately, the character’s growth ● Notes about varieties of English (dialects, registers) or other literary techniques used in the novel (L.5.3) <p>After reading your coming of age novel, create a “coming of age” comic strip that outlines the key events and supporting details that the main character went through to “grow up.” (RL.5.2, W.5.8)</p>	<p>W05.S3C2.01 Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p> <p>W05.S3C6.01 Paraphrase information from a variety of sources (e.g., Internet, reference materials).</p> <p>W05.S3C6.02 Organize notes in a meaningful sequence.</p> <p>W06.S3C6.02 Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (continued next page)</p> <p>a. Apply <i>grade 5 Reading standards</i> 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]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> 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]”).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The writer’s response is the reaction to a literary or informational selection supported by evidence. The text could be fiction or non-fiction and the response includes the writer’s interpretation, analysis, opinion, and/ or feelings about the piece of literature and selected elements within it. The response should demonstrate an understanding of the selection and includes evidence and details from the text.</p> <p>Analysis: Students compare & contrast, show cause & effect, categorize or sequence a selected text. Students will demonstrate an understanding of the selection and includes evidence and details from the text.</p> <p>Reflection: Student use a journal entry or book review to provide their personal emotional reaction to a selected text.</p> <p>Research: Students restate, explain or define the facts from the text.</p> <p>Connections: ET05.S1C1.01, ET05.S1C4.01, and 02, ET05.S2C2.01, ET05.S3C3.01, and 02, ET05.S3C2.01, 02, 03, 04, and 05, ET05.S4C1.01, ET05.S4C2.01, and 02, ET05.S6C1.03, ET05.S6C2.02, and 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Journal Writing Grade 5 Unit 2 Inventors are creative people who turn their ideas into reality. Leonardo da Vinci is one of many famous inventors who kept notebooks of ideas. Look at one of his original notebooks here. Start a section of your writing journal for ideas. What ideas for inventions do <i>you</i> have? Create lists and draw and label pictures. Share your ideas with a classmate to strengthen your ideas. (W.5.9b, W.5.5)</p>	<p>R04.S2C1.05 Describe a character’s traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).</p> <p>R04.S2C1.08 Compare (and contrast) the characters, events, and setting in a literary selection.</p> <p>R05.S2C1.01 Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).</p> <p>R05.S2C1.02 Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.</p> <p>R05.S2C1.03 Distinguish between major characters and minor characters.</p> <p>R05.S2C1.04 Analyze how a character’s traits influence that character’s actions.</p> <p>R05.S2C1.05 Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p> <p>R05.S2C1.06 Determine of all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
5. W.9 (continued)		<p>R05.S2C1.07 Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.</p> <p>R05.S2C2.01 Describe the historical and cultural aspects found in cross-cultural works of literature.</p> <p>R05.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p> <p>R05.S3C3.02 Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.</p> <p>R05.S3C3.03 Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Range of Writing		Strands, Concepts, and Performance Objectives
<p>5.W.10 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. (continued next page)</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Understanding the purpose for the writing (e.g., an essay assignment, a ‘quick write/notes, a test), and understanding the need to organize the writing in order to complete the assigned task in a specific time frame. Set time allotments, when appropriate, for students to produce a writing product. Discipline-specific (content area) may be found in narratives, opinion pieces, informative/ explanatory, journals, friendly and formal letters, logs, diaries, functional text, instructions, recipes, procedures, posters, etc. Teachers provide a frame-work to assist students in using time-management skills. Teachers provide a ‘3-minute’ warning to end specified writing activity. Teachers use music as a signal in pacing a writing assignment. Teachers routinely pose a question to the class. The students respond with a ‘quick-write’ answer before answering orally. Students use a timer set to specific time allotment to help manage their time.</p>	<p>See Writing Addendum: Writing Process W05.S1 Writing Elements W05.S2</p> <p>W05.S3C1.01 Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ol style="list-style-type: none"> a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events <p>W05.S3C2.02 Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information <p>W05.S3C3.01 Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</p> <p>W05.S3C5.01 Write a reflection to a literature selection (e.g., journal entry, book review).</p> <p>W05.S3C5.02 Write a book report or review that identifies the:</p> <ol style="list-style-type: none"> a. main idea b. character(s) c. setting d. sequence of events e. conflict/resolution

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Range of Writing		Strands, Concepts, and Performance Objectives
5.W.10 (continued) .		W05.S3C5.03 Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes: <ul style="list-style-type: none"> a. evidence from the text b. personal experience c. comparison to other text/media W05.S3C6.03 Write an informational report that includes main ideas and relevant details.

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Speaking and Listening Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
<p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 5 Unit 6 What is meant by the term “coming of age”? (Teacher Note: Prompting may be needed and answers would include: a story where a main character “grows up” by gaining knowledge or life experience; a story where we see a character transition from childhood to adulthood; a story where characters take on ‘adult’ responsibility or learn a lesson, etc.) Let’s create a class chart of characters we read about and ways they “grow up” in stories we read. After reading our novels, we will see if we can generate our own definition that will enable us to write our own coming of age novel. (SL.5.1a, b, c, d)</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Partner Discussion Grade 5 Unit 5 At the end of a novel study, pair up with a partner who read a book that you did not. Share:</p> <ul style="list-style-type: none"> • What the character learned about himself/herself by exploring their unique world. (SL.5.2, SL.5.3, RF.5.4, RL.5.5) • How the illustrations are part of the story, showing specific pages. (SL.5.2, RL.5.7) • How music and songs remind you of the story you read (if applicable). (SL.5.1a, b, c, d) 	<p>LS.R3 Share ideas, information, opinions and questions.</p> <p>LS.R5 Participate in group discussions.</p> <p>LS.E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Speaking and Listening Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
<p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Partner Discussion Grade 5 Unit 5 At the end of your novel study, pair up with a partner who read a book that you did not. Share:</p> <ul style="list-style-type: none"> • What the character learned about himself/herself by exploring their unique world. (SL.5.2, SL.5.3, RF.5.4, RL.5.5) • How the illustrations are part of the story, showing specific pages. (SL.5.2, RL.5.7) • How music and songs remind you of the story you read (if applicable). (SL.5.1a, b, c, d) 	<p>W05.S3C6.01 Paraphrase information from a variety of sources (e.g., Internet, reference materials).</p> <p>VP.F3 Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages.</p>
<p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Partner Discussion Grade 5 Unit 5 At the end of a novel study, pair up with a partner who read a book that you did not. Share:</p> <ul style="list-style-type: none"> • What the character learned about himself/herself by exploring their unique world. (SL.5.2, SL.5.3, RF.5.4, RL.5.5) • How the illustrations are part of the story, showing specific pages. (SL.5.2, RL.5.7) • How music and songs remind you of the story you read (if applicable). (SL.5.1a, b, c, d) 	<p>W06.S3C6.01 Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source. b. main idea(s) and relevant details. <p>LS.E4 Predict, clarify, analyze and critique a speaker's information and point of view.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grade 5

2010 Speaking and Listening Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Presentation of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>5.SL.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.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Researching Historical Context Grade 5 Unit 6 Coming of age novels are “timeless” because they take place in a variety of contexts and settings. For example, <i>Bud, Not Buddy</i> by Christopher Paul Curtis, takes place during the Great Depression. We have learned this year that knowing the historical context increases our understanding and appreciation for historical fiction. Research an event from the Great Depression, focusing on how that event affected people of the time. What lessons did people/society learn from the Great Depression? Present your findings to the class so we can generate a better understanding of that historical period. (W.5.7, RI.5.3, W.5.2a, b, c, d, e, SL.5.4, L.5.1a, b, c, L.5.2a, b)</p>	<p>LS.E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS.E2 Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p>
<p>5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 5 Unit 2 Usually pictures enhance a story, but sometimes pictures are <i>part</i> of the story, such as in <i>The Invention of Hugo Cabret</i> by Brian Selznick. How do pictures tell a story? Justify your answer by citing specific pages from the text during class discussion. (SL.5.1a, b, c, d, SL.5.5)</p>	<p>VP.E2 Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images.</p> <p>VP.E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness.</p>
<p>5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Partner Conversation Grade 5 Unit 6 Pair up with a partner who read a different coming of age novel than you did. Collaboratively generate interview questions, and then participate in “mock” interviews where you pretend to be the main character in the book you read such as Mary Lennox from <i>The Secret Garden</i>, Sal from <i>Walk Two Moons</i>, or Mayo Cornelius from <i>M.C. Higgins, the Great</i>. Write about what you learned from your interview, and then have your partner check it for accuracy. (Alternately, write interview questions for the author of your book, and conduct research online to see if you can find answers to your questions for the author.) (L.5.3a, b, RL.5.3, SL.5.6)</p>	<p>LS.E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grade 5

2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Conventions of Standard English		Strands, Concepts, and Performance Objectives
<p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>AZ.5.L.1</p> <p>f. Construct one or more paragraphs that contain:</p> <ul style="list-style-type: none"> • a topic sentence, • supporting details, • relevant information, and concluding sentences. 	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers can demonstrate the use of the parts of speech through modeling, identifying use in literature, and providing opportunities for correcting samples. Teachers and students will be aware that grammatical errors such as shifts in verb tense may frequently occur in student writing. Teachers provide sentences, phrases or passages for students to identify and correct errors. Teachers provide sentence-stems for students to practice correct Standard English grammar orally and in writing. Teacher creates word walls/resource walls of common conventions for easy resource. Students can practice editing pieces to ensure consistent usage. Students need regular exposure to grammar and usage through direct instruction. The students should have a variety of opportunities to participate in grammar and usage activities which increase in complexity through the year. Students create grammar journals for easy resource.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Narrative Writing Grade 5 Unit 6 Write your own exploration story about a real or fictional character. Your story should have a moral, or a lesson you want the reader to learn from your character. Talk through your ideas with a partner before starting your first draft. You will have the opportunity to edit and revise your narrative with a partner so your final product is of the highest quality. (W.5.3a, b, c, d, e, W.5.4, W.5.5, L.5.1a, b, c, d, e, L.5.2a, b, c, d, L.5.3a)</p>	<p>See Writing Addendum: Writing Elements W05.S2, W06.S2</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Conventions of Standard English		Strands, Concepts, and Performance Objectives
<p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. 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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers can demonstrate the use of the conventions through modeling, identifying use in literature, and providing opportunities for correcting samples. Teachers provide sentences, phrases or passages for students to identify and correct errors. Teachers provide sentence-stems for students to practice correct Standard English grammar orally and in writing. Teacher creates word walls/resource walls of common conventions for easy resource. Students need regular exposure to appropriate conventions through direct instruction. The students will have a variety of opportunities to participate in capitalization, punctuation, and spelling activities which increase in complexity through the year. Students create grammar journals as an easy resource.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Narrative/Multimedia Presentation Grade 5 Unit 5 A culminating project is for you to write your own coming of age multimedia presentation. You can create an iMovie, write a poem, write a song, start a blog, etc. Create a character with an obstacle to overcome. How does he/she overcome it? The presentation should begin with an introduction that answers the essential question "How can literature help us understand what it means to 'grow up'?" Use a variety of words that we've learned and studied throughout the year, and work with your classmates revise, edit, and publish your work online. (W.5.3a, b, c, d, e, W.5.6, W.5.8, W.5.9a, b, RI.5.10, SL.5.5, SL.5.6, L.5.3, SL.5.5, L.5.1, L.5.2a, b, c, d, e, L.5.3a, b, L.5.6)</p>	<p>See Writing Addendum: Writing Process W05.S1 Writing Elements W05.S2, W05.S2, WHS.S2</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Knowledge of Language		Strands, Concepts, and Performance Objectives
<p>5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The emphasis of this standard is student awareness of the power of written and spoken language and how to use it effectively to enhance the message. Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. Students highlight punctuation that creates special effect or voice to the passage. Students create a special effect in a passage by changing the punctuation.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Partner Conversation Grade 5 Unit 5 Pair up with a partner who read a different coming of age novel than you did. Collaboratively generate interview questions, and then participate in "mock" interviews where you pretend to be the main character in the book you read (such as Mary Lennox from <i>The Secret Garden</i>, Sal from <i>Walk Two Moons</i>, or Mayo Cornelius from <i>M.C. Higgins, the Great</i>). Write about what you learned from your interview, and then have your partner check it for accuracy. (Alternately, write interview questions for the author of your book, and conduct research online to see if you can find answers to your questions for the author.) (L.5.3a, b, RL.5.3, SL.5.6)</p>	<p>See Writing Addendum: Writing Process W05.S1, W06.S1, W09.S1, W10.S1 Writing Elements W05.S2,</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. 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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>This standard emphasizes the analysis of words and application of vocabulary skills to make meaning from text. Students will be constantly acquiring and utilizing new words in relevant contexts. Students brainstorm and create a web of words from affixes, Greek combining forms and Latin roots. Students substitute overused words with new vocabulary words (thesaurus). Students complete graphic organizer (e.g., Frayer vocabulary model, 4-Square,) to collect in a journal. The teacher uses and posts word families (struct: construct, destruct, construction etc.). Students practice using resources such as Internet sources, commercially published dictionaries, and thesauruses to find words.</p> <p>Connections: ET05.S3C1.01, and 02, ET05.S6C2.03, and 04</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Word Study Grade 5 Unit 6 As an individual and as a class, keep an index card file of words, literal and figurative, studied in this unit (e.g., exploration, explorer, exploratory; character, characterization, characterize). Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, etc. How do word relationships help us understand the meaning of the words, while the prefixes and suffixes affect the part of speech and spelling? (Note: This will be an ongoing activity all year long.) In addition, you will create an individual semantic map of the word “exploration” in order to represent visually your understanding of the real and fictional types of exploration studied in this unit. (L.5.4a, b, c)</p>	<p>R04.S1C4.02 Use context to determine the relevant meaning of a word.</p> <p>R05.S1C4.01 Use knowledge of root words and affixes to determine the meaning of unknown words.</p> <p>R05.S1C4.02 Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p> <p>R05.S1C4.05 Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p> <p>R07.S1C4.01 Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>This standard emphasizes the non-literal interpretations of language which are applied to derive meaning from text. Through read-aloud stories, teacher modeling, and active engagement, students will further develop their understanding of figurative language. Students will interpret words in many contexts. Students highlight and discuss figurative language as it is encountered in text. Students illustrate the literal and figurative meanings of figurative language (e.g., He lost his head, running on empty, frog in my throat). Students research the origins of selected idioms to reinforce their meanings.</p> <p style="padding-left: 40px;"><i>In a Pickle and Other Funny Idioms</i>, Marvin Terban <i>More Parts</i>, Tedd Arnold <i>Mad as a Wet Hen! And Other Funny Idioms</i>, Marvin Terban <i>Eight Ate: A Feast of Homonym Riddles</i>, Marvin Terban <i>Pitch and Throw, Grasp and Know: What is a Synonym?</i>, Brian Cleary <i>Antonyms, Synonyms & Homonyms</i>, Kim Rayevsky <i>Stroll and Walk, Babble and Talk: More About Synonyms (Words Are Categorical)</i>, Brian P. Cleary <i>Stop and Go, Yes and No: What Is an Antonym? (Words Are Categorical)</i>, Brian P. Cleary</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Dramatization/Fluency Grade 5 Unit 2 Choose a poem to perform interpretively from the suggested list or write your own. Memorization is not required, but optional for this performance. (Alternately, pair with a partner where one of you learns the Lewis Carroll version, and one learns the original. Perform both versions for the class, and then discuss how knowing the original helps us to appreciate the parody even more.) (L.5.5a, b, c, SL.5.6)</p>	<p>R05.S1C4.03 Determine the difference between figurative language and literal language.</p> <p>R05.S1C4.04 Determine the meaning of figurative language, including similes, personification, and idioms.</p> <p>R05.S1C4.06 Identify antonyms, synonyms, and homonyms for given words within text.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003 and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 5

2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>5.L.6 Acquire and use accurately 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).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students highlight specific academic or content words and phrases in selected text. Teachers explicitly teach signal words, (e.g., in conclusion, however, in addition) academic words (e.g., identify, illustrate, retrieve) and content-specific words (e.g., hypothesis, photosynthesis, volcano). Teachers create focus walls to emphasize different categories of words (signal, academic, content-specific).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Poetry Response Grade 5 Unit 6 Read and discuss the connection between the two people in Emily Dickinson’s poem “I’m Nobody! Who are you?” Relate the experience of the characters in the poem to the characters in your coming of age novel. Which characters can you see having a similar conversation? Justify your answer, citing specific details from the text. With whom has the main character in your book connected? Is the character an outsider? Your teacher may ask you to write a personal response to this last question on a sticky note or in your journal and share responses with a classmate before the class discussion begins. (SL.5.2, SL.5.1a, b, c, d, e, L.5.6)</p>	<p>See Writing Addendum: Writing Elements W05.S2</p>