TOWNSHIP OF UNION PUBLIC SCHOOLS

ESL Grade 5

Curriculum Guide

Curriculum Guide Re Approved December 2018

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ESL Grade 5

Curriculum Committee Members

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course has been designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of language activities that foster the development of English language skills. In addition, an appreciation of various cultures and critical thinking are emphasized.

The ESL (English as a Second Language Program) is a pull-out program. The ELL (English Language Learner) is pulled out of the regular classroom for special instruction in ESL for the minimum of 30 minutes daily.

This guide has been created to assist first grade ELLs in meeting the goals required to master English language proficiencies as outlined by the WIDA and Common Core Standards. The guide consists of daily content and language objectives in the following areas: listening, speaking, reading, and writing. Lessons are based on research-based Wonders for English Learners by Macmillian/McGraw- Hill, which is a program specifically designed for ELLs using the ELA program, Wonders in the mainstream classroom.

Recommended Textbooks

Macmillian/McGraw-Hill Wonders for English Language Learners Program

Supplemental Books

Ultimate Field Trip by: Susan Goodman
Night of San Juan by: Lulu Delacre
Sleds on Boston Common by: Louise Borden
Hurricanes by: Seymour Simon
Spirit of Endurance by: Jennifer Armstrong
Hidden Worlds by: Stephen Kramer

Course Proficiencies

Students will be able to…

Listening

- Appropriately respond to multi-step oral directions
- Demonstrate understanding of written texts read aloud or information presented orally
- Sequence a series of oral statements
- Demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).
- Summarize, gain information, and ask clarifying questions by listening and viewing.
- Listen and view to answer questions and express likes and dislikes about literature.

Speaking

- Ask and answer questions for social and academic purposes
- Participate in collaborative small group conversation about grade 5 topics and texts
- Describe people, places, things, and events with relevant detail
- Use academic vocabulary in class discussions
- Express and support ideas with examples
- Give oral presentations on content-based topics
- Retell stories with details
- Sequence stories with transitions
- Use correct voice (volume, pace, clarity), body language (eye contact, erect and still stance gesture).
- Present using appropriate sequence and a basic three-part format (introduction, body, conclusion).
- Answer questions from peers and ask questions of peers (polite, clear, brief, and focused) in complete sentences.
- Present or read, summarize, and respond to poems and narratives.

Reading

- Use visual clues, word form, and context to determine word meaning.
- Identify the meaning that applies to the context when a word has multiple meanings.
- Identify, understand, and use synonyms, antonyms, homonyms and figurative language.
- Make text-to-self connections
- Alphabetize and use the dictionary for a variety of purposes.
- Locate and choose reading selections for a particular purpose (pleasure, information, research).
- Explain and summarize setting, plot, characters, problem, main event, resolution of problem, author's purpose and genre.
- Skim, scan and identify topic, events in sequence, and specific details.
- Identify and explain cause/effect and comparison/contrast patterns.
- Draw and justify inferences and make predictions

Writing

- State the main idea of the paragraph in one sentence.
- Understand cause/effect and comparison/contrast.
- Use introduction and conclusion paragraphs in letters and other multi-paragraph writing.
- Write with limited number of errors in usage, spelling, capitalization, and punctuation.
- Know the parts of friendly letters and write letters in proper form.
- Write to communicate ideas and feelings in poems with sensory or imaginative details and poetic form.
- Write multi-paragraph narratives with descriptive elements (speculative, expository, explanatory, open-ended) including dialogue and figurative language.
- Be familiar with the writing process, pre-write, drafting, editing, and publishing in relation to an established rubric.
- Be familiar with basic parts of speech
- Participate in interactive journal writing

- Create a related series of sentences in response to prompts
- Create messages for social and academic purpose

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

Culture

- Develop an understanding and appreciation of different cultures
- Learn about a variety of holidays and traditions

Curriculum Units

Unit 1: Eureka! I've Got It!

Unit 2: Taking the Next Step

Unit 3: Getting From Here to There

Unit 4: It's Up to You

Unit 5: What's Next?

Unit 6: Linked In

*Holidays and cultural responsiveness will be taught and discussed throughout the year.

Pacing Guide- Course

Unit 1: Eureka! I've Got It!

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
Week 1 o **How do we get the things we need?** **Week 2** o **What can lead us to rethink an idea??** **Week 3** o **How can experiencing nature change the way you think about it?**	**Listening** Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud **Speaking** Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language **Reading** Character/Setting/Plot: Sequence, Problem & Solution, Text Structure: Cause & Effect **Writing** Comparing events, Text Evidence, Graphic Organizers, Narrative Writing **Grammar** Subjects and Predicates, Compound sentences and Conjunctions	• **Visual Vocabulary Cards** • **Vocabulary Practice** • **Thematic discussion** • **Thematic word web** • **Oral Language cards** • **Reader's response writing** • **Practice Book** • **eBooks** • **Interactive Read Alouds & Choral Reading** • **Grammar smart board and iPad games** • **Holiday and cultural activities**	• **Teacher observations/ anecdotal notes** • **Journals** • **Portfolio** • **Practice books** • **Oral presentations** • **Comprehension questions** • **Writer's Notebook/Reading Response**

Week 4
 	
  o **How does technology lead to creative ideas?**
 	
Week 5
 	
  o **What are the positive and negative effects of new technology?**
 	
Holidays
  o **What is Columbus Day?**
  o **How do we celebrate Halloween?**
	Listening
	Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud
	
	Speaking
	Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language
	
	Reading
	Text Structure: Sequence, Author's Point of View
	
	Writing
	Comparing events, Text Evidence, Graphic Organizers, Narrative Writing
	
	Grammar
	Complex Sentences, Run-On Sentences and Fragments
		• **Visual Vocabulary Cards**
		• **Vocabulary Practice**
		• **Thematic discussion**
		• **Thematic word web**
		• **Oral Language cards**
		• **Reader's response writing**
		• **Practice Book**
		• **eBooks**
		• **Interactive Read Alouds**
		• **Grammar smart board and iPad games**
		• **Holiday and cultural activities**
			• **Teacher observations/ anecdotal notes**
			
			• **Journals**
			
			• **Portfolio**
			
			• **Practice books**
			
			• **Oral presentations**
			
			• **Comprehension questions**
			
			• **Writer's Notebook/Reading Response**

Unit 2: Taking the Next Step

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
Week 1 o **What do good problem solvers do?** **Week 2** o **What can you do to get the information you need?** **Week 3** o **How do we investigate questions about nature?**	<u>**Listening**</u> Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud <u>**Speaking**</u> Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language <u>**Reading**</u> Drawing Conclusions, Text Structure, Read a Timeline <u>**Writing**</u> Comparing events, Text Evidence, Graphic Organizers, Narrative Writing <u>**Grammar**</u> Complex Sentences, Run-On Sentences and Fragments	• **Visual Vocabulary Cards** • **Vocabulary Practice** • **Thematic discussion** • **Thematic word web** • **Oral Language cards** • **Reader's response writing** • **Practice Book** • **eBooks** • **Interactive Read Alouds** • **Grammar smart board and iPad games** • **Holiday and cultural activities** • **Visual Vocabulary**	• **Teacher observations/ anecdotal notes** • **Journals** • **Portfolio** • **Practice books** • **Oral presentations** • **Comprehension questions** • **Writer's Notebook/Reading Response**

Week 4
 	
  o **When has a plan helped you accomplish a task?**
 	
Week 5
 	
  o **What motivates you to accomplish a goal?**
 	
Holidays
  o **What traditional food do people eat for Thanksgiving?**
  o **What do you know about Hanukkah?**
  o **How do people celebrate Kwanzaa?**
	Listening
	Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud
	
	Speaking
	Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language
	
	Reading
	Drawing Conclusions, Text Evidence, Describe a Theme, Narrative Poetry
	
	Writing
	Analyze Text, Craft, and Stricture, Graphic Organizers, Write to a Prompt, Opinion Writing
	
	Grammar
	Possessive Nouns, Prepositional Phrases
		Cards
		
		• **Vocabulary Practice**
		
		• **Thematic discussion**
		
		• **Thematic word web**
		
		• **Oral Language cards**
		
		• **Reader's response writing**
		
		• **Practice Book**
		
		• **eBooks**
		
		• **Interactive Read Alouds**
		
		• **Grammar smart board and iPad games**
		
		• **Holiday and cultural activities**
			• **Teacher observations/ anecdotal notes**
			
			• **Journals**
			
			• **Portfolio**
			
			• **Practice books**
			
			• **Oral presentations**
			
			• **Comprehension questions**
			
			• **Writer's Notebook/Reading Response**

Unit 3: Getting From Here to There

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
Week 1 o **What can learning about different cultures teach us?** **Week 2** o **How can learning about nature be useful?** **Week 3** o **Where can you find patterns in nature?**	**Listening** Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud **Speaking** Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language **Reading** Identify Context Clues, Read with Expression/Phrasing, Summarize **Writing** Graphic Organizers, Write to a Prompt, Analyze Text Evidence **Grammar** Action Verbs & Verb Tenses, Main Verbs & Helping Verbs	• **Visual Vocabulary Cards** • **Vocabulary Practice** • **Thematic discussion** • **Thematic word web** • **Oral Language cards** • **Reader's response writing** • **Practice Book** • **eBooks** • **Interactive Read Alouds** • **Grammar smart board and iPad games** • **Holiday and cultural activities**	• **Teacher observations/ anecdotal notes** • **Journals** • **Portfolio** • **Practice books** • **Oral presentations** • **Comprehension questions** • **Writer's Notebook/Reading Response**

Week 4 ○ **What benefits come from people working as a group?** **Week 5** ○ **How do we explain what happened in the past?** **Holidays:** ○ **What is a tradition that you and your family have for Christmas?** ○ **When do we celebrate New Year?** ○ **Who was Martin Luther King Jr.?**	**Listening** Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud **Speaking** Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language **Reading** Read Aloud at Appropriate Rate, Summarize, Use Diagrams **Writing** Write to a Specific Prompt, Compare/Contrast **Grammar** Linking Verbs, Irregular Verbs	• **Visual Vocabulary Cards** • **Vocabulary Practice** • **Thematic discussion** • **Thematic word web** • **Oral Language cards** • **Reader's response writing** • **Practice Book** • **eBooks** • **Interactive Read Alouds** • **Smart Board and iPad games** • **Holiday and cultural activities**	• **Teacher observations/ anecdotal notes** • **Journals** • **Portfolio** • **Practice books** • **Oral presentations** • **Comprehension questions** • **Writer's Notebook/Reading Response**

Unit 4: It's Up to You

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments

Week 1
 	
  o **What kinds of stories do we tell?**
  o **Why do we tell them?**
 	
Week 2
 	
  o **What can you discover when you give things a second look?**
 	
Week 3
 	
  o **What can people do to bring about a positive change?**
 	
Week 4
	Listening
	Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud
	
	Speaking
	Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language
	
	Reading
	Folktales, Points of View, Visualization, Read Plays
	
	Writing
	Compare/Contrast, Graphic Organizer, Narrative Text
	
	Grammar
	Pronouns and Antecedents, Pronoun-Verb Agreement
		• **Visual Vocabulary Cards**
		• **Vocabulary Practice**
		• **Thematic discussion**
		• **Thematic word web**
		• **Oral Language cards**
		• **Reader's response writing**
		• **Practice Book**
		• **eBooks**
		• **Interactive Read Alouds**
		• **Grammar smart board and iPad games**
		• **Holiday and cultural activities**
			• **Teacher observations/ anecdotal notes**
			
			• **Journals**
			
			• **Portfolio**
			
			• **Practice books**
			
			• **Oral presentations**
			
			• **Comprehension questions**
			
			• **Writer's Notebook/Reading Response**

o **Why are natural resources valuable?**
 	
Week 5
 	
o **How do you express something that is important to you?**
 	
Holidays:
  o **Do you celebrate Valentine's Day?**
  o **What famous African American do you know?**
	Listening
	Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud
	
	Speaking
	Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language
	
	Reading
	Accuracy & Expression, Retell the Main Idea,
	
	Writing
	Graphic Organizer, Analyze Text, Craft, and Structure, Compare/Contrast
	
	Grammar
	Possessive Pronouns, Homophones
		• **Visual Vocabulary Cards**
		
		• **Vocabulary Practice**
		
		• **Thematic discussion**
		
		• **Thematic word web**
		
		• **Oral Language cards**
		
		• **Reader's response writing**
		
		• **Practice Book**
		
		• **eBooks**
		
		• **Interactive Read Alouds**
		
		• **Smart Board and iPad games**
		
		• **Holiday and cultural activities**
			• **Teacher observations/ anecdotal notes**
			
			• **Journals**
			
			• **Portfolio**
			
			• **Practice books**
			
			• **Oral presentations**
			
			• **Comprehension questions**
			
			• **Writer's Notebook/Reading Response**

Unit 5: What's Next

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
Week 1 o **What experiences can change the way you see yourself and the world around you?** **Week 2** o **How do shared experiences help people adapt to change?** **Week 3** o **What changes in the environment affect living things?**	**Listening** Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud **Speaking** Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language **Reading** Text Evidence, Using Inferences, Compare/Contrast, Retell a Story **Writing** Graphic Organizer, Comparison of Two Texts, Revise Writing **Grammar** Independent and Dependent Clauses, Complex Sentences	• **Visual Vocabulary Cards** • **Vocabulary Practice** • **Thematic discussion** • **Thematic word web** • **Oral Language cards** • **Reader's response writing** • **Practice Book** • **eBooks** • **Interactive Read Alouds** • **Grammar smart board and iPad games** • **Holiday and cultural activities**	• **Teacher observations/ anecdotal notes** • **Journals** • **Portfolio** • **Practice books** • **Oral presentations** • **Comprehension questions** • **Writer's Notebook/Reading Response**

Week 4 ○ **How can scientific knowledge change over time?** **Week 5** ○ **How do natural events and human activities affect the environment?** **Holidays:** ○ **How do people celebrate St. Patrick's Day?** ○ **Who was St. Patrick?** ○ **What are the origins of Easter?** ○ **What do people and children do to prepare for Easter?**	**Listening** Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud **Speaking** Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language **Reading** Accuracy, Text Evidence, Drawing Conclusions, Author's Point of View **Writing** Graphic Organizer, Analyze Language in Persuasive Texts, Compare Two Texts, Using Notes **Grammar** Adjectives That Compare, Comparing with *Good* and *Bad*	• **Visual Vocabulary Cards** • **Vocabulary Practice** • **Thematic discussion** • **Thematic word web** • **Oral Language cards** • **Reader's response writing** • **Practice Book** • **eBooks** • **Interactive Read Alouds** • **Smart Board and iPad games** • **Holiday and cultural activities**	• **Teacher observations/ anecdotal notes** • **Journals** • **Portfolio** • **Practice books** • **Oral presentations** • **Comprehension questions** • **Writer's Notebook/Reading Response**

Unit 6: Linked In

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
Week 1 o **How do different groups contribute to a cause?** **Week 2** o **What actions can we take to get along with others?** **Week 3** o **How are living things adapted to their environment?**	**Listening** Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud **Speaking** Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language **Reading** Text Evidence, Analyze Theme, Draw Conclusions, Events in a Sequence **Writing** Main Idea, Graphic Organizers, Comparative Language, Transition Words **Grammar** Adverbs, Adverbs That Compare, Negatives	• **Visual Vocabulary Cards** • **Vocabulary Practice** • **Thematic discussion** • **Thematic word web** • **Oral Language cards** • **Reader's response writing** • **Practice Book** • **eBooks** • **Interactive Read Alouds** • **Grammar smart board and iPad games** • **Holiday and cultural activities**	• **Teacher observations/ anecdotal notes** • **Journals** • **Portfolio** • **Practice books** • **Oral presentations** • **Comprehension questions** • **Writer's Notebook/Reading Response**

Week 4
 	
  o **What impact do our actions have on the world?**
 	
Week 5
 	
  o **What can our connections to the world teach us?**
 	
Holidays:
  o **What do you do for mother's day?**
  o **What is your mother's favorite food/color?**
  o **What does Memorial Day mean for our country? Why is it so important?**
  o **What kind of activities do you like to do during the summer?**
	Listening
	Comprehension, Vocabulary, Group Discussions, Interactive Read Aloud
	
	Speaking
	Fluency, Phrasing, Pronunciation, Accuracy, Expression, Academic Language
	
	Reading
	Text Evidence, Problem/Solution, Points of View, Read with Expression/Phrasing
	
	Writing
	Write to a Prompt, Comparison, Graphic Organizers, Personification, Revise Writing
	
	Grammar
	Sentence Combining, Prepositional Phrases, Adjectives and Adverbs
		• **Visual Vocabulary Cards**
		
		• **Vocabulary Practice**
		
		• **Thematic discussion**
		
		• **Thematic word web**
		
		• **Oral Language cards**
		
		• **Reader's response writing**
		
		• **Practice Book**
		
		• **eBooks**
		
		• **Interactive Read Alouds**
		
		• **Smart Board and iPad games**
		
		• **Holiday and cultural activities**
			• **Teacher observations/ anecdotal notes**
			
			• **Journals**
			
			• **Portfolio**
			
			• **Practice books**
			
			• **Oral presentations**
			
			• **Comprehension questions**
			
			• **Writer's Notebook/Reading Response**

New Jersey Core Curriculum Content Standards

5th Grade Language Arts

English Language Arts Standards » Reading: Literature

Key Ideas and Details:

CCSS.ELA-Literacy.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.2
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-Literacy.RL.5.3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)

Craft and Structure:

CCSS.ELA-Literacy.RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-Literacy.RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-Literacy.RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.5.7
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).

CCSS.ELA-Literacy.RL.5.8
(RL.5.8 not applicable to literature)

CCSS.ELA-Literacy.RL.5.9
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RL.5.10
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.

English Language Arts Standards » Reading: Informational Text

Key Ideas and Details:

CCSS.ELA-Literacy.RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.5.3
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure:

CCSS.ELA-Literacy.RI.5.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.ELA-Literacy.RI.5.5
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.

CCSS.ELA-Literacy.RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.5.7
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-Literacy.RI.5.8
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-Literacy.RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RI.5.10
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.

English Language Arts Standards » Reading: Foundational Skills

Phonics and Word Recognition:

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

CCSS.ELA-Literacy.RF.5.3.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.

Fluency:

CCSS.ELA-Literacy.RF.5.4
Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.5.4.a
Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.5.4.b
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.5.4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts Standards » Writing

Text Types and Purposes:

CCSS.ELA-Literacy.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.5.1.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.

CCSS.ELA-Literacy.W.5.1.b
Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1.c
Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically).

CCSS.ELA-Literacy.W.5.1.d
Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.2.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.

CCSS.ELA-Literacy.W.5.2.b
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.2.c
Link ideas within and across categories of information using words, phrases, and clauses.

CCSS.ELA-Literacy.W.5.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.5.2.e
Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-Literacy.W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.3.a
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.5.3.b
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.5.3.c
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-Literacy.W.5.3.d
Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.5.3.e
Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

CCSS.ELA-Literacy.W.5.6
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.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.5.8
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.

CCSS.ELA-Literacy.W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.5.9.a

Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CCSS.ELA-Literacy.W.5.9.b
Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").

Range of Writing:

CCSS.ELA-Literacy.W.5.10
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

English Language Arts Standards » Speaking & Listening

Comprehension and Collaboration:

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

CCSS.ELA-Literacy.SL.5.1.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.

CCSS.ELA-Literacy.SL.5.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.5.4
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.5
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.

English Language Arts Standards » Language

Conventions of Standard English:

<u>CCSS.ELA-Literacy.L.5.1</u>
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

<u>CCSS.ELA-Literacy.L.5.1.a</u>
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

<u>CCSS.ELA-Literacy.L.5.1.b</u>
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

<u>CCSS.ELA-Literacy.L.5.1.c</u>
Use verb tense to convey various times, sequences, states, and conditions.

<u>CCSS.ELA-Literacy.L.5.1.d</u>
Recognize and correct inappropriate shifts in verb tense.*

<u>CCSS.ELA-Literacy.L.5.1.e</u>
Use correlative conjunctions (e.g., either/or, neither/nor).

<u>CCSS.ELA-Literacy.L.5.2</u>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<u>CCSS.ELA-Literacy.L.5.2.a</u>
Use punctuation to separate items in a series.*

<u>CCSS.ELA-Literacy.L.5.2.b</u>
Use a comma to separate an introductory element from the rest of the sentence.

<u>CCSS.ELA-Literacy.L.5.2.c</u>
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?).

CCSS.ELA-Literacy.L.5.2.d
Use underlining, quotation marks, or italics to indicate titles of works.

CCSS.ELA-Literacy.L.5.2.e
Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-Literacy.L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.5.3.a
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.L.5.3.b
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use:

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

CCSS.ELA-Literacy.L.5.4.a
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.5.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCSS.ELA-Literacy.L.5.4.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.

CCSS.ELA-Literacy.L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.5.5.a
Interpret figurative language, including similes and metaphors, in context.

CCSS.ELA-Literacy.L.5.5.b
Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-Literacy.L.5.5.c
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CCSS.ELA-Literacy.L.5.6
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).

WIDA Standards

Figure 2A: The English Language Proficiency Standards and their Abbreviations

	Standard	Abbreviation
English Language Proficiency Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional **language**
English Language Proficiency Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The **language** of Language Arts
English Language Proficiency Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The **language** of Mathematics
English Language Proficiency Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The **language** of Science
English Language Proficiency Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The **language** of Social Studies

WIDA Rubrics

Writing Rubric of the WIDA Consortium*
Grades 1-12

Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 **Reaching**	A variety of sentence lengths of varying Linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.
5 **Bridging**	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
4 **Expanding**	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
3 **Developing**	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
2 **Beginning**	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
1 **Entering**	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.

*For use with the ACCESS for ELLs® test, the W-APT, and formative/classroom assessment in WIDA Consortium states.

Speaking Rubric of the WIDA™ Consortium*

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 **Entering**	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 **Beginning**	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 **Developing**	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 **Expanding**	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 **Bridging**	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

WIDA Performance Definitions Listening and Reading, Grades K–12

WIDA

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning for each content area
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content words and expressions • Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General and some specific content words and expressions (including cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.