

**Ledyard Public Schools  
GRADE 5**

**GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods.** **Standards 1 and 2**

**Performance Standard/Student Outcome 1A: The student will know how to gain general understanding.**

**OBJECTIVES/EVIDENCE**

**The student will read and respond to demonstrate general understanding by: 1.1d, 1.1f**

1. Identifying or inferring story elements of characters, settings, problems, events, solutions, and details (fiction).
2. Summarizing using relevant information from the text.
3. Determining the structure of problem/solution and compare/contrast with attention to main idea and supporting details with evidence from the text (non-fiction). **1.1c, 1.2f**
4. Using information from the text to make a prediction by answering questions such as: *How do you think \_\_\_\_\_ would be different if \_\_\_\_\_ had not happened?* **1.1a, 1.2a**

**CSDE Grade Level Expectations:**

**The student will:**

- identify recurring themes in literature, including books by the same author, e.g., friendship, conflict.
- use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits.
- discuss and analyze how characters in text deal with conflicts of human experience, relating to real life situations.
- summarize the major actions that define the plot and how actions lead to conflict or resolution.
- explain the influence of setting on character and plot.
- identify the narrator and explain which point of view is used in the text.
- explain how a story would change if a different character narrated it.

**Ledyard Public Schools**  
**GRADE 5 (Strand A)**

Assessments/Data Collection	Strategies/Activities		Resources
<p><b>Formal</b></p> <p>CMT DRA (f, s)</p> <p><b>Informal</b> Summaries</p> <p>CMT reader response questions</p> <p>Rubric assessment</p> <p>Teacher Observation</p> <p>Writing prompts</p> <p>Cloze</p> <p>Discussions/conversations</p> <p>Graphic Organizers*</p> <p>Journals*</p> <p><b>* CRISS Strategies</b></p>	<p><b>Required Strategies</b> Boyles' Comprehension Strategies</p> <p>Problem/solution</p> <p>Graphic organizers</p> <p>Summarizing*</p> <p>QAR*</p> <p>Powers*</p> <p>KWWL*</p> <p><b>Required Activities</b> Read alouds Discussions/conversations Shared reading Modeling/Guided Practice Guided reading Re-reading Independent reading Reader response questions Response journals Direct vocabulary instruction Author and genre studies- realistic fiction, poetry, etc. Graphic organizers Pronoun referents</p>	<p><b>Suggested Strategies/Activities</b> Sustained silent reading</p> <p>Literature circles</p> <p>Journals</p> <p>Problem/solution</p> <p>Cause/effect</p> <p>Response journals Underlining/highlighting* 2 column notes* Response journals Seed discussions* Think-pair-share* One sentence summary* Framed paragraphs* Vocabulary maps* Concept mapping/webbing*</p>	<p><b>Instructional</b></p> <p>Student Work Language Arts Curriculum Addendum Classic, contemporary, multicultural, texts, poetry, nonfiction, etc. News articles/magazines Leveled books-<i>DRA Book Treks (fiction, nonfiction)</i> Content area texts <i>Daybooks</i>-Great Source <i>Sourcebooks</i>-Great Source <i>Write Time for Kids</i>-nonfiction reading</p> <p><b>Teacher</b> Student assessment data DRA Focus for Instruction Language Arts Curriculum Addendum CRISS manual CMT Language Arts Handbook <i>Guiding Readers and Writers</i> by Fountas and Pinnell <i>Teaching Written Response to Text</i> by Nancy Boyles <i>Constructing Meaning</i> by Nancy Boyles CMT reader response questions Thinking verbs list (Bloom)</p>

Ledyard Public Schools  
GRADE 5

**GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods.** Standards 1 and 2

**Performance Standard/Student Outcome 1B: The student will know how to develop interpretation.**

**OBJECTIVES/EVIDENCE**

**The student will read and respond to develop an interpretation by *citing evidence from the text and by:***

1. Understanding text structures: narrative (historical fiction) focusing on the relationship of problem and solution to plot development, expository (main idea and supporting details within connected text), and use of text features i.e. tables, charts, headings, graphs, photos, captions. **1.1d, 2.1b, 2.1a**
2. Drawing conclusions about the author's purpose by responding to questions such as: *Why do you think the author included/omitted \_\_\_\_\_ to write this piece? Support with evidence from the text.* **1.1e**
3. Analyzing author's/*illustrator's* use of specific details such as: *What words did the author use to help you understand . . . ?* **1.2d, 1.2a, 2.1d, 2.4f**

**CSDE Grade Level Expectations:**

**The student will:**

- follow multi-step directions in a procedural text and explain and/or follow the process.
- explain the characteristics of various genres.
- compare and contrast ideas, themes and/or issues across texts, and across texts representing multicultural experiences.
- compare and contrast the same conflict from the point of view of two different characters.
- explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.
- explain similarities and differences within and among multiple cultures or historical periods.
- explain how personal beliefs and values influence the interpretation of text.
- find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.

**Ledyard Public Schools  
GRADE 5 (Strand B)**

Assessments/Data Collection	Strategies/Activities		Resources
<p><b>Formal</b> CMT DRA (f, s)</p> <p><b>Informal</b></p> <p>CMT reader response questions</p> <p>Rubric assessment</p> <p>Teacher Observation</p> <p>Writing prompts</p> <p>Discussions/conversations</p> <p>Graphic Organizers*</p> <p>Journals*</p> <p><b>*CRISS Strategies</b></p>	<p><b>Required Strategies</b> Boyles' Comprehension Strategies</p> <p>Problem/solution</p> <p>Compare/contrast</p> <p>Graphic organizers</p> <p>QAR*</p> <p>Powers*</p> <p>Opinion/proof*</p> <p><b>Required Activities</b> Discussions/conversations Read alouds Shared reading Modeling/Guided Practice Guided reading Re-reading Independent reading Reader response questions Response journals Direct vocabulary instruction Author and genre studies- realistic fiction, poetry, etc. Graphic organizers Analogies</p>	<p><b>Suggested Strategies/Activities</b> Sustained silent reading</p> <p>Literature circles</p> <p>Journals</p> <p>Problem/solution</p> <p>Cause/effect</p> <p>Response journals*</p> <p>Underlining/highlighting*</p> <p>2 column notes*</p> <p>Seed discussions*</p> <p>Pre-post journals*</p> <p>Problem/solution journals*</p> <p>Reflection journals*</p> <p>Think-pair-share*</p> <p>Framed paragraphs*</p> <p>Vocabulary maps*</p>	<p><b>Instructional</b></p> <p>Student Work Language Arts Curriculum Addendum Classic, contemporary, multicultural, texts, poetry, nonfiction, etc. News articles/magazines Leveled books-<i>DRA Book Treks(fiction, nonfiction)</i> Content area texts <i>Daybooks-Great Source</i> <i>Sourcebooks-Great Source</i> <i>Write Time for Kids-nonfiction reading</i></p> <p><b>Teacher</b> Student assessment data DRA Focus for Instruction Language Arts Curriculum Addendum CRISS manual CMT Language Arts Handbook <i>Guiding Readers and Writers</i> by Fountas and Pinnell <i>Teaching Written Response to Text</i> by Nancy Boyles <i>Constructing Meaning</i> by Nancy Boyles CMT Reader response questions Thinking verbs list (Bloom)</p>

**Ledyard Public Schools  
GRADE 5**

**GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods.** **Standards 1 and 2**

**Performance Standard/Student Outcome 1C: The student will know how to make connections to text. 1.1, 1.2, 2.2, 2.3**

**OBJECTIVES/EVIDENCE**

**The student will read and respond *citing evidence from the text* to connect or associate the text with their life/experiences.**

1. Making connections text to text (books), text to self (experiences), text to world.
2. Using relevant information within the text to write a personal response to the text.

**CSDE Grade Level Expectations:**

**The student will:**

- take a position regarding a topic/issue.
- connect current issues, information from other texts, and personal experiences to characters, events and information.

**Ledyard Public Schools**  
**GRADE 5 (Strand C)**

Assessments/Data Collection	Strategies/Activities		Resources
<p><b>Formal</b> CMT</p> <p>DRA (f, s)</p> <p><b>Informal</b> CMT reader response questions</p> <p>Rubric assessments</p> <p>Teacher Observation</p> <p>Writing prompts</p> <p>Discussions/conversations</p> <p>Graphic Organizers*</p> <p>Journals*</p> <p> </p> <p><b>* CRISS Strategies</b></p>	<p><b>Required Strategies</b></p> <p>Boyles' Comprehension Strategies</p> <p>Graphic organizers</p> <p>QAR*</p> <p><b>Required Activities</b></p> <p>Read alouds</p> <p>Shared reading</p> <p>Modeling/Guided Practice</p> <p>Guided reading</p> <p>Re-reading</p> <p>Independent reading</p> <p>Reader response questions</p> <p>Response journals</p> <p>Author and genre studies-realistic fiction, poetry, etc.</p> <p>Graphic organizers</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Sustained silent reading</p> <p>Literature circles</p> <p>Journals</p> <p>Response journals*</p> <p>Underlining/highlighting*</p> <p>2 column notes*</p> <p>Seed discussions*</p> <p>Reflection journals*</p> <p>Think-pair-share*</p> <p>Framed paragraphs*</p>	<p><b>Instructional</b></p> <p>Student Work</p> <p>Language Arts Curriculum Addendum</p> <p>Classic, contemporary, multicultural, texts, poetry, nonfiction, etc.</p> <p>News articles/magazines</p> <p>Leveled books-<i>DRA Book Treks</i> (fiction, nonfiction)</p> <p>Content area texts</p> <p><i>Daybooks</i>-Great Source</p> <p><i>Sourcebooks</i>-Great Source</p> <p><i>Write Time for Kids</i>-nonfiction reading</p> <p><b>Teacher</b></p> <p>Student assessment data</p> <p>DRA focus for Instruction</p> <p>Language Arts Curriculum Addendum</p> <p>CRISS manual</p> <p>CMT Language Arts Handbook</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Teaching Written Response to Text</i> by Nancy Boyles</p> <p><i>Constructing Meaning</i> by Nancy Boyles</p> <p>CMT reader response questions</p> <p>Thinking verbs list (Bloom)</p>

**Ledyard Public Schools  
GRADE 5**

**GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods. Standards 1 and 2**

**Performance Standard/Student Outcome 1D: The student will know how to examine the content and structure of texts.**

**OBJECTIVES/EVIDENCE**

**The student will read and respond, citing (evidence from the text), to examine the content and structure of texts by:**

1. Using information from the text to make a prediction by answering questions such as: *How do you think the author . . .?* **1.2a**
2. Analyzing use of literary devices focusing on the author's use of simile, metaphor, humor and dialogue. **2.1d, 2.2b**
3. Evaluating explicit (right there, think, and search) or implicit (author and you, on my own) information by answering questions such as: *What \_\_\_\_\_ was most important to \_\_\_\_\_?* **2.2b, 1.2b, 1.2a, 1.4b, 2.2a**
4. Responding or extending with relevant information such as: What is the author's opinion regarding \_\_\_\_\_? Support with evidence from the text.
5. Demonstrating an awareness of ethics, customs, or beliefs to include social studies curriculum themes. **1.2a, 1.4b, 2.4b, 2.4c, 2.3b, 2.3c, 2.4a, 2.4d, 2.4e**
6. Distinguishing the opinions of the author which may influence the reader. **1.2c, 1.1b**

**CSDE Grade Level Expectations:**

**The student will:**

- understand how the author's experience and beliefs influence text.
- recognize author's perspective, e.g., opinion about an idea, stand on an issue, perspective on a topic, and cite supporting literary/narrative text details or information text facts.
- understand the social and cultural perspective from which the author writes and how that contributes to the text.
- examine and determine the validity of sources of information.
- explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store.

**Ledyard Public Schools  
GRADE 5 (Strand D)**

Assessments/Data Collection	Strategies/Activities		Resources
<p><b>Formal</b> CMT DRA (f, s)</p> <p><b>Informal</b> CMT reader response questions</p> <p>Rubric assessments</p> <p>Teacher Observation</p> <p>Writing prompts</p> <p>Discussions/conversations</p> <p>Graphic Organizers*</p> <p>Journals*</p> <p> </p> <p><b>* CRISS Strategies</b></p>	<p><b>Required Strategies</b></p> <p>Boyles' Comprehension Strategies</p> <p>Problem/solution</p> <p>Graphic organizers</p> <p>QAR*</p> <p>Opinion/proof*</p> <p><b>Required Activities</b></p> <p>Read alouds</p> <p>Shared reading</p> <p>Modeling/Guided Practice</p> <p>Guided reading</p> <p>Re-reading</p> <p>Independent reading</p> <p>Reader response questions</p> <p>Response journals</p> <p>Discussions/conversations</p> <p>Author and genre studies-realistic fiction, poetry, etc.</p> <p>Graphic organizers</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Sustained silent reading</p> <p>Literature circles</p> <p>Journals</p> <p>Problem/solution</p> <p>Cause/effect</p> <p>Response journals*</p> <p>Underlining/highlighting*</p> <p>2 column notes*</p> <p>Seed discussions*</p> <p>Response journals*</p> <p>Think-pair-share*</p> <p>Framed paragraphs*</p>	<p><b>Instructional</b></p> <p>Student Work</p> <p>Language Arts Curriculum Addendum</p> <p>Classic, contemporary, multicultural, texts, poetry, nonfiction, etc.</p> <p>News articles/magazines</p> <p>Leveled books-<i>DRA Book Treks</i> (fiction, nonfiction)</p> <p>Content area texts</p> <p><i>Daybooks</i>-Great Source</p> <p><i>Sourcebooks</i>-Great Source</p> <p><i>Write Time for Kids</i>-nonfiction reading</p> <p><b>Teacher</b></p> <p>Student assessment data</p> <p>DRA Focus for Instruction</p> <p>Language Arts Curriculum Addendum</p> <p>CRISS manual</p> <p>CMT Language Arts Handbook</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Teaching Written Response to Text</i> by Nancy Boyles</p> <p><i>Constructing Meaning</i> by Nancy Boyles</p> <p>CMT reader response questions</p> <p>Thinking verbs list (Bloom)</p>

**Ledyard Public Schools  
GRADE 5**

<b>Performance Standard/Student Outcome 1E: The student will develop fluency through independent reading.</b>		
<b>OBJECTIVES/EVIDENCE</b>		
<b>The student will develop fluency by reading independently throughout the year. 1.2g</b>		
<b>CSDE Grade Level Expectations:</b>		
<b>The student will:</b>		
<ul style="list-style-type: none"> <li>▪ read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.</li> <li>▪ read aloud unpracticed grade-level text at a fluency rate of 125-135 words correct per minute.</li> <li>▪ adjust reading rate to match the difficulty, type of text and purposes for reading (e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas).</li> </ul>		
<b>Assessments/Data Collection</b>	<b>Strategies/Activities</b>	<b>Resources</b>
DRA Oral Reading Fluency Assessment Teacher observation Reading record log	Teacher assists students in book selections using DRP and other data. Rereading Readers' Theatre Drama Interest Inventories	Student assessment data DRA Focus for Instruction Language Arts Curriculum Addendum Home/school/class/community libraries Poetry Songs DRP Book Link

**Ledyard Public Schools  
GRADE 5**

**GOAL 2: Students create works using the language arts in visual, oral, written or performance-based forms while applying the conventions of edited English.** **Standards 3 and 4**

**Performance Standard/Student Outcome 2A: The student will understand the principles of process writing and use these principles to plan and compose written pieces that demonstrate competence in the forms and structures of writing.**

**OBJECTIVES/EVIDENCE**

**The student will plan and compose written pieces that demonstrate: 3.1c, 4.2b, 4.2a**

1. Organization of narrative and expository/explanatory pieces.
2. Sequence using chronological and logical order with appropriate transition words. (because of, during, until, for this reason, and for example)
3. Elaboration techniques including the use of problem/solution, examples, facts, rhetorical questions and personal experiences.

**Ledyard Public Schools**  
**GRADE 5**

**CSDE Grade Level Expectations: Writing Process**

**Plan:** gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart.

**Draft:** complete draft demonstrating connections among ideas, supported by information gathered during planning stage.

**Revise:** rework writing several times based on different points of focus, e.g., first reading-add details for elaboration; second reading-delete sentences or phrases to achieve paragraph unity; third reading-reorganize ideas for meaning.

**Edit:** use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.

**Publish/Present:**

- Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software.
- Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience.
- Publish for global audience.

**Reflect:**

- Provides evidence that writing goals have been met, e.g., *My sentence fluency has improved because I now vary the beginnings of my sentences.*
- Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and support the opinion using established criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.

**CSDE Grade Level Expectations: Writing Genres, Traits and Crafts**

**Descriptive:**

integrate descriptive writing into other modes, using literary techniques, e.g., flashback, specific word choice, character development.

**Narrative:**

- Write a biography based on an interview.
- Write a historical fiction essay, using primary sources.
- Write varied narratives with different beginnings and endings.
- Write a story ending from the perspective of a different character.

**Expository:**

- Write an explanatory piece, building up to the most important point.
- Write book reviews.
- Write compare-contrast essay, using point-by-point structure.

**Persuasive:**

- Write a persuasive piece, using "if-and-then" structure.
- Write a book or movie critique.

**Poetic:**

- Write a haiku.
- Write a rap.
- Write words to the music of an already existing song.
- Write a ballad.
- Write a lyrical poem.
- Write a cacophony.

- Include more than one form/genre in a single piece, e.g., a report about Salmon that includes a poem, fact box and story.

- Write a variety of sentence lengths; write a variety of sentence beginnings, e.g., starts with a participial phrase; *Laughing loudly, they walked down the hall*; write a variety of sentence structures, e.g., *Mike, busy with his homework, didn't hear the telephone ring. Although he wanted to keep working. Tran took the call. He kept it short*; write with a sense of rhythm, and may use fragments in dialogue as appropriate.

**Ledyard Public Schools  
GRADE 5**

<b>ASSESSMENT/DATA COLLECTION</b>	<b>STRATEGIES/ACTIVITIES</b> *See strategies grids		<b>RESOURCES</b>
<p><b>Formal</b></p> <p>Process pieces (fall, winter, spring)</p> <p>Prompts (fall, winter, spring); one to include compare/contrast</p> <p>Prompts may be used as first draft for process writing pieces</p> <p>Six-point rubric</p> <p><b>Informal</b></p> <p>Clear and fluent explanations or directions</p> <p>Conferencing</p> <p>Prompts (one to include compare/contrast)</p> <p>Journals</p> <p>Writing samples</p>	<p><b>Required Strategies</b></p> <p>Summarizing*</p> <p>Planning using graphic organizers</p> <p>Powers 1-4* (expository)</p> <p>Two-column notes*</p> <p><b>Required Activities</b></p> <p><i>Listen to and read a variety of genres as models/mentor texts 3.1b</i></p> <p>Modeling/Guided Practice</p> <p>5 paragraph essay model/spool paper*</p> <p>Revise and edit student work</p> <p>Read, share and discuss student samples</p> <p>Framed paragraphs* for definition, arguments, classification and compare/contrast</p> <p>Rubric scoring</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Graphic organizers</p> <p>RAFT*</p>	<p><b>Instructional</b></p> <p>Student work</p> <p>Language Arts Curriculum Addendum</p> <p>Literature models/mentor texts</p> <p>5 paragraph essay model/spool paper*</p> <p>Process writing framework</p> <p>CRISS strategies*</p> <p>Student Assessment Data</p> <p><b>Teacher</b></p> <p>Student assessment data</p> <p><i>Empowering Writers</i> expository materials</p> <p>CRISS manual*</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>

**Ledyard Public Schools  
GRADE 5**

**Performance Standard/Student Outcome 2B: The student will revise and edit written pieces.**

**OBJECTIVES/EVIDENCE**

**The student will revise and edit for: 3.2c, 4.3a, 4.3c, 4.3b, 4.2a**

1. Spelling using developmentally appropriate words from the Grade 5 core word list.
2. Usage of verb tense, on and on sentences, awkward construction, fragments, pronoun referents, singular and plural subject/verb agreement with intervening phrase, correct usage of comparative/superlative and good/well, it's/its, I/me (subject only), no/know, then/than, your/you're.
3. Capitalization and punctuation: colon with a list, comma with a participial phrase, apostrophe in possessives.
4. Fluency using transition words, synonyms, similes, and expanded vocabulary.
5. Handwriting (legible) or word processing (using spell check).

**CSDE Grade Level Expectations: Spelling**

- Use spelling rules and patterns from previous grades/
- Correctly spell high-frequency words.
- Use multiple strategies to spell. Examples:
  - visual patterns, e.g., *-ion* endings
  - sound patterns, e.g., easily confused endings *-able/-ible, -ant/-ent*
  - affixes, e.g., *pre-, in-, un- -ed, -ing, -graph*
  - rules, e.g., “i” before “e” rule
  - self-corrects spelling errors

**CSDE Grade Level Expectations: Capitalization/Punctuation/Usage**

- Use capitalization, punctuation and usage rules from previous grades.
- Use standard and nonstandard English.
- Capitalize brand names, e.g., *Nike*.
- Capitalize geographic regions, e.g., *the West*.
- Use periods in abbreviations, e.g., *pg., ft.*
- Use commas to set off interjections, e.g., *Okay, if you say so*; or explanatory phrases, e.g., *They stood together, away from the pile of stones in the corner, and their voices were quiet.*
- Use comma after date or address within text, e.g., *June 1, 1993, was an important day in my life.*

**Capitalization/Punctuation/Usage (cont.)**

- Use quotation marks in dialogue, e.g., *“How’s it going?” the boy asked.*
- Use hyphen in numbers, e.g., *twenty-three*.
- Use hyphens to join numbers, e.g., *pages 1-3; the Mariners won 17-6.*
- Use ellipsis (...) to show omitted words and to show a pause.
- Use semicolon between two independent clauses.
- Use subject vs. object pronouns correctly, e.g., *I vs. me*.
- Use new paragraphs to change speakers in dialogue.
- Cite sources in research using a bibliographic format.
- Use resources to find correct spelling for words identified as misspelled.

**Ledyard Public Schools  
GRADE 5**

<b>ASSESSMENT/DATA COLLECTION</b>	<b>STRATEGIES/ACTIVITIES</b>  *See strategies grids		<b>RESOURCES</b>
<p><b>Formal</b> Process pieces (fall, winter, spring) Prompts (fall, winter, spring) Prompts may be used as first draft for process writing pieces Priority words (100%) in writing</p> <p><b>Informal</b> Clear and fluent explanations or directions Conferencing Prompts Journals Sitton Proofreading Test Daily Language Workouts</p> <p><b>*CRISS Strategies</b></p>	<p><b>Required Strategies</b></p> <p><b>Required Activities</b> Modeling/Guided Practice Process writing Use of student work for revising and editing 5 paragraph essay model/spool paper* Conferencing Sitton Cloze Story Word Test</p>	<p><b>Suggested Strategies/Activities</b> <i>Daily Language Workouts</i> Sitton No Reference Write Sitton Sentence Dictation Peer conferencing</p>	<p><b>Instructional</b> Student work Language Arts Curriculum Addendum Process writing framework</p> <p><b>Teacher</b> Student assessment data <i>Guiding Readers and Writers</i> by Fountas and Pinnell <i>Sitton Spelling Sourcebook</i> <i>Daily Language Workouts</i></p>

**Ledyard Public Schools  
GRADE 5**

<b>Performance Standard/Student Outcome 2C: The student will know how to produce oral and visual presentations.</b>			
<b>OBJECTIVES/EVIDENCE</b> The student will listen to and produce oral presentations with attention to: 3.2a, 3.2b, 1.3e, 3.1a, 3.2f, 4.2b			
<ol style="list-style-type: none"> <li>1. Voice quality</li> <li>2. Eye contact</li> <li>3. Organization</li> <li>4. Message</li> <li>5. Clarity</li> <li>6. <i>Audience</i></li> </ol>			
<b>OBJECTIVES/EVIDENCE</b> The student will view and produce visual presentations with attention to: 3.2a, 3.2b, 3.2f, 4.2b			
<ol style="list-style-type: none"> <li>1. Format</li> <li>2. Organization</li> <li>3. Clarity</li> <li>4. Message</li> <li>5. <i>Audience</i></li> </ol>			
<b>ASSESSMENT/DATA COLLECTION</b>	<b>STRATEGIES/ACTIVITIES</b> *See strategies grids		<b>RESOURCES</b>
<b>Formal</b> Rubric Integrated curriculum performance tasks m <b>Informal</b> Teacher observations Rubrics for listening, viewing, presenting and following directions Student-designed evaluation rubrics Posters Charts Graphs Collages Projects Checklists/rubrics	<b>Required Strategies</b>  <b>Required Activities</b> Modeling/Guided Practice Viewing Presenting Visual Aids	<b>Suggested Strategies/Activities</b> Book talks Integrated Projects Reports Presentations Explanations Plays Drama Demonstrations	<b>Instructional</b> Models Rubrics Classic, contemporary, multicultural texts Student Assessment Data Technology Social studies performance tasks <b>Teacher</b> Social studies teacher's guide

**Ledyard Public Schools  
GRADE 5**

*Performance Standard/Student Outcome 2D: The student will recognize and use variations of language appropriate to purpose, audience and task.*

**OBJECTIVES/EVIDENCE**

*The student will apply the conventions of standard English in oral, written and visual communication by: 4.1a, 4.1b*

- 1. Reading, listening to and telling stories from a variety of cultures.*
- 2. Discussing the similarities and differences in the way language is used.*

<b>ASSESSMENT/DATA COLLECTION</b>	<b>STRATEGIES/ACTIVITIES</b> *See strategies grids		<b>RESOURCES</b>
<p><i>Informal</i></p> <p><i>Discussions</i></p> <p><i>Writing Samples</i></p> <p><i>Journals</i></p> <p><i>Presentations</i></p>	<p><i>Required</i></p> <p><i>Discussions regarding</i></p> <p><i>- how author expresses thoughts</i></p> <p><i>- how authors use language</i></p> <p><i>- reasons for variations</i></p> <p><i>Compare/contrast differences in language in a variety of text</i></p>	<p><i>Suggested</i></p> <p><i>Author studies</i></p> <p><i>Write different versions of same text appealing to different audiences</i></p>	<p><i>A variety of genres to include fiction, non-fiction, and multi-cultural texts</i></p>

**Ledyard Public Schools  
GRADE 5**

**GOAL 3: Students will gather, analyze, and respond to information from primary and secondary sources using available forms of media and technology.** **Standards 1, 2, 3 and 4**

**Performance Standard/Student Outcome 3: The student will know how to use research and study skills to gather and respond to information.**

**OBJECTIVES/EVIDENCE**

**The student will use research and study skills to gather and respond to information by using: 3.2d, 3.2e**

1. Using the dictionary, glossary, index, encyclopedia, table of contents, headings, and chapter titles.
2. Citing title, author, and year published in a bibliography.
3. Using technology of word processing, hyperstudio, and internet.
4. Using notetaking skills to include topic, main ideas and supporting details.
5. *Examine sources of information and determine validity.*

<b>ASSESSMENT/DATA COLLECTION</b>	<b>STRATEGIES/ACTIVITIES</b>		<b>RESOURCES</b>
	<b>*See strategies grids</b>		
<b>Formal</b> Social studies performance tasks Rubrics 1-2 page report using research skills and linked to content (5 paragraph essay model/spool paper*) –including a bibliography <b>Informal</b> Oral/visual presentations and/or written pieces <b>*CRISS Strategies</b>	<b>Required Strategies</b> Power notes* 1-4 KWWL* <b>Required Activities</b> Modeling/Guided Practice Direct vocabulary instruction Shared writing Big 6 Summarizing* Two column notes*	<b>Suggested Strategies/Activities</b> Content area integration Observation journals/note	<b>Instructional</b> BIG 6 Weekly magazines Newspapers Internet Non-fiction leveled books Reference materials Student Assessment Data <b>Teacher</b> CRISS manual* Internet search engines

Ledyard Public Schools  
GRADE 5  
Teacher Guidelines for Bibliography Citations

**Goal 3: Students will gather, analyze, and respond to information from primary and secondary sources using available forms of media and technology.**

**Performance Standard/Student Outcome 3: The student will know how to use research and study skills to gather and respond to information.**

**Objectives/Evidence**

**The student will use research and study skills to gather and respond to information by using:**

1. Using the dictionary, glossary, index, encyclopedia, table of contents, headings and chapter titles.
2. **Citing title, author and year published in a bibliography.**
3. Using technology of word processing, hyperstudio, and internet.
4. Using notetaking skills to include topic, main ideas and supporting details.

**Bibliography Citations for:**

**Book**

**Wardlaw, Lee. 101 Ways To Bug Your Parents. 1996.**

**Davis, Kenneth C. Don't Know Much About American History. 2003.**

**Book Article or Chapter**

**Wardlaw, Lee. "The Invention Convention." 101 Ways to Bug Your Parents. 1996.**

**Davis, Kenneth C. "The War of Brothers." Don't Know Much About American History. 2003.**

**Newspaper, Magazine or Journal Article**

**DiRado, Alicia. "Ledyard Examines Growth Patterns for Future Planning." The New London Day. 2006.**

**Encyclopedia Article**

**Sturgeon, Theodore. The Encyclopedia Americana. 1999.**

**Website**

**Lynch, Tim. Psi Phi: Bradley's Science Fiction Club. 1997.**

Source: MLA Citation Style

**Ledyard Public Schools  
GRADE 5**

**GOAL 4: Students will choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.** **Standards 1, 2, 3 and 4**

**Performance Standard/Student Outcome 4: The student will know how to choose and apply strategies to read and write.**

**OBJECTIVES/EVIDENCE**

**The student will use appropriate reading strategies: 1.1b, 1.3a, 1.3c, 1.3d**

1. Cueing systems
  - Meaning (m) semantic
  - Structure (s) grammar
  - Visual (v) graphophonic (to include prefixes, suffixes, and syllabication)
2. Text features – paragraphs, graphics, headings, pictures
3. Context clues
4. Vocabulary to include:
  - Grade 5 core word list
  - Multiple meanings
  - Synonyms (for nouns, adjectives, and verbs), antonyms, homonyms (its/it's, your/you're, know/no), and idioms

**OBJECTIVES/EVIDENCE**

**The student will develop appropriate writing strategies by: 1.3a**

1. Reading and spelling correctly words taught as part of fifth grade spelling curriculum.
2. Spelling correctly words involving previously studied generalizations and word patterns.
3. Spelling most irregular words correctly.
4. Spelling most content vocabulary words correctly.

**Ledyard Public Schools  
GRADE 5**

<b>ASSESSMENT/DATA COLLECTION</b>	<b>STRATEGIES/ACTIVITIES</b>  *See strategies grids		<b>RESOURCES</b>
<p><b>Formal</b></p> <p>CMT</p> <p>DRA (when applicable)</p> <p>Process piece (fall, winter, spring)</p> <p>Sitton Spelling Achievement Test (fall, winter, spring)</p> <p><b>Informal</b></p> <p>Reader response</p> <p>Cloze</p> <p>Teacher observation</p> <p>Writing samples</p> <p>Prompts</p> <p>Daily work</p> <p>Spelling games and activities</p> <p>Independent Writing</p> <p><b>*CRISS Strategies</b></p>	<p><b>Required Strategies</b></p> <p>Scanning the text</p> <p>Sitton strategies</p> <p><b>Required Activities</b></p> <p>Modeling/Guided Practice</p> <p>Process writing</p> <p>Vocabulary list expansion</p> <p>Guided reading</p> <p>Shared reading</p> <p>Syllabication</p> <p>Classification of nouns,</p> <p>Introduction of adverbs</p> <p>Sitton Cloze Story Word Test</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Games</p> <p>Word Walls</p> <p>Puzzles</p> <p>Journals</p> <p>Letters</p> <p>Sitton Sentence Dictation Test</p> <p>Sitton No Reference Write</p>	<p><b>Instructional</b></p> <p>Classic, contemporary multicultural texts,</p> <p><i>Daily Language Workouts</i></p> <p>Student work</p> <p><i>Sourcebook/Daybook</i> – Great Source</p> <p>Student Assessment Data</p> <p>Core word list</p> <p><b>Teacher</b></p> <p><i>Sitton Spelling Sourcebook</i></p> <p>CRISS manual*</p> <p>CMT handbook</p> <p>Core literature</p>