

LANGUAGE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
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Note: The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; Indeed, they are inseparable from such contexts.

5	Conventions of Standard English	LA.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain the function of conjunctions, prepositions, and interjections in general and in particular sentences; use verb tenses correctly, including the perfect verb tenses; use correlative conjunctions (e.g., either/or; neither/nor) (L.5.1)
		LA.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation to separate items in a series; use a comma to separate introductory elements, to set off the words yes and no, to set off a tag question, and to indicate direct address; use underlining, quotation marks, or italics to indicate titles of works; spell grade-appropriate words, consulting references as needed (L.5.2)
	Knowledge of Language	LA.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: expand, combine, and reduce sentences for meaning, reader/listener interest, and style; compare and contrast the varieties of English used in stories, dramas, or poems (L.5.3)
	Vocabulary Acquisition and Use	LA.5.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context (e.g., cause/effect relationships and comparison) and grade-appropriate Greek and Latin affixes and roots (e.g., photograph, photosynthesis) as clues to the meaning of a word or phrase; consult print and digital references for pronunciation and meaning (L.5.4)
		LA.5.L.5 Demonstrate understanding of word relationships and nuances in word meanings: interpret figurative language, including similes and metaphors in context; explain the meaning of common idioms, adages, and proverbs; use the relationship between particular words (e.g., synonyms, antonyms, homonyms) to better understand each of the words (L.5.5)
		LA.5.L.6 Acquire and use content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) (L.5.6)

READING - READING FOUNDATIONS

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
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Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?
Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory

5	Phonics and Word Recognition	LA.5.RF.1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (RF.5.3)
	Fluency	LA.5.RF.2 Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.5.4a-b)
		LA.5.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.5.4c)
		LA.5.RF.4 Use silent reading strategies

READING - INFORMATIONAL TEXT

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
5	Key Ideas and Details	LA.5.RI.1 Quote from the text when explaining what the text says explicitly and when drawing inferences (RI.5.1)
		LA.5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (RI.5.2)
		LA.5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text (RI.5.3)
		LA.5.RI.4 Skim for an overview; scan to find specific information
	Craft and Structure	LA.5.RI.5 Determine the meaning of content-specific words and phrases (RI.5.4)
		LA.5.RI.6 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 (RI.5.5)
		LA.5.RI.7 Compare and contrast a firsthand and secondhand account of the same event or topic, describing the differences in focus and the information provided (RI.5.6)
	Integration of Knowledge and Ideas	LA.5.RI.8 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem (RI.5.7)
		LA.5.RI.9 Explain how an author uses reasons and evidence to support particular ideas, identifying which reasons and evidence support specific ideas (RI.5.8)
		LA.5.RI.10 Integrate information from several texts on the same topic in order to write or speak about the subject (RI.5.9)
		LA.5.RI.11 Select informational text that affirms the teachings in God's Word
	Range of Reading and Level of Text Complexity	LA.5.RI.12 Read and comprehend literary nonfiction (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.5.10)
		LA.5.RI.13 Self-monitor reading strategies and make modifications as needed
		LA.5.RI.14 Read literary nonfiction for personal growth and spiritual development

READING - LITERATURE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
5	Key Ideas and Details	LA.5.RL.1 Quote from the text when explaining what the text says explicitly and when drawing inferences (RL.5.1)
		LA.5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters respond to challenges or how the speaker reflects upon a topic; summarize the text (RL.5.2)
		LA.5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama (RL.5.3)
		LA.5.RL.4 Skim for an overview; scan to find specific information
	Craft and Structure	LA.5.RL.5 Determine the meaning of words and phrases in context, including figurative language such as metaphors and similes (RL.5.4)
		LA.5.RL.6 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (RL.5.5)
		LA.5.RL.7 Explain how a narrator's or speaker's point of view influences how events are described (RL.5.6)
	Integration of Knowledge and Ideas	LA.5.RL.8 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (RL.5.7)
		LA.5.RL.9 Compare and contrast stories in the same genre with respect to their treatment of similar themes and topics (RL.5.9)
		LA.5.RL.10 Make connections between a text and personal life experiences and other texts
		LA.5.RL.11 Select literature that reflects the teachings in God's Word
	Range of Reading and Level of Text Complexity	LA.5.RL.12 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.5.10)
		LA.5.RL.13 Self-monitor reading strategies and make modifications as needed
		LA.5.RL.14 Read literature for pleasure, personal growth, and spiritual development

SPEAKING AND LISTENING

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?		Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.
Assessments: Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Socratic Circles, Debate, Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell		
<p style="font-size: 2em; text-align: center;">5</p>	Comprehension and Collaboration	LA.5.SL.1 Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare and use required reading material; follow agreed-upon rules and carry out assigned roles; pose and respond to specific questions; review key ideas and draw conclusions (SL.5.1)
		LA.5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.5.2)
		LA.5.SL.3 Summarize a speaker's points and explain how each claim is supported by reasons and evidence (SL.5.3)
	Presentation of Knowledge and Ideas	LA.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 (SL.5.4)
		LA.5.SL.5 Use digital media for presentations when appropriate (SL.5.5)
		LA.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (SL.5.6)
		LA.5.SL.7 Demonstrate reverence to God when speaking and listening

WRITING

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we write for a variety of purposes and audiences?		Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.
Assessments: Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer's Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
5	Text Types and Purposes	LA.5.W.1 Write opinion pieces on topics or texts that include: an introduction; a point of view with reasons and well-organized information; linking words, phrases, and clauses (e.g., consequently, specifically); and a conclusion (W.5.1)
		LA.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction with a general observation and focus; well-organized supporting details (e.g., facts, definitions, quotations, examples); precise language and content-specific vocabulary; ideas linked within/across categories using words and phrases (e.g., in contrast, especially); formatting (e.g., heading); illustration and multimedia when useful; and a conclusion (W.5.2)
		LA.5.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing), sensory details, transitions, clear event sequences, a specific situation, a narrator and/or characters, and a conclusion (W.5.3)
		LA.5.W.4 Produce writing that honors God and affirms the principles in His Word
	Production and Distribution of Writing	LA.5.W.5 Produce clear and coherent writing in which the development and organization (e.g., chronological, cause and effect, comparison and contrast, problem and solution) are appropriate to task, purpose, and audience (W.5.4)
		LA.5.W.6 With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting or trying a different approach (W.5.5)
		LA.5.W.7 With support, use technology, including the internet, to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate (W.5.6)
		LA.5.W.8 Apply common conventions of handwriting
	Research to Build and Present Knowledge	LA.5.W.9 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (W.5.7)
		LA.5.W.10 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information, in notes and finished work, and list sources (W.5.8)
		LA.5.W.11 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.5.9)
	Range of Writing	LA.5.W.12 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 (W.5.10)