

5th Grade ELA

Kentucky Academic Standards with Targets



English Language Arts

CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 5	Standard #: 1
Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Explain explicitness of text by quoting accurately from the text	Draw inferences using textual information		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 5	Standard #: 2
Standard: 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.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine the theme of a: <ul style="list-style-type: none"> • story • drama • poem using details in the text Summarize text	Explain how characters in a story or drama respond to challenges Explain how the speaker in a poem reflects upon a topic Summarize the key ideas and details of a: <ul style="list-style-type: none"> • story • drama • poem including how characters respond to challenges or how the speaker in a poem reflects upon a topic		

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 5	Standard #: 3
Standard: 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).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define terms: compare and contrast Identify specific details that describe: <ul style="list-style-type: none"> • characters • settings • events in a story or drama Identify similarities of two or more: <ul style="list-style-type: none"> • characters • settings • events in a story or drama	Compare two or more: <ul style="list-style-type: none"> • characters • settings • events in a text using specific details from a text Contrast two or more: <ul style="list-style-type: none"> • characters • settings • Events in a text using specific details from a text		

Identify differences between two or more characters in a story or drama			
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English Language Arts

CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: 5	Standard #: 4
Standard: Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.			
Type: _____ Knowledge x Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize examples of figurative language in text, such as similes and metaphors	Determine the: <ul style="list-style-type: none"> • meaning of words and phrases in texts • figurative meaning of words and phrases, including metaphors and similes, as used in a text 		

English Language Arts

CCR: Analyze the structure of texts including how specific sentences, paragraphs and larger portions of the texts (e.g., a section, chapter, scene or stanza) relate to each other and the whole.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: 5	Standard #: 5
Standard: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Explain how a series of : <ul style="list-style-type: none"> • chapters • scenes • stanzas fits together to provide the overall structure of a: <ul style="list-style-type: none"> • story • drama • poem 			

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Literature	Cluster: Craft & Structure	Grade:5	Standard #: 6
Standard: Describe how a narrator’s or speaker’s point of view influences how events are described.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define influences Identify narrator’s or speaker’s point of view Describe narrator’s or speaker’s point of view Identify relevant events	Infer the characteristics of the narrator or speaker Describe how the: <ul style="list-style-type: none"> • narrator’s point of view influences the description of the event • speaker’s point of view influences how the events are described 		

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Literary Reading	Cluster: Integration of Knowledge and Ideas	Grade: 5	Standard #: 7
Standard: 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).			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define analyze Identify multimedia and visual elements within a text Recognize: <ul style="list-style-type: none"> • meaning • tone • beauty of text	Analyze how visual elements contribute to text : <ul style="list-style-type: none"> • meaning • tone • beauty Analyze how multimedia elements contribute to text : <ul style="list-style-type: none"> • meaning • tone • beauty 		

English Language Arts

CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Strand: Reading Literature	Cluster:	Grade: 5	Standard #: 8
Standard: Not applicable to literature			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Literature	Cluster: Integration of Knowledge and Ideas	Grade: 5	Standard #: 9
Standard: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the characteristics of a: <ul style="list-style-type: none"> • theme • a topic • genre 	Compare and contrast how two or more stories of the same genre approach a similar: <ul style="list-style-type: none"> • theme • topic 		

English Language Arts

CCR: Read and comprehend complex literary and informational text independently and proficiently.			
Strand: Reading Literature	Cluster: Range of Reading and Level of Text Complexity	Grade: 5	Standard #: 10
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/Understand in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently	Comprehend in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently		

English Language Arts

CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speak to support conclusions drawn from the text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 5	Standard #: 1
Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Explain explicitness of text by quoting accurately from the text	Draw inferences using textual information		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 5	Standard #: 2
Standard: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Explain how the supporting details of a text determine the main ideas Summarize text	Determine two or more ideas of a text Explain how multiple ideas are supported by key ideas Summarize the multiple ideas of a text using key details		

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 5	Standard #: 3
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define: <ul style="list-style-type: none"> • relationships • interactions 	Explain the relationships or interactions between two or more: <ul style="list-style-type: none"> • individuals • events • ideas • concepts in multiple types of informational text Use specific information from text to support the relationship identified between : <ul style="list-style-type: none"> • individuals • ideas • concepts in multiple types of informational text		

English Language Arts

CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 5	Standard #: 4
Standard: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.			
Type: _____ Knowledge <u> x </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	Determine the meaning of: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 5 topic or subject area		

English Language Arts

CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 5	Standard #: 5
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine the overall structure: <ul style="list-style-type: none"> • (e.g., chronology • comparison • cause/effect • problem/solution) of a text or a part of a text Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of: <ul style="list-style-type: none"> • events • ideas • concepts or • information in a text or part of a text	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of: <ul style="list-style-type: none"> • events • ideas • concepts or • information in a text or part of a text in two or more texts		

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 5	Standard #: 6
Standard: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Describe the events or main ideas of multiple accounts Distinguish between firsthand or second hand accounts	Compare and contrast multiple accounts of the same event or topic Describe the similarities and differences in each point of view Support your analysis with evidence from the texts		

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 5	Standard #: 7
Standard: 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.			
Type: _____ Knowledge _____ X _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Obtain information from sources Recognize digital sources Identify problem solving steps	Collect information/data Locate an answer or solve problem efficiently from various: <ul style="list-style-type: none"> • print sources • digital sources Organize information to answer efficiently		

English Language Arts

CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 5	Standard #: 8
Standard: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • an author’s particular points in a text • which evidence and reasons support each point 	Explain how an author uses evidence and reasons to support particular points in a text		

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 5	Standard #: 9
Standard: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the information from each text on the same topic	Integrate information from several texts on the same topic		

English Language Arts

CCR: Read and comprehend complex literary and informational text independently and proficiently.			
Strand: Reading for Informational Text	Cluster: Range of Reading and Level of Text Complexity	Grade: 5	Standard #: 10
Standard: 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.			
Type: _____ Knowledge _____ X Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand in an informational text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 independently and proficiently	Comprehend independently in an informational text: <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 independently and proficiently		

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	Cluster:	Grade: 5	Standard #: 1
Standard: N/A			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	Cluster:	Grade: 5	Standard #: 2
Standard: N/A			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	Cluster: Phonics and Word Recognition	Grade: 5	Standard #: 3
Standard: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Know: <ul style="list-style-type: none"> • grade level-level phonics • word analysis skills in decoding words Identify syllabication patterns Identify root words Explain meanings of prefixes and suffixes Accurately read words with Latin roots	Apply grade level-level phonics and word analysis skills in decoding words Synthesize phonics and word analysis skills to decode words	Read accurately unfamiliar multisyllabic words in context and out of context	

English Language Arts

CCR: N/A			
Strand: Reading Foundational Skills	Cluster: Fluency	Grade: 5	Standard #: 4
Standard: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify and understand foundational skills for Reading #1-3 To support comprehension: <ul style="list-style-type: none"> • identify the purpose and understanding of text • identify oral reading with accuracy, appropriate rate, and expression on successive readings • identify rereading, when necessary, as a strategy when confirming or self-correcting words in text 	Apply foundational skills reflected in Reading #1-3 To support comprehension: <ul style="list-style-type: none"> • determine the purpose for reading on-level text • apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings • confirm or self correct word recognition and understanding by using context 	To support comprehension: <ul style="list-style-type: none"> • read on-level text fluently and accurately • reread with fluency as necessary Read with: <ul style="list-style-type: none"> • accuracy • appropriate rate • expression on successive readings 	

<ul style="list-style-type: none">• understand how context can help to confirm or self correct word recognition			
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English Language Arts

CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Strand: Writing	Cluster: Text Types and Purposes	Grade: 5	Standard #: 1
Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ X _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Explain and identify : <ul style="list-style-type: none"> • words • phrases • clauses used to link opinion and reasons (e.g., consequently, specifically) Recognize organizational structures that provide logical grouping of ideas	Determine how to introduce the topic or text clearly Formulate an opinion about a topic or text Group related ideas logically to support purpose Determine reasons supported by facts and details		Write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including: <ul style="list-style-type: none"> • a clear Introduction of topic or text • statement of opinion • logical organizational structure • reasons that are supported by facts and details • links between opinion and reasons, using words and phrases

Explain writer's purpose	Establish links between opinions and reasons using words, phrases, and clauses Plan a concluding statement or section that is related to the opinion presented		<ul style="list-style-type: none">• a concluding statement or section related to the opinion presented
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English Language Arts

CCR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Strand: Writing	Cluster: Text: Types and Purposes	Grade: 5	Standard #: 2
Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ X _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • a topic • related information grouped logically including: <ul style="list-style-type: none"> ○ formatting ○ illustrations ○ multimedia to aid comprehension Support a topic with: <ul style="list-style-type: none"> • facts • definitions 	Develop: <ul style="list-style-type: none"> • a topic written clearly • related information grouped logically including: <ul style="list-style-type: none"> ○ formatting ○ illustrations ○ multimedia to aid in comprehension Determine related: <ul style="list-style-type: none"> • facts • definitions 		Write an informative/explanatory text that includes: <ul style="list-style-type: none"> • a topic written clearly • a general observation and focus • related information grouped logically including: <ul style="list-style-type: none"> ○ formatting ○ illustrations ○ multimedia when useful to aiding comprehension

<ul style="list-style-type: none"> • concrete details • quotations • other information • examples <p>related to the topic:</p> <ul style="list-style-type: none"> • linked ideas within and across categories of information using words, phrases, and clauses • precise language and domain-specific vocabulary to inform about or explain the topic • a concluding statement or section related to the information or explanation presented 	<ul style="list-style-type: none"> • concrete details • quotations • other information • examples <p>that develop the topic</p> <p>Determine appropriate words and phrases that link ideas that within and across categories of information using words, phrases, and clauses</p> <p>Determine a concluding statement or section that relates to information presented</p>		<p>Develop a topic with:</p> <ul style="list-style-type: none"> • facts • definitions • concrete details • quotations • other information • examples <p>related to the topic</p> <p>Include:</p> <ul style="list-style-type: none"> • linked ideas within and across categories of information using words, phrases, and clauses • precise language and domain-specific vocabulary to inform about or explain the topic • a concluding statement or section related to the information or explanation presented
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English Language Arts

CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Strand: Writing	Cluster: Text Types & Purposes	Grade: 5	Standard #: 3
Standard: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Describe the: <ul style="list-style-type: none"> • use of story elements in narratives • characteristics of narratives Explain how the: <ul style="list-style-type: none"> • sequence of events affects the story's conclusion 	Establish a situation, a narrator and/or characters Organize story events to determine logical sequence that results in a conclusion Use a variety of transitions to move the events along		Write a narrative that effectively: <ul style="list-style-type: none"> • establishes a situation • uses techniques such as dialogue and description to develop experiences, events, characters • utilizes appropriate transitional words/phrases • includes sensory details • leads to a conclusion

<ul style="list-style-type: none"> transitional words, phrases and clauses advances the sequence of events <p>Describe narrative techniques such as:</p> <ul style="list-style-type: none"> dialogue description pacing, etc. 	<p>Use dialogue and description to develop experiences and events</p> <p>Use concrete and/or sensory details to develop experiences or events</p> <p>Develop characters through:</p> <ul style="list-style-type: none"> dialogue description actions reactions 		
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English Language Arts

CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Strand: Writing	Cluster: Production and Distribution of Writing	Grade: 5	Standard #: 4
Standard: Produce clear and cohesive 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)			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>(The underpinning knowledge targets can be found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6)</p>	<p>Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • task • purpose • audience <p>Determine suitable :</p> <ul style="list-style-type: none"> • idea development strategies • organization appropriate to task, purpose and audience <p>(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9)</p>	<p>(The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)</p>	<p>Produce a writing piece that is clear and cohesive with:</p> <ul style="list-style-type: none"> • idea development • organization appropriate to task, purpose and audience <p>(Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>

English Language Arts

CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Strand: Writing	Cluster: Production and Distribution of Writing	Grade: 5	Standard #: 5
Standard: 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 on pages 28 and 29.)			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>With guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 5 on pages 28 & 29)</p>	<p>With guidance and support from peers and adults, develop and strengthen writing by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach 		

English Language Arts

CCR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Strand: Writing	Cluster: Production & Distribution of Writing	Grade: 5	Standard #: 6
Standard: 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.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With some guidance and support: <ul style="list-style-type: none"> • use keyboarding skills • know how to use technology software to produce and publish writing • know how to use the Internet to communicate with others 	With some guidance and support: <ul style="list-style-type: none"> • evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others 	With some guidance and support: <ul style="list-style-type: none"> • use technology, including the Internet, to produce and publish writing • use technology to interact and collaborate with others • use keyboarding skills to type two or more pages in a single sitting 	

English Language Arts

CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 5	Standard #: 7
Standard: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the: <ul style="list-style-type: none"> • various research sources • different aspects of a topic 	Discriminate between various research sources (i.e. atlas, map, encyclopedia, internet) Compare/contrast information from various research sources Interpret information derived from various sources Participate in short research and writing projects Conduct investigations on a different aspects of a topic		

	Question information to build knowledge of a topic		
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English Language Arts

CCR: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 5	Standard #: 8
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define: <ul style="list-style-type: none"> • summarize • paraphrase Recall relevant information from experiences Gather relevant information from print and digital sources Identify source list	Summarize information in notes and finished work Paraphrase information in notes and finished work		

English Language Arts

CCR: Draw evidence from literary or informational text to support analysis, reflection, and research.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 5	Standard #: 9
Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 reading standards to literature. (e.g. Compare and contrast two or more...) b. Apply grade 5 reading standards to informational texts. (e.g., Explain how an author uses...)			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly	Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text		

English Language Arts

CCR: Write routinely over extended time frames (time for research, reflection, and revision) and for shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
Strand: Writing	Cluster: Range of Writing	Grade: 5	Standard #: 10
Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the various purposes for writing Identify and understands the various organizational structures related to different genres or purposes for writing	Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences Determine the appropriate organizational structure needed for specific audiences and purposes	Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences	

English Language Arts

CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.			
Strand: Speaking & Listening	Cluster: Comprehension & Collaboration	Grade: 5	Standard #: 1
Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.			
<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify : <ul style="list-style-type: none"> • key ideas from reading material • ways to listen effectively Describe discussion rules and roles Know how to pose questions and provide feedback	Relate information read to discussion topics Evaluate implementation of discussion rules and roles Formulate questions and responses based on comments made by others during discussion	Engage in a variety of discussions by sharing acquired and prior knowledge of grade 5 topics and texts Listen actively to discussions and presentations Follow agreed-upon rules during discussion	

<p>Identify key ideas presented during discussion</p>	<p>Explain the topic using personal ideas, opinions, and reasoning</p> <p>Think critically about ideas posed to draw conclusions</p> <p>Justify responses by providing evidence to support reasoning</p>	<p>Carry out assigned roles during discussions</p> <p>Pose and respond to specific questions to clarify understanding of discussion or presentation</p> <p>Connect comments to the remarks of others</p> <p>Express ideas clearly</p>	
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English Language Arts

CCR: Integrates and evaluates information presented in diverse media and formats, including visually, quantitatively, and orally.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 5	Standard #: 2
Standard: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Summarize: <ul style="list-style-type: none"> • a written text read aloud • information presented in diverse media, including: <ul style="list-style-type: none"> ○ visually ○ quantitatively ○ orally 			

English Language Arts

CCR: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 5	Standard #: 3
Standard: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define summarize Identify a speaker’s: <ul style="list-style-type: none"> • points • claims • reasons and evidence 	Summarize the points a speaker makes Explain how each of a speaker’s claims is supported by reasons and evidence		

English Language Arts

CCR: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 5	Standard #: 4
Standard: 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.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • topic • text • opinion • facts • relevant , descriptive details Identify: <ul style="list-style-type: none"> • clearly pronounced and enunciated words • understandable pace 	Sequence ideas logically Determine: <ul style="list-style-type: none"> • appropriate facts • relevant descriptive details to support main ideas or themes 	Speak clearly at an understandable pace while: <ul style="list-style-type: none"> • reporting on a topic or text • presenting an opinion sequencing ideas logically and using appropriate facts and relevant, descriptive details that support main ideas or themes	

English Language Arts

CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 5	Standard #: 5
Standard: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define multimedia components	Determine when it's appropriate to add: <ul style="list-style-type: none"> • graphics • sound • visual displays in presentations to enhance development of main ideas or themes	Add: <ul style="list-style-type: none"> • graphics to enhance the main idea or theme when appropriate during presentations • sound to enhance the main idea or theme when appropriate during presentations • visual displays to enhance the main idea or theme when appropriate during presentations 	

English Language Arts

CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 5	Standard #: 6
Standard: 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 for specific expectations.)			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify audience, task, and situation Identify characteristics of formal and informal speaking (The underpinning knowledge targets are found in Language Standards 1 and 3)	Distinguish between formal and informal speech Analyze situation to determine appropriate speech use (formal English or informal discourse)	Speak appropriately for a variety of contexts and tasks, adapting speech as needed Speak using formal English when appropriate to task and situation	

English Language Arts

CCR: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Strand: Language	Cluster: Conventions of Standard English	Grade: 5	Standard #: 1
<p>Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>			
<p>Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Identify:</p> <ul style="list-style-type: none"> • conjunctions • interjections • correlative conjunctions <p>Recognize:</p> <ul style="list-style-type: none"> • perfect verb tenses • inappropriate changes in verb tense 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Explain the function of :</p> <ul style="list-style-type: none"> • conjunctions • prepositions • interjections <p>in particular sentences</p> <p>Determine when/how to form perfect verb tense</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking</p> <p>Use:</p> <ul style="list-style-type: none"> • perfect verb tenses • verb tense to convey various: times • sequences • States • and conditions 	

	Use verb tense to convey: <ul style="list-style-type: none">• various times• sequences• states• conditions	Correct inappropriate changes in verb tense Use correlative conjunctions	
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English Language Arts

CCR: Demonstrate command of the convention of standard English capitalization, punctuation, spelling when writing.			
Strand: Language	Cluster: Conventions of Standard English	Grade: 5	Standard #: 2
Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes and no</i> (e.g. Yes, thank you), to set off a tag questions from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply correct: <ul style="list-style-type: none"> • capitalization • punctuation • spelling when writing Use commas to separate items in a series Use a comma to separate an introductory element from the rest of the sentence			

<p>Use a comma to set off the words yes and no (e.g. Yes, thank you), to set off a tag questions from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (Is that you, Steve?)</p> <p>Know underlining or italics indicate the title of a book, play, film, long musical works, broadcast series and quotation marks indicate a title of other titles such as an article, poem, or story</p> <p>Use underlining, quotation marks, or italics to indicate titles of works</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p> <p>Consult references as needed</p>			
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English Language Arts

CCR: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Strand: Language	Cluster: Knowledge of Language	Grade: 5	Standard #: 3
Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize the conventions of language for: <ul style="list-style-type: none"> • writing • speaking • reading • listening Recognize various sentence structures	Apply knowledge of language when: <ul style="list-style-type: none"> • writing • reading • listening Apply knowledge of language conventions when: <ul style="list-style-type: none"> • writing • reading • listening 	Use knowledge of language when speaking Use knowledge of language conventions when speaking Expand, combine, and reduce sentences for: <ul style="list-style-type: none"> • meaning • reader/listener interest • style 	

<p>Recognize varieties of English (e.g., dialects, registers) used in:</p> <ul style="list-style-type: none"> • stories • dramas • poems 	<p>Determine when to:</p> <ul style="list-style-type: none"> • expand • combine • reduce <p>sentences for:</p> <ul style="list-style-type: none"> • meaning • reader/listener interest style <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in:</p> <ul style="list-style-type: none"> • stories • dramas • poems 		
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English Language Arts

CCR: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 5	Standard #: 4
<p>Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). 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. 			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify and define grade-appropriate Greek and Latin affixes and roots Identify common context clues in text (e.g., cause/effect relationships, comparisons)	Determine the meaning of unknown and multiple-meaning words by: <ul style="list-style-type: none"> • Examining a text to find clues to the meanings of words (e.g., cause/effect relationships and comparisons in text) 		

<p>Use common print and digital reference materials (e.g., dictionary, glossary, thesaurus)</p> <p>Use print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to:</p> <ul style="list-style-type: none"> • find pronunciation • determine the meaning of key words and phrases 	<ul style="list-style-type: none"> • Using common Greek and Latin affixes and roots as clues to the meanings of words (e.g., <i>photograph</i>, <i>photosynthesis</i>) <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p>		
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English Language Arts

CCR: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 5	Standard #: 5
Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define homograph Identify: <ul style="list-style-type: none"> • similes • metaphors in context Recognize: <ul style="list-style-type: none"> • idioms • adages • proverbs 	Interpret figurative language using similes and metaphors Explain meanings of: <ul style="list-style-type: none"> • idioms • adages • proverbs Utilize: <ul style="list-style-type: none"> • synonyms • antonyms • homographs to understand figurative language		

Identify: <ul style="list-style-type: none">• synonyms• antonyms• homographs			
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English Language Arts

CCR: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 5	Standard #: 6
Standard: 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).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Acquire grade appropriate: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases including those that signal: <ul style="list-style-type: none"> • contrast • addition • other logical relationships 	Make meaning of grade appropriate: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases vocabulary that signals contrast, addition, and other logical relationships		

	<p>Use accurately grade appropriate:</p> <ul style="list-style-type: none">• general academic words and phrases• domain specific words and phrases <p>including those that:</p> <ul style="list-style-type: none">• signal contrast• addition• logical relationships		
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