	c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*) d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.	· Write informative/ explanatory texts to examine a topic and convey ideas and information clearly (p. 61)
	3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology). a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts. c. Use a variety of transitional words and phrases to develop the sequence of events. d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	· Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (p. 61)
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) 6. With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	· Prewrite: Gather ideas and organize -Generate ideas for writing using Thinking Maps or other resources (ES) -Participate in a variety of pre-write activities such as: brainstorming, collecting, drama, creating diagrams, content vocabulary lists, media viewing, experiments, note taking, and outlining -Write with a specific reader or audience in mind Skills · Draft: Composition and fluency -Write 3 complete paragraphs with a topic sentence, 3 supporting details, and a summative conclusion (ES) -Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan -Understand how the purpose of the writing influences the selection of the genre -Understand audience as all readers rather than just self or the teacher -See Genres and Purposes;

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		Attitude/Stamina; Conventions of Standard English; Word Study: Phonics, Spelling, Vocabulary · Revise: Change content for clarity and originality -Read own writing -Provide positive and constructive feedback responses to peers -Respond to questions and suggestions from peers -Add details, delete, and/or rearrange writing as needed -Use a revising and editing checklist to improve own writing (ES) -Use a thesaurus (p. 62) · Use technology to produce and publish writing as well as to interact and collaborate with others (p. 64) · Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting (p. 64) Writing Process Embedded in the teaching of writing is the use of the writing process and 6+1 Traits analysis. Students will use the 6+1 Traitâ Writing framework as developmentally appropriate, which includes: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. (ES) · Edit: Correct mechanics, spelling, and format -Understand that the writer shows respect for the reader by applying what is known about conventions · Edit and proofread own writing using editing marks (ES) · Publish: Share work with an audience -Understand the purpose of publishing is to share information or ideas -Publish a minimum of one piece of writing per quarter · Build stamina to write independently for 30 minutes through participation in the writing process (ES) · Be willing to take risks and persevere with writing tasks · Set one personal goal per quarter for writing development with teacher support · Have the guided opportunity to select topics that are personally significant (ES)
Research to Build and Present Knowledge	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences	· Conduct short research projects that build knowledge through investigation of different aspects of a topic (p. 61)

		or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	· Recall relevant information from experiences or gather relevant information from print and digital sources (p. 61)
	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a characters thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").	· Use a variety of source materials (dictionary, thesaurus, and reference texts such as encyclopedias, Internet, magazine, etc.) to improve or support writing (ES)
Range of Writing	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	· 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 (p. 64)

Speaking and Listening

AKSS Reading Standards for Speaking and Listening 4th Grade		Current 4th grade Curriculum
Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).	· Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with a variety of partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly) (p. 56) · Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known (p. 56) about the topic to explore ideas under discussion (p. 56) · Follow agreed-upon rules for discussions and carry out assigned roles (p. 56) · Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others (p. 56) · Review the key ideas expressed and explain their own ideas and understanding in light of the discussion (p. 56) · Paraphrase portions of a text read

		aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (p. 56) · Identify the reasons and evidence a speaker provides to support particular points (p. 56) · Listen with attention and understanding to oral reading of stories, poems, and informational texts · Take notes from oral sources · Ask questions and paraphrase for clarification after listening to directions, stories, reports, and conversations · Evaluate whether a selection was intended to inform, persuade, or entertain
Presentation of Knowledge and Ideas	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	· Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes (p. 56) · Speak clearly at an understandable pace (appropriate enunciation, intonation, rate and volume) (p. 56) · Differentiate between contexts that call for standard English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) (p. 57) · Answer questions completely · Build on the talk of others, making statements related to the speaker's topic, and responding to cues · Demonstrate effective eye contact and posture when speaking · Demonstrate awareness of and sensitivity to the use of language associated with references about immutable characteristics, for instance, race, skin color, gender, age, disability, culture, or sexual orientation, of a group or to a specific individual · Restate, understand, and follow three-step oral directions · Write legibly using upper and lower case cursive and manuscript letters with proper form, proportions, and spacing (ES) · Use a word processor to produce at

		least 2 different pieces of writing, one of which will incorporate the use of clip art, graphics, etc. that enhance the topic (ES) · Increase fluency with cursive handwriting · Present writing in published form to varied and targeted audiences via: bulletin boards, books, media presentations, creative arts, newsletters, Reader's Theater, etc.

Language

AKSS Reading Standards for Language 4th Grade		Current 4th grade Curriculum
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (*who, whose, whom, which, that*), and relative adverbs (*where, when, why*) appropriate to function and purpose in order to apply the conventions of English. b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two, there, their*).* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	· Correctly use parts of speech in writing: noun, verb, adjective, adverb -Use adverbs and adjectives to explain or describe as well as enhance meaning (ES) (P. 64). · Punctuate simple sentences correctly using commas, periods, semicolons, question marks, and exclamation points (ES) (P. 63). · Use apostrophes for possessives and contractions (ES) (P. 63). -Spell words with roots, inflectional endings, prefixes, and suffixes (e.g., faster, disapprove, celebration) (P. 63). -Compose words using knowledge of word families, patterns, syllabication, and common letter combinations (P. 63). -Spell highly frequent, but often irregularly spelled words (P. 63). · Correctly use capital letters, proper nouns, beginning of sentences, and person pronouns (ES) · Edit own writing during and after composing · Use subject/verb agreement, appropriate tenses, and noun/pronoun agreement (ES) · Write from different points of view (e.g., first person, third person narrator) · Sustain appropriate language and tone throughout written piece (e.g., formal language in a business letter) · Correctly use a range of sentence types: declarative, expository, interrogative, exclamatory · Write in 1st/3rd person (ES)

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		· Determine where new paragraphs should begin · Correctly use conjunctions to create complex sentences (e.g., and, but, or) · Capitalize and underline book titles
Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements 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., *telegraph, photograph, autograph*). 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. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	· Use various strategies to decode and learn words, including context clues, prefixes, suffixes, root words, contractions, glossaries, dictionaries, etc. (ES) (P. 57). · Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions (P. 57). -Identify and use similes, metaphors, antonyms, synonyms, and homophones (ES) (P. 64). -Spell 4th grade No Excuse Spelling Words correctly (ES) -Learn to 'cross check' meaning with word pattern knowledge (homophone word check: their, they're, there) -Develop a visual checking sense while spelling -Alphabetize to the 4th letter · Vocabulary -Participate in the development of class word banks, lists, and labels -Choose appropriate words to create atmosphere and mood in writing -Vary vocabulary for interest

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READING

AKSS Reading Standards for Literature 5th Grade		Current 5th grade Curriculum
Key Ideas and Details	1. Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	▪ *Draw inferences and accurately refer to the text to support inference* **(ES)**
	2. Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.	▪ 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 ▪ *Restate and summarize the main ideas or events in correct sequence after reading a text* **(ES)**
	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).	▪ Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).	▪ Recognize and understand analogies, similes, and metaphors **Word Recognition** ▪ Add new vocabulary learned by listening, reading, to known words and use them when discussing a variety of genres and in writing ▪ Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math) ▪ *Develop fluency with multiple meaning words and words that can be used in multiple contexts* **(ES)** ▪ Use multiple resources to learn new words by relating them to known words and/or concepts ▪ Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses) ▪ Determine the meanings between related words and concepts (e.g.,

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		ambassador: official, representative ▪ Use structural analysis and context clues to determine meanings of words ▪ Identify meanings of words using roots and affixes · Use words, sentences, and paragraphs as context clues to determine meaning of unknown key words, similes, metaphors, idioms, proverbs, and clichés ▪ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem ▪ Describe how a narrator's or speaker's point of view influences how events are described
	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.	
Integration of Knowledge and Ideas	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.	▪ 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) ▪ Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	▪ Read and listen to a variety of genres ▪ Read grade level text, aloud and silently with appropriate speed and accuracy to support comprehension ▪ Identify cultural influences, common ideas, events, and situations in text and multicultural readings
AKSS Reading Standards for Informational Text 5th Grade		**Current 5th grade Curriculum**
Key Ideas and Details	1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. 2. Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.	▪ *Draw inferences and accurately refer to the text to support inference* (ES) ▪ *Restate and summarize the main ideas or events in correct sequence after reading a text* (ES) ▪ Determine two or more main ideas of a text and explain how they are supported by key details

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	3. Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	▪ Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
Craft and Structure	**4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **5.** Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **6.** Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).	▪ Determine the meaning of content-specific words and phrases in a text ▪ 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 ▪ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent ▪ Identify the main ideas, themes and author's purpose
Integration of Knowledge and Ideas	**7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. **8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). **9.** Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	▪ 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 ▪ Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) ▪ Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
Range of Reading and Level of Text	**10.** By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	▪ Read and listen to a variety of genres ▪ Read grade level text, aloud and silently with appropriate speed and accuracy to support comprehension
Reading Standards: Foundational Skills 5th Grade		**Current 5th grade Curriculum**
Phonics and Word Recognition*	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and	▪ *Know and apply a variety of strategies to decode and learn new words* **(ES)** ▪ Use combined knowledge of all

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There are no foundational skills 1 and 2 for grades 3-5.		morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context
Fluency	4.	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.	▪ *Read grade level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument* **(ES)** ▪ Read grade level text with an accuracy rate of 98-100% ▪ *Read grade level text in meaningful phrases using intonation, expression, and punctuation cues* **(ES)** ▪ Read grade level words with automaticity ▪ Set own purposes for reading ▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary ▪ Use context to determine meanings of synonyms, antonyms, homonyms (e.g., your/you're) and multiple-meaning words (e.g., beat)

5th Grade Review and Comparison

WRITING

AKSS Writing Standards 5th Grade			Current 5th grade Curriculum
Text Types and Purposes	1.	Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based 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., *consequently, specifically, most of all*). d. Provide a concluding statement or section that reinforces or restates the opinion presented.	▪ Write opinion/persuasive pieces supporting a point of view with reasons and information

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 	
   a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
 	
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support 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 that paraphrases the focus of the text or explanation presented.
	▪ Write **informative/explanatory** pieces to examine a topic or convey ideas and information clearly (e.g., book reports, cause and effect reports, compare and contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries)

3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).
 	
   a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 	
   b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.
 	
   c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.
 	
   d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events
	▪ Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
	
	  ✓ Draft ideas in an organized manner (e.g., beginning, middle, end; main idea; details; characterization; setting; plot)
	
	  ✓ Use dialogue and descriptive writing to develop experiences and events
	
	  ✓ Use a variety of transition words
	  ✓ Use transition words to show time flow
	
	  ✓ Use strong verbs and precise and vivid language to convey meaning

	precisely.	▪ **Vocabulary:** ✓ Use a thesaurus to identify alternative word choices and meanings ✓ *Use antonyms, synonyms, and homophones* **(ES)** ✓ Use superlatives, comparatives, and possessives of increasing complexity ✓ Apply knowledge of word etymology (root words, origins, suffixes, prefixes)
	e. Provide a conclusion that follows from the narrated experiences or events.	✓ Identify and use effective leads and strong endings
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	✓ *Develop paragraphs that are logically organized and includes a topic sentence, supporting details, and a conclusion* **(ES)** ✓ Draft ideas in an organized manner (e.g., beginning, middle, end; main idea; details; characterization; setting; plot) ✓ *Develop personal voice/style to fit the purpose and audience* **(ES)** ✓ **Revise:** Change content for clarity and originality ✓ Revise to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences ✓ Enhance fluency by using transitional words and phrases to connect ideas ✓ Vary vocabulary usage to improve context of writing (e.g., use a thesaurus) ✓ Use a variety of complete sentences and paragraphs to build ideas ✓ Consider suggestions of others, revise and refine own writing ✓ **Edit:** Correct mechanics, spelling, and format ✓ Use a dictionary to check spelling and meaning ✓ Use spell check and grammar check on the computer, monitoring changes carefully
	6. With some guidance and support from adults, use technology, including the	✓ See *Conventions of Standard English* ✓ **Publish:** Share work with an audience

	Internet, to produce, edit, 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.	✓ See *Presentation* o Write using upper- and lower-case cursive letters using proper form, proportions, and spacing o Increase fluency with cursive handwriting o *Use technology for publishing that includes the use of pictures, graphs, etc. that enhance the topic (ES)* o Use a word processor to produce and publish a piece of writing ✓ Publish a minimum of 1 piece per quarter	
Research to Build and Present Knowledge	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 9. 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 characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved]."). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").	▪ Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic ▪ 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	
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a	▪ 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 content-specific	

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	range of discipline-specific tasks, purposes, and audiences.	tasks, purposes, and audiences • *Build stamina to write independently for 30–45 minutes through participation in the writing process* **(ES)**

Produce **personal writing** (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses)
- Produce **functional texts** (e.g., newspaper and newsletter articles, emails, simple PowerPoint presentations, memos, agendas, bulletins, web pages)
- Write **poems** using a variety of techniques/devices to express feelings, sensory images, ideas, or stories
- Write **friendly and business letters** using date, addresses, salutation, body, closing, signature
- Write to **address an envelope**
- Analyze and respond to a test writing prompt that addresses the purpose, genre, and audience
- *Produce the following genres: narrative, informative, letter writing, opinion, and poetry* **(ES)**
- *Give credit to others' ideas, images, and information by using the correct format to cite sources* **(ES) W2.5**

Writing Process
Embedded in the teaching of writing is the use of the writing process and 6+1 Traits® analysis. Students will use the 6+1 Traits® Writing framework as developmentally appropriate, which includes: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. **(ES)**
- **Prewrite**: Gather ideas and organize
  - ✓ Use Thinking Maps® or other resources to generate ideas
  - ✓ Develop a personal list of writing topics
  - ✓ Select and narrow a topic from generated ideas
  - ✓ Use a teacher or student generated rubric to guide writing
  - ✓ See *Genres and Purposes*
- **Draft**: Composition and fluency
  - ✓ *Write a five-paragraph essay that includes topic sentences, supporting details, and a conclusion* **(ES)**
  - ✓ *Use basic sentence structure and vary sentence beginnings and length* **(ES)**
  - ✓ Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, or plan
  - ✓ See *Genres and Purposes; Attitude/Stamina; Conventions of Standard English; Word Study-Phonics, Spelling, Vocabulary*

- *Choose topics that are personally significant* **(ES)**
- Write to a prompt
- Set quarterly personal goals for writing

SPEAKING & LISTENING

AKSS Speaking and Listening Standards 5th Grade		Current 5th grade Curriculum
Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles.	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with a variety of partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly: ✓ Come to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion Follow rules for age-appropriate discussions, set specific goals

	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.	and deadlines, and define individual roles as needed ✓ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others ✓ Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).	▪ Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally ▪ Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence ▪
Presentation of Knowledge and Ideas	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. 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	▪ 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 ▪ Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

LANGUAGE

AKSS Language Standards 5th Grade		Current 5th grade Curriculum
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.	▪ *Identify and incorporate the eight parts of speech in their writing* **(ES)**

Knowledge of Language	3. 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.	

Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
	  a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), 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., *photograph, photosynthesis*).
	  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	  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.
	
	6. Acquire and accurately use grade-appropriate general academic and
		▪ Vocabulary:
		  ✓ Use a thesaurus to identify alternative word choices and meanings
		  ✓ Use transition words to show time flow
		  ✓ Use superlatives, comparatives, and possessives of increasing complexity
		  ✓ Apply knowledge of word etymology (root words, origins, suffixes, prefixes)
		
		▪ *Recognize and use a variety of literary elements and devices, (e.g., metaphors, similes, alliteration, dialogue, personification)* **(ES)**
		
		  ✓ *Use antonyms, synonyms, and homophones* **(ES)**

Matches AKSS
Not Found in AKSS
Found in different grade level
In AKSS, not in current curriculum

| | b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
c. Use verb tense to convey various times, sequences, states, and conditions.
d. Recognize and correct inappropriate shifts in verb tense.*
e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
d. Use underlining, quotation marks, or italics to indicate titles of works.
e. Spell grade-appropriate words correctly, consulting references as needed. | ▪ *Use consistent tense (past, present, future, present perfect, past perfect)* **(ES)**
▪ *Use appropriate subject/verb agreement* **(ES)**

▪ *Accurately use ending punctuation (periods, question marks, and exclamation marks), apostrophes, commas, and quotation marks for dialogue, and paragraphing* **(ES)**
▪ **Spelling:**
  ✓ *Spell 5th Grade No Excuse Spelling Words correctly* **(ES)**
  ✓ Apply correct spelling to commonly misspelled words
  ✓ Spell homonyms correctly according to usage
  ✓ Alphabetize to the fifth letter |

| | domain-specific words and phrase including those that signal contras addition, and other logical relation (e.g., *however, although, neverthe similarly, moreover, in addition)*. | |

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*)

Not found in new 5th grade standards

Fifth graders who lack the early literacy skills of phonics and phonemic awareness should receive immediate review and practice.

Phonics: instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

Phonemic Awareness: the ability to hear, identify, and manipulate the individual sounds-phonemes in spoken words.

- Select and read materials for pleasure and interest
- Develop favorite authors, books, and topics W1.5
- Relate past experiences and present knowledge to literature
- Discuss reading with others
- *Set and revise personal reading goals* **(ES) W4.4**
- icipate in self-selected reading of appropriate level extending to 30 minutes **(ES)**

Fiction
- *Recognize and explain the characteristics of a variety of genres (e.g., short story drama, novel, prose, poetry, and informational text)* **(ES) (K, 1, 2)**
- *Recognize and use a variety of literary elements and devices, (e.g., metaphors, similes, alliteration, dialogue, personification)* **(ES) R1.2**
- *Analyze story elements of character, setting and plot* **(ES)** R3.7, 4.6 & 4.9
- *Apply cause and effect relationship to analyze text selection* **(ES) R4.1**
- Evaluate characters, authors, and books 1st Grade
- Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction, mystery
- Compare and contrast the setting, characters, or events in different stories, drawing on specific details in the text (e.g., how characters interact) 3rd Grade, 4.3, 4.6

Before-Reading Strategies
- *Use prior knowledge, illustrations, title, topic sentences, headings, and subheadings to make predictions* **(ES)** 1st Grade
- Build background knowledge

During-Reading Strategies
- *Create mental images to aid comprehension* **(ES)**
- *Use background and prior knowledge to make connections with the text (e.g., text to text, text to self, and text to world) and enhance understanding* **(ES)** 1st Grade
- Generate questions before, during and after reading to clarify meaning, focus attention to important details, and answer questions about the text **(ES)**
- Synthesize (gather, analyze and evaluate) the information in the text to grasp the overall meaning
- Monitor comprehension and use fix-up strategies (e.g., reread, ask questions, use a dictionary, skip ahead) to increase understanding **(ES)**
- Recognize relationships of characters, events, and themes to determine main idea
- Begin to recognize persuasion, bias, and prejudice

- *Use prior knowledge, illustrations, graphs, title, topic sentences, headings, and subheading to make and confirm predictions and gather information* **(ES)**

After-Reading Strategies
- *Use information in narrative and informational text to answer questions and evaluate author's purpose* **(ES)** R3.7, 4.3
- *Follow multi-step directions to complete a task* **(ES)**

Fiction
- *Distinguish fact from opinion in a text* **(ES)**
- Form and express own opinion about material read and support the opinion with evidence from the text

Non-Fiction
- Use text features to aid comprehension: headings, captions, vocabulary words, build words, etc.

- Demonstrate awareness of and sensitivity to the use of language associated with references about immutable characteristics, for instance, race, skin color, gender, age, disability, culture, or sexual orientation, of a group or to a specific individual
- Restate, understand, and follow three-step oral directions
- Evaluate whether a selection was intended to inform, persuade, or entertain

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Not Found in AKSS
Found in different grade level
In AKSS, not in current curriculum