Learning Targets Checklist

Grade 5: English/Language Arts

Unit 1: Perspectives and Points of View

Contents

Using This Resource

The Learning Targets Checklist shows all the grade-level standards and specific learning targets outlined in the Unit Overview that should be taught during this particular unit. The checklist should be used to monitor the overall progress of the class, and as a reference when planning which standards need to be re-visited, re-taught or otherwise emphasized based on class mastery level.

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Standards and Learning Targets

Reading Foundational Skills (RF)

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	See RF.3.a below.			
RF.3.a	Use a 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.	• Generalize and apply phonics to unfamiliar multisyllabic words. • Increase knowledge of roots and affixes. • Understand the relationship between words with common roots. • Understand that an affix may change the meaning or part of speech of a word.			
RF.4	Read with sufficient accuracy and fluency to support comprehension.	• See RF.4.a below.			
RF.4.a	Read on-level text with purpose and understanding.	• Listen to daily Interactive Read-Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading.			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		• Demonstrate fluent reading in order to fully comprehend text by responding accurately (i.e., to discussions, written responses, etc.).			
RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Use context clues, sentence structure and visual clues to guide self-correction.			

Reading Literature (RL)

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Apply appropriate strategies before reading, viewing or listening to a text: ▶ Preview and survey the text. ▶ Access prior knowledge about the text. ▶ Formulate purpose-setting questions.			

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		▶ Make predictions.			
		● Apply appropriate strategies to monitor understanding while reading, viewing or listening to a text:			
		▶ Reread as necessary.			
		▶ Determine main ideas of portions of the text.			
		▶ Periodically restate, retell, paraphrase, summarize, and/or synthesize information. (CCSS SL.5.4, 5.5, 5.6)			
		▶ Connect ideas within the text.			
		▶ Make, confirm, and/or modify questions, inferences and predictions.			
		▶ Visualize.			
		● Demonstrate understanding, either orally or in writing, after reading, viewing or listening to a text:			
		▶ Explain what is directly stated in the text by citing specific details and examples from the text.			
		▶ Explain inferences, conclusions and generalizations by citing			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		appropriate details and examples from the text. ▶ Connect prior knowledge or experience to the text. • Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions. • Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions. (CCSS L.4.2.b) • Participate actively and appropriately in discussions about literary text. (CCSS SL.5.1, 5.2, 5.3)			
RL.2	Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	• Summarize a literary text either orally or in writing, including key events from the beginning, middle and end of the text. (CCSS W.5.9; SL.5.4, 5.6) • Analyze details about characters, setting and plot in a literary text to infer a theme. • Analyze the conflicts encountered by the characters in a literary text, including how			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		characters respond to those conflicts. ● Analyze the development of the plot, including exposition, rising action, climax, falling action, denouement, as well as subplots. ● Participate actively and appropriately in discussions about literary text. (CCSS SL.5.1. 5.2, 5.3)			
RL.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).	● Analyze similarities and differences among traits of specific characters, focusing on how they affect the plot. ● Analyze similarities and differences among different events, focusing on how they affect the characters, mood and plot. ● Participate actively and appropriately in discussions about literary text. (CCSS SL.5.1, 5.2, 5.3) ● Apply general academic and domain-specific vocabulary when discussing or writing about literature. (CCSS W.5.9; L.5.6)			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS L.5.4.a) • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Analyze how word choice affects meaning.			
RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	• Analyze word choice to determine the point of view of a literary text, including the way in which the narrator tells the story (e.g., in an amusing way, in a serious way, etc.). • Explain the effect of the narrator's or the speaker's point of view on other elements of the text (e.g., events, characters, etc.).			

Reading Informational Text (RI)

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Apply appropriate strategies before reading, viewing or listening to a text: ▶ Preview and survey the text. ▶ Access prior knowledge about the text. ▶ Formulate purpose-setting questions. ▶ Make predictions. • Apply appropriate strategies to monitor understanding while reading, viewing or listening to a text: ▶ Reread as necessary. ▶ Determine main ideas of portions of the text. ▶ Periodically restate, retell, paraphrase, summarize, and/or synthesize information. (CCSS SL.5.4, 5.6) ▶ Connect ideas within the text. ▶ Make, confirm, and/or modify questions, inferences and predictions.			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		• Demonstrate understanding, either orally or in writing, after reading, viewing or listening to a text: ▶ Determine and explain main ideas (explicit or inferred) of the text. ▶ Summarize the text. ▶ Explain what is directly stated in the text by citing specific details and examples from the text. ▶ Explain inferences, conclusions and generalizations by citing appropriate details and examples from the text. • Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions. • Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions. (CCSS L.5.2.b)			
RI.4	Determine the meaning of general academic and domain-specific words	• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of			

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	and phrases in a text relevant to a Grade 5 topic or subject area.	a word or phrase. (CCSS L.5.4.a) • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS L.5.5.c)			
RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	• Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view. • Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic. • Draw conclusions about the effect of different types of accounts on the same event or topic. • Use general academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text. (CCSS W.5.9; L.5.6)			

Writing (W)

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	● Apply the prewriting and planning stages of the writing process, including: ▶ Formulating an opinion. ▶ Generating support that includes facts and details. ▶ Grouping support logically by categories. ● Draft an introduction that: ▶ Orients the reader to the topic or text. ▶ States the point of view or opinion. ▶ Anticipates an organizational structure (e.g., several paragraphs, as appropriate). (CCSS W.5.4, 5.6) ● Draft the body to argue an opinion or point of view through effective organization of support. ● Establish the focus of each paragraph with a topic sentence. ● Organize paragraphs effectively (e.g., list, cause/effect, order of importance).			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		• Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically). • Draft a conclusion that paraphrases the opinion or point of view. (CCSS W.5.4, 5.6) • Apply the revision and editing stages of the writing process. • Prepare the final product for presentation and/or publication, including: ▶ Using word processing technology. ▶ Applying cursive handwriting skills neatly and legibly when handwriting is preferable, or technology is unavailable. ▶ Delivering oral presentations.			
W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	See CCSS W.5.1, 5.2, 5.3, 5.7; SL.5.1.			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
W.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.	See CCSS W.5.1, 5.2, 5.3, 5.7; SL.5.1, 5.4 and 5.5.			
W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	• Use technology to enhance learning. • Use technology to collaborate and to express ideas. • Use technology to locate, evaluate and gather information and/or data. • Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable, or technology is unavailable.			
W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	• Define a problem, formulating questions and refining the problem and/or question. • Locate and select sources to meet the information need. • Find data and/or information within a variety of sources.			

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		• Paraphrase when taking notes from sources. • Use a variety of formats to prepare findings/conclusions for sharing. • Differentiate between original and borrowed ideas and cite sources appropriately.			
W.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.	• Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.). • Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need).			
W.9	Draw evidence from literary or informational texts to support analysis, reflection and research.	• Write in response to grade-level print, nonprint, and digital literary or informational text(s).			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
W.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.	• Adjust the writing process as appropriate for different writing tasks, purposes, audiences and time frames.			

Speaking and Listening (SL)

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
SL.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.	• Access prior knowledge and experiences to extend the topic. • Use relevant information to engage in discussion. • Collaborate with peers to create rules to ensure respectful group discussions. • Ask appropriate questions about the topic. • Use personal experiences, prior knowledge of the topic and the			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		information presented in order to draw conclusions about a topic. • Speak at an appropriate rate, volume and tone.			
SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	• Summarize text using main idea and key supporting details.			
SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	• Interpret information to create new understandings and knowledge related to the topic. • With guidance, edit/review/revise/practice the presentation of the information product. • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS L.4.1) • Use appropriate nonverbal techniques to enhance communication, e.g., posture, eye contact, facial expressions, gestures. • Speak at an appropriate rate, volume and tone.			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	• Recognize and speak appropriately for audience, environment and purpose. • Use appropriate nonverbal techniques to enhance communication, e.g., posture, eye contact, facial expressions, gestures. • Speak at an appropriate rate, volume and tone.			

Language (L)

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Differentiate between a sentence, a phrase and a clause. • Form the perfect tenses of verbs using appropriate tense of to have and past participles. • Recognize verb tense as an organizational aid to understanding text. • Analyze writing models for correct use of verb tenses.			
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	• Distinguish between direct and indirect dialogue in text. • Identify capitalization rules for dialogue. • Demonstrate correct placement of commas and quotation marks in dialogue. • Analyze writing models for correct capitalization. • Demonstrate use of underlining, quotation marks or italics to identify titles. • Apply learned spelling patterns and generalizations to spell			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
		grade-appropriate words correctly. • Use knowledge of word structure and word origins to spell grade-appropriate words.			
L.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.	• Demonstrate command of conventions of standard English grammar and usage. (CCSS L.5.1) • Strengthen writing by revising to expand, combine and reduce sentences. • Analyze speech or writing models for effect of sentence types on meaning, reader/listener interest, and style.			
L.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.	• Use relationship of ideas in the text to determine meaning of a word or phrase. • Connect prior knowledge and experiences to determine the meaning of a word or phrase. • Discuss words and word meanings daily as they are encountered in text, instruction and conversation.			

Code	Standard	Learning Targets	Taught On	Class Mastery Level	Notes
L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	• Use context to determine the meaning of figurative language. • Explain how figurative language contributes to constructing meaning in a text. • Define and identify the purpose of idioms, adages, proverbs. • Consult reference materials including dictionaries, glossaries, thesauruses and online resources, to identify the relationship between words.			
L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	• Through modeling and exposure to a variety of grade-appropriate texts, develop and enhance rich oral language and writing, including general academic and domain-specific words. • Participate in collaborative conversations with diverse peers about Grade 5 topics and text, building on others' ideas and expressing their own clearly. (CCSS SL.5.1)			