



Literacy - Grade 5

Course Description:

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Common Core State Standards for English Language Arts](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course fifth grade students will read a variety of genres while analyzing author's craft as well as elements of the genre. Students will defend opinions with evidence from the text in a variety of discussions as well as presentations. Students will write for a variety of purposes while demonstrating the commands of English and a growing vocabulary.

Enduring Understandings:

- Reading a variety of genres with sufficient accuracy and fluency supports comprehension of text.
- Quoting accurately from informational and literature texts helps readers construct viable arguments.
- Drawing on key details and noticing patterns in text structure helps readers determine what the text says in literature and informational text.
- Noticing patterns and drawing on key details helps readers to develop theories about themes and story elements.
- Analyzing and describing the narrator's or speaker's point of view develops a reader's objectivity.
- Comparing and contrasting texts on the same topic supports readers in their ability to report on a topic knowledgeably.
- Determining the meaning of unknown words and phrases supports reader's vocabulary acquisition.
- Organizing writing using a logical progression as well as words and phrases that connect ideas supports writers ability to communicate ideas clearly.
- Using a variety of writing techniques in fiction and non-fiction writing helps writers to develop their story for the audience.
- Researching on topics supports readers ability to understand text more deeply and supports writer's ability to prepare text for their audience.
- Demonstrating command of the conventions of standard English grammar and usage when writing or speaking supports writer's ability to communicate clearly and effectively.
- Engaging in a wide range of collaborative discussions supports readers in reporting on a topic or text and/or present opinions.

READING - LITERATURE

- I can quote accurately from a text when explaining what the text says. (RL.5.1)
- I can quote accurately from a text when drawing an inference from the text. (RL.5.1)
- I can determine the theme of a story, poem or drama from the details in the text. (RL.5.2)
- I can summarize the text. (RL.5.2)
- I can compare and contrast two or more characters, settings or events in a story or drama drawing on specific details in the text. (RL.5.3)
- I can determine the meaning of words and phrases as they are used in the text. (RL.5.4)



- I can determine the meaning of figurative language. (RL.5.4)

READING - LITERATURE (continued)

- I can explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama or poem. (RL.5.5)
- I can describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)
- I can analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text. (RL.5.7)
- I can compare and contrast how stories in the same genre approach a theme or topic. (RL.5.9)
- I can read and comprehend grade-level literature including stories, dramas and poetry. (RL.5.10)

READING - INFORMATIONAL TEXT

- I can quote accurately from a text when explaining what the text says explicitly. (RI.5.1)
- I can quote accurately from a text when drawing inferences from the text. (RI.5.1)
- I can determine two or more main ideas of a text. (RI.5.2)
- I can explain how two or more main ideas are supported by key details. (RI.5.2)
- I can summarize an informational text. (RI.5.2)
- I can 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. (RI.5.3)
- I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4)
- I can compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. (RI.5.5)
- I can analyze multiple accounts of the same event or topic. (RI.5.6)
- I can note important similarities and differences in the point of view the authors represent. (RI.5.6)
- I can draw on information from multiple print or digital sources. (RI.5.7)
- I can explain how an author uses reasons and evidence to support particular points in a text. (RI.5.8)
- I can identify reasons and evidence that support particular points in a text. (RI.5.8)
- I can integrate information from several texts on the same topic in order to write and speak about the subject knowledgeably. (RI.5.9)
- I can read and comprehend grade-level informational texts including history/social studies, science, and technical texts. (RI.5.10)

READING - FOUNDATIONAL SKILLS

- I can use combined knowledge of all letter-sounds, syllable patterns, and word patterns to read accurately unfamiliar multisyllabic words in context. (RF.5.3.A)
- I can read grade-level text orally with accuracy, appropriate rate, and expression on repeated readings. (RF.5.4.B)



- I can use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4.C)

WRITING

- I can write an opinion piece with an introduction to clearly introduce a topic or text and state an opinion. (W.5.1.A)
- I can provide logically ordered reasons for an opinion that are supported by facts and details. (W.5.1.B)
- I can link an opinion and reasons using words, phrases, and clauses. (W.5.1.C)
- I can provide a concluding statement or section for an opinion piece related to the opinion presented. (W.5.1.D)
- I can introduce a topic clearly and provide a general observation and focus in an informative text. (W.5.2.A)
- I can group related information logically in an informative text. (W.5.2.A)
- I can include formatting, illustrations, and multimedia when useful to increase comprehension in an informative text. (W.5.2.A)
- I can develop a topic with facts, definitions, concrete details, quotations, or other information and examples in an informative text. (W.5.2.B)
- I can link ideas within and across categories of information in an informative text using words, phrases, and clauses. (W.5.2.C)
- I can use precise language and domain-specific vocabulary in an informative text to inform about or explain the topic. (W.5.2.D)
- I can provide a concluding statement or section for an informative text related to the information or explanation presented. (W.5.2.E)
- I can orient the reader in a narrative by establishing a situation and introducing a narrator and/or characters. (W.5.3.A)
- I can organize an event sequence in a narrative that unfolds naturally. (W.5.3.A)
- I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (W.5.3.B)
- I can use a variety of transitional words, phrases, and clauses in a narrative to sequence events. (W.5.3.C)
- I can use concrete words and phrases and sensory details in a narrative to convey experiences and events. (W.5.3.D)
- I can provide a conclusion for a narrative that follows the experiences or events. (W.5.3.E)
- I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)
- I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with guidance and support. (W.5.5)
- I can use technology to produce and publish writing with guidance and support. (W.5.6)
- I can conduct short research projects that use several sources to build knowledge through investigation of



different aspects of a topic. (W.5.7)

- I can recall relevant information from experiences or gather relevant information from print and digital sources. (W.5.8)

WRITING (continued)

- I can summarize or paraphrase information in notes and finished work. (W.5.8)
- I can provide a list of sources. (W.5.8)
- I can draw evidence from texts to support analysis, reflection, and research. (W.5.9)

LANGUAGE

- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1)
- I can demonstrate standard rules of capitalization. (L.5.2)
- I can demonstrate standard rules of punctuation. (L.5.2)
- I can demonstrate standard rules of spelling. (L.5.2)
- I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3.A)
- I can compare and contrast the varieties of English used in stories, dramas, or poems. (L.5.3.B)
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (L.5.4)
- I can interpret figurative language, including similes and metaphors, in context. (L.5.5.A)
- I can recognize and explain the meaning of common idioms, adages, and proverbs. (L.5.5.B)
- I can use the relationship between particular words to better understand each of the words (L.5.5.C)
- I can acquire and accurately use general academic and domain-specific words and phrases. (L.5.6)

SPEAKING AND LISTENING

- I can come to discussions prepared, having read or studied required material. (SL.5.1.A)
- I can follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1.B)
- I can summarize a written text read aloud or information presented in diverse media and formats. (SL.5.2)
- I can summarize the points a speaker makes. (SL.5.3)
- I can explain how each claim is supported by reasons and evidence. (SL.5.3)
- I can report on a topic or text or represent an opinion. (SL.5.4)
- I can sequence ideas logically. (SL.5.4)
- I can use appropriate facts and relevant, descriptive details in a presentation to support main ideas or themes. (SL.5.4)
- I can speak clearly at an understandable pace. (SL.5.4)



- I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)
- I can adapt my speech to a variety of contexts and tasks. (SL.5.6)