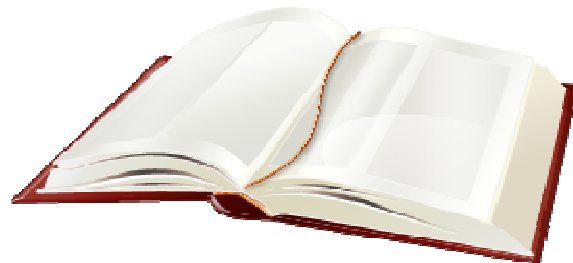


# English/Language Arts Third Grade



*Second – Third Grade Department*  
SY2009-2010

**September Grade 3 Language Arts**

**Essential Understanding:** writers adjust their style to enhance content and suit a specific purpose & audience.

**Indicators:**

- RP1** Establish a purpose for reading
- RP6** Create & use graphic organizer to demonstrate comprehension.
- RP9** Use criteria to choose independent materials
- RP10** Independently read books for various purposes
- WA3** Write formal & informal letters that include relevant information & proper parts.
- WP1** Generate ideas through discussion & from printed material.
- WP3** Develop a purpose & audience for writing.
- WP10** Reread & assess writing for clarity.
- WP15** Apply tools to judge quality of writing.
- COV1** Ask questions for clarification and explanation and to respond to others ideas.
- PA1** Identify rhyming words with the same or different spelling patterns.
- PA6** Read passages fluently with change in tone, voice, timing and expression to demonstrate meaningful comprehension.
- AV3** Apply meaning of terms synonyms and antonyms.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**October Grade 3 Language Arts**

**Essential Understanding:** Knowing how to construct a variety of sentence structures enables you to write more interesting text.

**Indicators:**

**RAL4** Identify & explain defining characteristics of literary forms & genres.

**RP7** Answer literal & evaluative questions & demonstrate comprehension of grade appropriate text.

**WP11** Add descriptive words & details & delete extraneous information.

**WC3** Spell all familiar high-frequency words, words with short vowels and common endings correctly.

**WC8** Use end punctuation marks correctly.

**PA2** Use letter-sound knowledge and structural analysis to decode words.

**PA3** Use knowledge of common word families to sound out unfamiliar words.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**November Grade 3 Language Arts**

**Essential Understanding:** Authors often use the voices of characters as a way of expressing their own opinions.

**Indicators:**

**WA2** Write responses to novels, stories, poems that demonstrate an understanding of text, and support judgments with specific references to text.

**WP2** Develop a clear main idea for writing.

**WP4** Use organizational strategies for writing.

**WP7** Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words/phrases.

**RAL2** Use concrete details from the text to describe characters and settings.

**WP12** Rearrange words, sentences & paragraphs to clarify meaning.

**RP3** Compare and contrast information between texts and across subject areas.

**PA4** Demonstrate growing stock of sight words.

**PA5** Read text, using fluid and automatic decoding skills.

**AV4** Read accurately high frequency sight words.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**December Grade 3 Language Arts**

**Essential Understanding:** Descriptive paragraphs have one key idea, followed by descriptive details.

**Indicators:**

**RAI4** Draw conclusions from information in maps, charts, graphs & diagrams.

**RAL1** Recognize and describe similarities and differences of plot across works.

**RAL3** Retell plot sequence.

**WC6** Follow common spelling generalizations.

**WC10** Use correct capitalization.

**WC11** Use noun, verbs and adjectives correctly.

**WC14** Use nouns and pronouns that are in agreement.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**January Grade 3 Language Arts**

**Essential Understanding:** Everyone is entitled to his/her opinion about what text means but some opinions are more supportive than others.

**Indicators:**

**AV6** Use knowledge of contractions and common abbreviations to identify whole words.

**AV7** Apply knowledge of prefixes and suffixes to determine meaning of words.

**AV8** Decode & determine the meaning of words by using knowledge of root words and their various inflection.

**RP2** Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics and support those predictions with examples from text.

**RP8** Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**February Grade 3 Language Arts**

**Essential Understanding:** Effective paragraphs present and support the main idea of a topic sentence.

**Indicators:**

**R5** Sort relevant information into categories about the topic.

**RAI3** Identify & list the important central ideas & supporting details of informational text.

**RAI2** List questions about essential elements form informational text & identify answers.

**WP5** Organize writing by providing a simple introduction.

**WC7** Use resources to check spelling.

**WC5** Spell words with suffixes.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**March Grade 3 Language Arts**

**Essential Understanding: Textbooks have tools that make information easy to find.**

**Indicators:**

**RP4** Summarize texts, sequencing information accurately and include main idea and details as appropriate.

**RAL6** Identify stated and implied themes.

**WP14** Proofread writing and edit to improve conventions and identify and correct fragments & run-ons.

**RP7** Answer literal & evaluative questions to demonstrate comprehension of grade-appropriate print text.

**WA5** Produce informal writings for various purposes.

**COV2** Identify the main idea, supporting details, and purpose of oral presentations & visual media.

**COV3** Identify the difference between facts & opinions in presentations & visual media.

**COV9** Deliver formal & informal descriptive presentations recalling an event or personal experience that convey relevant information & descriptive details.

**COV5** Select language appropriate to purpose and audience.

**COV6** Use clear diction and one and adjust volume & tempo to stress important ideas.

**COV7** Adjust speaking content according to needs of the audience.

**WC13** Use conjunctions.

**AV1** Identify rhyming words

**RAI1** Use table of contents, chapter headings, glossary, index, captions and illustrations.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**April Grade 3 Language Arts**

**Essential Understanding: Knowing how to construct a variety of sentence structures enables you to write more interesting text.**

**Indicators:**

**RP5** Make inferences regarding events and possible outcomes from information in text.

**RAI5** Analyze a set of directions for a proper sequencing, clarity and completeness.

**WP16** Rewrite and illustrate writing samples for display and for sharing with others.

**WC12** Use subjects and verbs that are in agreement.

**WC15** Use past, present and future verb tense.

**WC4** Spell contractions, homonyms and compounds.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**May Grade 3 Language Arts**

**Essential Understanding: A thoughtful question is the invitation to go where you have not been and use information not yet encountered.**

**Indicators:**

**WC1** Write legibly in cursive, spacing letters, words, and sentences appropriately.

**WC16** Use possessives nouns and pronouns.

**WC9** Use quotation marks around dialog, commas in a series, and apostrophes in contractions and possessive.

**WA4** Write informational reports.

**WP9** Use available technology to compose text.

**R1** Choose a research topic.

**R6** Importance of citing sources.

**WP6** Use a wide range of simple, compound and complex sentences.

**R7** Use a variety of communication techniques, including oral, visual, written or multimedia reports to present information gathered.

**COV2** Identify main ideas and details in oral presentations and visual media.

**COV4** Demonstrate an understanding of the rules of the English language.

**COV5** Select language appropriate to purpose and audience.

**COV6** Use clear diction, tone, adjust volume and tempo to stress important ideas.

**COV7** Adjust speaking content according to the needs of the audience.

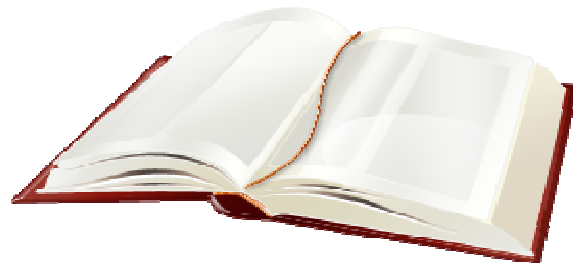
**COV8** Deliver information presentations that:

- a. Include relevant facts and details from multiple sources to develop a topic.
- b. Demonstrates an understanding of the topic.
- c. Include relevant facts and details from multiple sources to develop topics
- d. Organize information including a clear introduction, body and conclusion.
- e. Use appropriate visual materials (diagrams, charts, illustrations) and available technology
- f. Identify sources.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

# English/Language Arts Fourth Grade



*Fourth – Fifth Grade Department*  
SY2009-2010

**September Grade 4 Language Arts****Essential Understanding: Before during and after reading, good readers use questions to focus on important information.****Indicators:**

**RP1** Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.

**RP2** List questions and search for answers within the text to construct meaning.

**RAL 6** Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.

**WC1** Write legibly in cursive, spacing letters, words and sentences appropriately.

**WC2** Spell high-frequency words correctly.

**WC6** Use correct capitalization.

**WC11** Use objective and nominative case pronouns.

**WP14** Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

**C9** Deliver an informal descriptive presentation recalling an event or personal experience that conveys relevant information and descriptive details.

**AV1** Determine the meaning of unknown words by using a variety of context clues, including word, sentence, and paragraph clues.

**AV9** Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**October Grade 4 Language Arts****Essential Understanding: Summaries “boil down” to key ideas and restating what is left.****Indicators:**

- RAI 7** Distinguish fact from opinion
- RAL 3** Identify the main incidents of a plot sequence, identifying the major conflict and its resolution
- RAL 6** Characteristics of literary forms
- RP 4** Summarize important information in texts to demonstrate comprehension.
- WC 5** Use end marks
- WP 1** Generate writing ideas through discussions with others and form printed material
- WP 4** Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
- WP 2** State and develop a clear main idea for writing.
- WP 14** Identify and correct fragments and run-ons.
- WA 3** Write informal letters( e.g. thank you notes, letters of request) that follow letter format (e.g. date, proper salutation, body, closing and signature )
- C 3** Distinguish between a speaker’s opinions and verifiable facts
- AV 1** Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.
- AV 9** Determine meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes and sidebars.
- AV 2** Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.
- AV 4** Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**November Grade 4 Language Arts**

**Essential Understanding:** We know that the setting in which the character acts and sees what other characters think of him is critical for establishing mood and credibility of plot.

**Indicators:**

- RAL 2** Identify the influence of setting on the selection.
- RAL 1** Describe the thoughts, words and interactions of characters
- RP 10** Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others)
- RA 6** Clarify steps in a set of instructions or procedures for completeness
- RP 5** Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
- WC 4** Spell roots, suffixes and prefixes correctly.
- WC 12** Use subjects and verbs that are in agreement.
- WA 5** Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.
- WP 3** Develop a purpose and audience for writing.
- AV 1** Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.
- AV 9** Determine meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes and sidebars.
- AV 7** Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**December Grade 4 Language Arts**

**Essential Understanding:** Effective paragraphs that support the main idea in reading – Writers use the tools of word choice, structure, voice, point of view, and punctuation to create a personal style.

**Indicators:**

- RAI 2** Summarize main ideas in informational text, using supporting details as appropriate.
- RAI 4** Identify examples of cause and effect used in informational text.
- RP 2** Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.
- WA 1** Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.
- WP 5** Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
- WP 10** Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).
- WP 12** Rearrange words, sentences and paragraphs to clarify meaning.
- C 1** Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
- AV 1** Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.
- AV 9** Determine meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes and sidebars.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**December Grade 4 Language Arts**

**Essential Understanding:** Successful writers have great control over language and know how to create the desired impact through choice and placement of words. Authors try to hook and hold their audiences.

**Indicators:**

**RAI1** Make inferences about informational text from the title page, table of contents and chapter headings.

**RAL5** Determine the theme and whether it is implied or stated directly.

**RAL7** Explain how an author's choice of words appeals to the senses and suggests mood.

**RP 3** Compare and contrast information on a single topic or theme across different text and non-text resources

**RP11** Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

**WA 2** Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.

**WC 5** Use quotations marks, commas, and apostrophes correctly.

**WP11** Add descriptive words and details and delete extraneous information.

**AV1** Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.

**AV9** Determine meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes and sidebars.

**AV8** Identify the meanings of abbreviations.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**February Grade 4 Language Arts**

**Essential Understanding:** Good readers adjust their speed depending on their purpose for reading, to uncover new information and draw accurate conclusions.

**Indicators:**

**RP 8** Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back across different text

**WC13** Use irregular plural nouns.

**WC3** Spell plurals and inflectional endings correctly.

**WA3** Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure.

**WP8** Vary language and style as appropriate to audience and purpose.

**WP15** Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

**AV1** Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.

**AV9** Determine meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**C2** Recall main idea, including relevant supporting details, and identify the purpose of presentations and visual media.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**March Grade 4 Language Arts**

**Essential Understanding:** Authors use descriptive language to help their readers visualize and/or experience certain feelings and emotions.

**Indicators:**

**RA3** Locate important details about a topic using different sources of information including books, magazines, newspapers, and online resources.

**RAL8** Identify figurative language in literary works, including idioms, similes, and metaphors.

**RP7** Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.

**WP6** Vary simple compound and complex sentence structure

**WC7** Use various parts of speech such as nouns, pronouns, and verbs (i.e. regular and irregular, past, present, and future).

**WC8** Use conjunctions and interjections.

**W 9** Use adverbs.

**WC10** Use prepositions and prepositional phrases.

**AV1** Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.

**AV9** Determine meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes and sidebars.

**AV5** Identify and understand new uses of words and phrases in text, such as similes and metaphors

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**April Grade 4 Language Arts**

**Essential Understanding:** Before, during and after reading, good readers use questions to help them focus on the important information. You don't learn to draw conclusions by memorizing the conclusions of others.

**Indicators:**

**RA5** Draw conclusions from information in charts, graphs and diagrams.

**WP7** Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.

**C4** Demonstrate an understanding of the rules of the English language.

**AV1** Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.

**AV6** Identify word origins to determine the meaning of unknown words and phrases.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**May Grade 4 Language Arts**

**Essential Understanding:** Learn to use research as a system of gathering information (i.e.: graphic organizers) to use various resources for important findings.

**Indicators:**

**RA14** Identify the speaker and recognize the difference between first and third person narration.

**RA5** Draw conclusions from information in maps.

**R1** Identify a topic and questions for research and develop a plan for gathering information

**R2** Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and internet based resources).

**R3** Identify important information found in the sources and summarize important findings.

**R4** Create categories to sort and organize relevant information charts, tables or graphic organizers.

**R5** Discuss the meaning of plagiarism and create a list of sources.

**R6** Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

**WP9** Use available technology to compose text

**WP13** Use resources and reference materials ,including dictionaries, to select more effective vocabulary

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**May - CONTINUED Grade 4 Language Arts**

**Essential Understanding:** Learn to use research as a system of gathering information (i.e.: graphic organizers) to use various resources for important findings.

**Indicators:**

**WP16** Prepare for publication (e.g. for display or for sharing with others) writing that follows a format appropriate to the purpose using techniques such as electronic resources and graphics to enhance the final product.

**WA4** Write formal and informal reports that include facts and examples and present important details in a logical order.

**C5** Select language appropriate to purpose and audience.

**C6** Use clear diction and tone, and adjust volume and tempo to stress important ideas.

**C7** Adjust speaking content according to the needs of the audience.

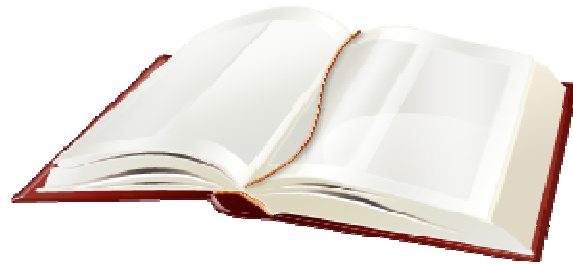
**C8** Deliver informational presentations (e.g. expository research) that :

- A. Present events or ideas in a logical sequence and maintain a clear focus.
- B. Demonstrate an understanding of the topic.
- C. Include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information.
- D. Organize information to include a clear introduction, body, and conclusion.
- E. Use appropriate visual materials (e.g. diagrams, charts, illustrations) and available technology.
- F. Draw from several sources and identify sources used.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

# English/Language Arts Fifth Grade



*Fourth - Fifth Grade Department*  
SY2009-2010

**September Grade 5 Language Arts****Essential Understanding:** Write responses to novels, stories, etc.**Indicators:**

**RA1** Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and online tools (search engines) to locate information.

**RA2** Explain the influence of setting on the selection.

**WP7** Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

**WC1** Spell high-frequency words correctly.

**WC6** Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular).

**WC7** Use prepositions and prepositional phrases

**WC8** Use adverbs.

**WP11** Read and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair)

**V1** Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**October Grade 5 Language Arts****Essential Understanding:** Produce Informal Writings**Indicators:**

**RAI2** Identify, distinguish between and explain examples of cause and effect in informational text.

**RAL3** Identify the main incidents of a plot sequence and explain how they influence future action.

**RAL4** Identify the speaker and explain how point of view affects the text.

**RAL5** Summarize stated and implied themes.

**WP1** Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

**WP3** State and develop a clear main idea for writing.

**WP4** Determine a purpose and audience.

**WA5** Produce informal writings (e.g., journals, notes and poems) for various purposes

**C2** Interpret the main idea and draw conclusions from oral presentations and visual media.

**V2** Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**November Grade 5 Language Arts**

Essential Understanding: Successful writers have great control over language and know how to create the desired impact through choice and placement of words.

**Indicators:**

- RAI7** Analyze the difference between fact and opinion.
- RAI9** Identify and understand an author’s purpose for writing, including to explain, to entertain or to inform.
- WA3** Write letters that state the purpose make requests or give compliments and use business letter format.
- WC2** Spell contractions correctly
- WC4** Use commas, end marks, apostrophes and quotation marks correctly.
- WC5** Use correct capitalization.
- WP2** Conduct background reading, interviews or surveys when appropriate
- WP15** Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons
- R6** Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**December Grade 5 Language Arts**

**Essential Understanding:** Write responses to poems that articulate an interpretation around several clear ideas, and justify the interpretation

**Indicators:**

**RAL1** Explain how a character's thoughts, words and actions reveal his or her motivations.

**RAL7** Interpret how an author's choice of words appeals to the senses and suggests mood.

**RAL8** Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.

**WA1** Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.

**WA2** Write responses to novels, stories and poems that organize and interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.

**WC3** Spell roots, suffixes and prefixes correctly.

**C4** Discuss how facts and opinions are used to shape the opinions of listeners and viewers.

**R4** Compare and contrast important findings and select sources to support central ideas, concepts and themes.

**V3** Identify the connotation and denotation of new words.

**V4** Identify and understand new uses of words and phrases in text, such as similes and metaphors.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**January Grade 5 Language Arts**

**Essential Understanding:** Use a variety of resources and references to research a scientific topic/concept.

**Indicators:**

**RAI3** Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.

**RAI5** Analyze information found in maps, charts, tables, graphs and diagrams.

**RP2** Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.

**WP10** Use available technology to compose text.

**WP14** Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.

**R1** Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.

**R3** Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).

**V8** Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textural features, such as definitional footnotes or sidebars.

**R2** Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

**WP8** Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**February Grade 5 Language Arts**

**Essential Understanding:** Effective paragraphs present and support the main idea of the topic sentence.

**Indicators:**

**RAL6** Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.

**RAI4** Summarize the main ideas and supporting details.

**RAI6** Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.

**RP3** Make critical comparisons across texts.

**WA4** Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.

**WP5** Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

**WP7** Vary simple, compound and complex sentence structures.

**WP12** Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.

**C5** Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**March Grade 5 Language Arts****Essential Understanding:** Deliver Informational Presentations**Indicators:**

**RAI8** Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.

**RP4** Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.

**RP5** Make inferences based on implicit information in texts, and provide justifications for those inferences.

**WP6** Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.

**WP13** Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.

**C8** Deliver informational presentation (e.g., expository, research) that:

- A. Demonstrate an understanding of the topic and present events or ideas in a logical sequence;
- B. Support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
- C. Organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);
- D. Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
- E. Draw from several sources and identify sources used.

**V5** Use word origins to determine the meaning of unknown words and phrases.

**V6** Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.

**V7** Identify the meanings of abbreviations.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**April Grade 5 Language Arts**

**Essential Understanding:** Deliver formal and Informal descriptive presentations

**Indicators:**

**RP6** Select, create and use graphic organizers to interpret textual information.

**RP8** Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.

**RP9** List questions and search for answers within the text to construct meaning.

**WP9** Vary language and style as appropriate to audience and purpose.

**WP17** Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

**C1** Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).

**C7** Adjust speaking content according to the needs of the situation, setting and audience.

**C9** Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**May Grade 5 Language Arts****Essential Understanding:** Deliver persuasive presentations**Indicators:**

**RP1** Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.

**RP10** Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

**RP11** Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

**WP16** Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

**WC9** Use objective and nominative case pronouns.

**WC10** Use indefinite and relative pronouns important ideas.

**WC11** Use conjunctions and interjections.

**C6** Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress

**C10** Deliver persuasive presentations that:

- A. Establish a clear position;
- B. Include relevant evidence to support a position and to address potential concerns of listeners; and
- C. Follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only