



**2017 - 2018**



**Grade 5**  
**LANGUAGE ARTS**  
**Curriculum Map**

Volusia County Schools

Language Arts Florida Standards

# Preface

**3-5 Integrated Literacy Block**

**Standards (organized by clusters)**

**Question Stems**

## **3-5 Integrated Literacy Block**

### **150 Minutes**

According to the K-12 Reading Plan, elementary schools must offer daily instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. Organization of the instructional blocks below should be based on classroom needs.

### **90 Minute Uninterrupted Literacy Instruction**

*Language Arts Florida Standards (LAFS) Strands:  
Reading Standards for Literature,  
Reading Standards for Informational Text, Writing Standards, Speaking & Listening*

#### **Whole & Collaborative Group**

*(Includes Content Area Literacy)*

Explicit instruction in reading, writing, speaking and listening

**(District Created ELA Modules)**

#### **Small Group**

Differentiated instruction that addresses student needs and allows for frequent progress monitoring to measure student growth

### **Writing**

**30 Minutes**

Explicit instruction in narrative, informative and opinion writing

### **Intervention/Enrichment**

**30 Minutes**

Targeted instruction based on student needs  
(in addition to 90-minute block)

## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
Strand: Reading Literary Text:  <b>Cluster: Key Ideas and Details</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>Students will:</b> <ul style="list-style-type: none"> <li>demonstrate student’s ability to quote or reference from a text when explaining what the text says explicitly.</li> <li>demonstrate student’s ability to quote or reference from a text when explaining inferences drawn from the text.</li> </ul> <b>Academic Language:</b> quote accurately, inferences, text, logical conclusion	LAFS.5.RL.1.1
	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. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a statement of a theme of the text including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic.</li> <li>provide a summary of the text.</li> </ul> <b>Academic Language:</b> theme, drama, lesson, moral, key details, text, summarize, reflects, challenges, reflects	LAFS.5.RL.1.2
	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). <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a comparison and contrast of two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>provide a comparison and contrast of two or more settings in a story or drama, drawing on specific details in the text.</li> <li>provide a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text.</li> </ul> <b>Academic Language:</b> interact, events, compare, contrast	LAFS.5.RL.1.3

## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
Strand: Reading Informational Text	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate the ability to quote from a text when explaining what the text says explicitly.</li> <li>• demonstrate the ability to quote accurately from a text when explaining inferences drawn from the text.</li> </ul> <p><b>Academic Language:</b> quote accurately, inferences, text, logical conclusion</p>	LAFS.5.RI.1.1
Cluster: Key Ideas and Details	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• provide a statement of two or more main ideas of a text.</li> <li>• provide an explanation of how two or more main ideas are supported by key details.</li> <li>• provide a summary of the text.</li> </ul> <p><b>Academic Language:</b> main idea, key details, summarize, explanation</p>	LAFS.5.RI.1.2
	<p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• provide an explanation of the relationships or interactions between two or more individuals, in a historical, scientific or technical text.</li> <li>• provide an explanation of the relationships or interactions between two or more events in a historical, scientific or technical text.</li> <li>• provide an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific or technical text.</li> </ul> <p><b>Academic Language:</b> relationships, events, ideas, concepts, historical, scientific, technical text</p>	LAFS.5.RI.1.3

## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
Strand: Reading Literary Text  <b>Cluster: Craft and Structure</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <b>Students will:</b> <ul style="list-style-type: none"> <li>determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> </ul> <b>Academic Language:</b> figurative language, metaphors, similes, personification, alliteration, onomatopoeia, literal, context clues, root words, affixes	LAFS.5.RL.2.4
	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem.</li> </ul> <b>Academic Language:</b> chapter, scene, stanza, drama, poem	LAFS.5.RL.2.5
	Describe how a narrator's or speaker's point of view influences how events are described. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a description of how a narrator's or speaker's point of view influences how events are described.</li> </ul> <b>Academic Language:</b> point of view, influences, narrator, first person, second person, third person, third person limited, third person omniscient	LAFS.5.RL.2.6
Strand: Reading Informational Text  <b>Cluster: Craft and Structure</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <b>Students will:</b> <ul style="list-style-type: none"> <li>demonstrate the ability to determine the meaning of general academic words or phrases in a text relevant to grade 5 topics or subject area.</li> <li>demonstrate the ability to determine the meaning of domain-specific words or phrases in a text relevant to grade 5 topics or subject area.</li> </ul> <b>Academic Language:</b> context clues, root words, affixes, resources, glossary, footnote, dictionary	LAFS.5.RI.2.4
	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. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in two or more texts.</li> </ul> <b>Academic Language:</b> compare/contrast, chronological order, comparison, cause/effect, problem/solution, events, ideas, concepts	LAFS.5.RI.2.5
	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide an analysis of multiple accounts of the same event, noting important similarities and/or differences in the point of view they represent.</li> <li>provide an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent.</li> </ul> <b>Academic Language:</b> point of view, multiple accounts, opinions, values, beliefs, purpose	LAFS.5.RI.2.6

## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic <i>Language</i>	Standards Number
Strand: Reading Literary Text:  <b>Cluster: Integration of Knowledge and Ideas</b>	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). <b>Students will:</b> <ul style="list-style-type: none"> <li>provide an analysis of how visual elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).</li> <li>provide an analysis of how a multimedia presentation contributes to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).</li> </ul> <b>Academic Language:</b> visual elements, multimedia elements, meaning, tone, graphic novel, folktale, myth, poem	LAFS.5.RL.3.7
	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) in their approaches to similar themes and topics.</li> </ul> <b>Academic Language:</b> compare, contrast, genre (fantasy, realistic, historical, adventure, mystery, science fiction, biography, autobiography), theme, topic	LAFS.5.RL.3.9
Strand: Reading Informational Text  <b>Cluster: Integration of Knowledge and Ideas</b>	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. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide an answer to a question or solution to a problem that draws on information from multiple print or digital sources.</li> </ul> <b>Academic Language:</b> digital sources, graphs, diagrams, charts, media clips	LAFS.5.RI.3.7
	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <b>Students will:</b> <ul style="list-style-type: none"> <li>provide an explanation of how an author uses reasons to support particular points in a text.</li> <li>provide an explanation of how an author uses evidence to support particular points in a text.</li> <li>identify which reasons and/or evidence support which points.</li> </ul> <b>Academic Language:</b> reasons, evidence, particular points	LAFS.5.RI.3.8
	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a statement that integrates information from several texts on the same topic.</li> </ul> <b>Academic Language:</b> integrate, topic, knowledgeably	LAFS.5.RI.3.9

## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
Strand: Reading Literary Text  <b>Cluster: Range of Reading and Level of Text Complexity</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. <b>Students will:</b> <ul style="list-style-type: none"> <li>demonstrate mastery of reading comprehension on applicable summative assessments.</li> </ul> <b>Academic Language:</b> independently, closely read	<b>LAFS.5.RL.5.10</b>
Strand: Reading Informational Text  <b>Cluster: Range of Reading and Level of Text Complexity</b>	By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at a high end of the grades 4-5 text complexity band independently and proficiently. <b>Students will:</b> <ul style="list-style-type: none"> <li>demonstrate mastery of reading comprehension on applicable summative assessments.</li> </ul> <b>Academic Language:</b> independently, closely read	<b>LAFS.5.RI.5.10</b>



## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
<p>Strand: Speaking and Listening</p> <p><b>Cluster: Comprehension and Collaboration</b></p>	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate ability to effectively engage in a range of collaborative discussions on grade 5 topics and texts, building on others' ideas and expressing own ideas clearly.</li> <li>demonstrate readiness for discussions by drawing on required reading or study of material and other information known about the topic to explore ideas under discussion.</li> <li>demonstrate ability to follow agreed upon rules for discussions.</li> <li>demonstrate ability to carry out assigned roles.</li> <li>demonstrate ability to pose and respond to specific questions by making comments that contribute to the discussion.</li> <li>demonstrate ability to elaborate on the remarks of others in order to contribute to the discussion.</li> <li>determine key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions.</li> </ul> <p><b>Academic Language:</b> collaborative discussions, expressing, connection</p>	<p>LAFS.5.SL.1.1 LAFS.5.SL.1.1a LAFS.5.SL.1.1b LAFS.5.SL.1.1c LAFS.5.SL.1.1d</p>
	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate ability to summarize a written text read aloud.</li> <li>demonstrate ability to summarize text presented in diverse media formats.</li> </ul> <p><b>Academic Language:</b> summarize, diverse media, formats, visually</p>	<p>LAFS.5.SL.1.2</p>
	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate ability to summarize the points a speaker makes.</li> <li>demonstrate ability to explain how each claim is supported by reasons and evidence.</li> </ul> <p><b>Academic Language:</b> summarize the points, reasons, evidence, support, claim</p>	<p>LAFS.5.SL.1.3</p>

## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
Strand: Speaking and Listening  Cluster: Presentation of Knowledge and Ideas	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. <b>Students will:</b> <ul style="list-style-type: none"> <li>demonstrate ability to report on a topic or text, sequencing ideas logically.</li> <li>demonstrate ability to use appropriate facts and relevant, descriptive details to support main ideas and/or themes.</li> <li>demonstrate ability to speak clearly at an understandable pace</li> </ul> <b>Academic Language:</b> sequencing, logically, relevant, descriptive details, main idea, themes, facts,	LAFS.5.SL.2.4
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <b>Students will:</b> <ul style="list-style-type: none"> <li>provides multimedia components (e.g., graphics, sound) in presentations when appropriate to enhance development of main ideas or themes.</li> <li>provides visual displays in presentations when appropriate to enhance development of main ideas or themes.</li> </ul> <b>Academic Language:</b> multimedia, graphics, audio/sound, visual displays, presentations, main idea, theme	LAFS.5.SL.2.5
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <b>Students will:</b> <ul style="list-style-type: none"> <li>adapts speech to a variety of contexts and tasks.</li> <li>uses formal English when appropriate to task and situation.</li> </ul> <b>Academic Language:</b> formal speech, adapt, context, task, situation,	LAFS.5.SL.2.6

## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
<p>Strand: Language</p> <p><b>Cluster: Conventions of Standard English</b></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Demonstrate fluent and legible cursive writing skills.</li> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense.</li> <li>Use correlative conjunctions (e.g., either/or, neither/nor).</li> </ol> <p><b>Academic Language:</b> conventions, grammar, fluent, legible, conjunctions, prepositions, interjections, perfect verb tenses, correlative conjunctions</p>	<p>LAFS.5.L.1.1 LAFS.5.L.1.1a LAFS.5.L.1.1b LAFS.5.L.1.1c LAFS.5.L.1.1d LAFS.5.L.1.1e</p>
	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>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?).</li> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> </ol> <p><b>Academic Language:</b> conventions, introductory element, italics, interjection, prepositional phrase, tag questions, direct address</p>	<p>LAFS.5.L.1.2 LAFS.5.L.1.2a LAFS.5.L.1.2b LAFS.5.L.1.2c LAFS.5.L.1.2d</p>
<p>Strand: Language</p> <p><b>Cluster: Knowledge of Language</b></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ol> <p><b>Academic Language:</b> conventions, dialects, formal, informal, style, compare, contrast</p>	<p>LAFS.5.L.2.3 LAFS.5.L.2.3a LAFS.5.L.2.3b</p>

## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
<p>Strand: Language</p> <p>Cluster: <b>Vocabulary Acquisition</b></p>	<p>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.</p> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>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.</li> </ol> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> </ul> <p><b>Academic Language:</b> multiple-meaning words and phrases, context clues, affixes, roots, reference materials, glossary, thesaurus</p>	<p>LAFS.5.L.3.4 LAFS.5.L.3.4a LAFS.5.L.3.4b LAFS.5.L.3.4c</p>
	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate the ability to determine the meaning of <b>simple similes and metaphors in context.</b></li> <li>demonstrate the ability to determine the meaning of <b>common idioms, adages, and proverbs.</b></li> </ul> <p><b>Academic Language:</b> figurative language, literal language, word relationships, nuances, similes, metaphors, antonyms, synonyms, homographs, hyperbole, personification, alliteration, onomatopoeia, idioms, adages, proverbs</p>	<p>LAFS.5.L.3.5 LAFS.5.L.3.5a LAFS.5.L.3.5b LAFS.5.L.3.5c</p>
	<p>Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>provide a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, move over, in addition).</li> </ul> <p><b>Academic Language:</b> academic words, subject specific words, contrast, addition, logical relationships</p>	<p>LAFS.5.L.3.6</p>

## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
<p>Strand: Writing</p> <p>Cluster: Text Types and Purposes</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol> <p><b>Students will:</b></p> <p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>address the prompt and provide effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>demonstrate effective coherence, clarity, and cohesion and include a strong introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>use language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrasing, sensory details, transition words, and/or domain specific vocabulary effectively to clarify ideas.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>demonstrate command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li> </ul> <p><b>Academic Language:</b> opinion, point of view, organizational structure, linking words and phrases, concluding statement or section</p>	<p>LAFS.5.W.1.1 LAFS.5.W.1.1a LAFS.5.W.1.1b LAFS.5.W.1.1c LAFS.5.W.1.1d</p>

## Language Arts Florida Standards for Fifth Grade

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	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> <p><b>Students will:</b>  <b>Written Expression:</b>  <b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>address the prompt and provide effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>demonstrate effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>use language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrasing, sensory details, transition words, and/or domain specific vocabulary effectively to clarify ideas.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>demonstrate command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li> </ul> <p><b>Academic Language:</b> informative, explanatory, focus, observation, headings, illustrations, multimedia, linking words and phrases, concrete details, clauses, precise language, concluding statement or section, topic specific vocabulary</p>	<p>LAFS.5.W.1.2  LAFS.5.W.1.2a  LAFS.5.W.1.2b  LAFS.5.W.1.2c  LAFS.5.W.1.2d  LAFS.5.W.1.2e</p>

## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
<p>Strand: Writing</p> <p>Cluster: Text Types and Purposes</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol> <p><b>Students will:</b></p> <p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>address the prompt and provide effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>demonstrate effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>use language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrasing, sensory details, transition words, and/or domain specific vocabulary effectively to clarify ideas.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>demonstrate command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li> </ul> <p><b>Academic Language:</b> narrative, narrator, concrete word, descriptive details, event sequences, dialogue, transitional words and phrases, clauses, sensory details, conclusion</p>	<p>LAFS.5.W.1.3 LAFS.5.W.1.3a LAFS.5.W.1.3b LAFS.5.W.1.3c LAFS.5.W.1.3d LAFS.5.W.1.3e</p>

## Language Arts Florida Standards for Fifth Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
Strand: Writing  Cluster: Production and Distribution	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  <b>Academic Language:</b> task, purpose, audience, graphic organizer	LAFS.5.W.2.4
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach  <b>Academic Language:</b> planning, revising, editing, prewriting strategies, revision strategies	LAFS.5.W.2.5
	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.  <b>Academic Language:</b> collaborate, compose, produce, edit, publish, credible websites	LAFS.5.W.2.6
Strand: Writing  Cluster: Build Knowledge	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  <b>Academic Language:</b> research, investigation, sources, central question	LAFS.5.W.3.7
	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.  <b>Academic Language:</b> digital sources, summarize, paraphrase, cite	LAFS.5.W.3.8
	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 a drama, drawing on specific details in a text [e.g., how characters interact]”). 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 support which point[s]”).  <b>Academic Language:</b> analysis, reflection, research, evidence, compose	LAFS.5.W.3.9
Strand: Writing  Cluster: Range of Writing	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.  <b>Academic Language:</b> task, research, reflection, revision, purposes, audiences	LAFS.5.W.4.10



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Strand: Reading Foundational Skills  <b>Cluster: Phonics and Word Recognition</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul> <b>Academic Language:</b> word analysis skills, decoding, letter-sound correspondence, affixes, prefix, suffix, multisyllabic words, root words, syllables, consonant blends, vowel patterns, compound words	<b>LAFS.5.RF.3.3</b> <b>LAFS.5.RF.3.3a</b>
Strand: Reading Foundational Skills  <b>Cluster: Fluency</b>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <b>Academic Language:</b> accuracy, fluency, purpose and understanding, rate, expression, voice, timing, context clue	<b>LAFS.5.RF.4.4</b> <b>LAFS.5.RF.4.4a</b> <b>LAFS.5.RF.4.4b</b> <b>LAFS.5.RF.4.4c</b>

## LAFS Task Card for Grade 5

<p><b>LAFS.RL.5.1.1 Ask and Answer Questions</b></p> <ul style="list-style-type: none"> <li>• What inferences can you make from the text?</li> <li>• What can you conclude from the text?</li> <li>• Select two phrases from the passage that show that the main character is _____.</li> <li>• Which sentence from the text shows that the main character feels _____?</li> </ul> <p>• <b>Part A:</b> How does the main character feel about _____?</p> <p>• <b>Part B:</b> <i>(Includes quotations from the text)</i> Select phrases from the text that support your answer in Part A.</p>	<p><b>LAFS.RI.5.1.1 Ask and Answer Questions</b></p> <p>What inferences can you make from the text? What can you conclude from the text? What quote from the text will support your inference? Select the phrases from the passage that show _____.</p> <p>• <b>Part A:</b> What can you conclude about _____?</p> <p>• <b>Part B:</b> <i>(Includes quotations from the text)</i> Select phrases from the text that support your answer in Part A.</p>
<p><b>LAFS.RL.5.1.2 Theme, Summarize</b></p> <ul style="list-style-type: none"> <li>• What is the theme of the story?</li> <li>• Select details from the text that support the theme _____.</li> <li>• What does this passage suggest about _____? Use details from the text to support your answer.</li> <li>• Which statement correctly summarizes the passage? What conflicts or problems did you find in your reading? How did the characters solve the problem? Summarize the story in your own words.</li> </ul> <p>• <b>Part A:</b> What is the theme?</p> <p>• <b>Part B:</b> Select details from the story to support the theme.</p>	<p><b>LAFS.RI.5.1.2 Two or More Main Ideas</b></p> <ul style="list-style-type: none"> <li>• What are the main ideas in the text?</li> <li>• Which details support the main ideas?</li> <li>• Which sentence best summarizes the article?</li> <li>• Summarize the main ideas.</li> </ul> <p>• <b>Part A:</b> What are the two main ideas presented in the article?</p> <p>• <b>Part B:</b> Select two details from the text that support these ideas.</p>
<p><b>LAFS.RL.5.1.3 Compare/Contrast Elements of Story Structure</b></p> <ul style="list-style-type: none"> <li>• Describe the main characters in your story.</li> <li>• How does the setting affect the story?</li> <li>• How do the characters act toward one another?</li> <li>• What does the dialogue tell you about the characters?</li> </ul> <p>• <b>Part A:</b> How are the characters similar?</p> <p>• <b>Part B:</b> Select two sentences from the text that support your answer in Part A.</p>	<p><b>LAFS.RI.5.1.3 Relationships/Interactions</b></p> <ul style="list-style-type: none"> <li>• How are _____ and _____ related?</li> <li>• How are these events connected? Explain _____'s idea. What happened because of this idea? What are the results of these events? How do you know?</li> </ul> <p>• <b>Part A:</b> Which details from the texts reveal who or what inspired _____?</p> <p>• <b>Part B:</b> Which details from the texts reveal how _____ inspired others?</p>

## LAFS Task Card for Grade 5 (cont.)

<p><b>LAFS.RL.5.2.4 Literal/Non Literal Meaning of Words</b></p> <ul style="list-style-type: none"> <li>• What does the word _____ mean as it is used in Paragraph #___?</li> <li>• Read the following sentence. What does the author reveal with this sentence?</li> <li>• Read these sentences from the passage. What does the phrase _____ suggest?</li> <li>• Select the word or phrase that helps determine the meaning of _____.</li> </ul>	<p><b>LAFS.RI.5.2.4 General Academic &amp; Domain-Specific Words and Phrases</b></p> <ul style="list-style-type: none"> <li>• Select the word or phrase from the paragraph that helps the reader understand the meaning of the word_____?</li> <li>• Read the sentence from the text. What does the phrase suggest _____?</li> <li>• <b>Part A:</b> What does the phrase _____ mean?</li> <li>• <b>Part B:</b> Select phrases from the text that reveal the meaning of _____.</li> </ul>
<p><b>LAFS.5.RL.2.5 Overall Structure of a Story, Drama, or Poem</b></p> <ul style="list-style-type: none"> <li>• How does the author organize the text?</li> <li>• Explain the difference between dramas and stories.</li> <li>• Explain the difference between chapters and stanzas.</li> <li>• How does this scene affect the play?</li> <li>• Why did the author write this as a poem?</li> <li>• <b>Part A:</b> How does this chapter contribute to the overall development of the main character?</li> <li>• <b>Part B:</b> Select sentences to support your response.</li> </ul>	<p><b>LAFS.RI.5.2.5 Compare and Contrast Text Structures in Two or More Informational Texts</b></p> <ul style="list-style-type: none"> <li>• What organizational structure did the author use for this text?</li> <li>• The two texts present information about _____ in different ways.</li> <li>• How are these two texts organized differently?</li> <li>• <b>Part A:</b> How is the structure of Article A different from that of Article B?</li> <li>• <b>Part B:</b> Select a detail from each text that demonstrates this difference.</li> </ul>
<p><b>LAFS.5.RL.2.6 Point of View Influence</b></p> <ul style="list-style-type: none"> <li>• Who is telling the story?</li> <li>• Is the narrator a character in the story?</li> <li>• How would the story be different if the narrator was a character?</li> <li>• What does the reader know about the main character because the story is told from his point of view?</li> <li>• <b>Part A:</b> How does the speaker/narrator's point of view influence the description of events?</li> <li>• <b>Part B:</b> Explain how the narrator's point of view affects how events are described using details from the text.</li> <li>• <b>Part A:</b> From whose perspective is the story told?</li> <li>• <b>Part B:</b> How does this affect what the reader knows about the personality of Character B?</li> </ul>	<p><b>LAFS.RI.5.2.6 Analyze Similarities &amp; Differences In The Point of View of Two or More Texts.</b></p> <ul style="list-style-type: none"> <li>• Who is telling these events?</li> <li>• How is a firsthand account different from a secondhand account?</li> <li>• Describe the similarities and differences between the accounts.</li> <li>• What information does the reader learn from Article A that is not included in Article B?</li> <li>• How does the point of view impact what the reader learns about _____ in each text?</li> <li>• <b>Part A:</b> How does point of view affect what the reader learns about _____ in each text?</li> <li>• <b>Part B:</b> Select a sentence from each article that supports your response.</li> </ul>

## LAFS Task Card for Grade 5 (cont.)

<p><b>LAFS.5.RL.3.7 Visual and Multimedia Elements Contributions to Meaning, Tone &amp; Beauty</b></p> <ul style="list-style-type: none"> <li>• How does the image make you feel?</li> <li>• How does the picture of the _____ support the author's message?</li> <li>• Explain how the image of the _____ helps convey the meaning of the passage.</li> <li>• Which sentence best summarizes the presentation?</li> <li>• How do the graphics help you understand the story better?</li> <li>• <b>Part A:</b> What is the tone of the passage?</li> <li>• <b>Part B:</b> How does the picture help to convey this tone?</li> </ul>	<p><b>LAFS.5.RI.3.7 Information from Multiple Print or Digital Sources</b></p> <ul style="list-style-type: none"> <li>• Where would you find this answer?</li> <li>• Which sentence best summarizes the presentation?</li> <li>• Use two different sources to find the answer. Was your answer different or same?</li> <li>• <b>Part A:</b> Select the statement that best describes the speaker's claim.</li> <li>• <b>Part B:</b> Select the evidence that the speaker uses to support the claim.</li> </ul>
<p>N/A</p>	<p><b>LAFS.5.RI.3.8 Explanation of Particular Points in a Text</b></p> <ul style="list-style-type: none"> <li>• What is the author's point?</li> <li>• Why do you think the author added that detail?</li> <li>• What evidence does the author use to support the ideas that _____?</li> <li>• Describe the reasons the author provides to support the idea that _____. Use at least two details from the text in your response.</li> <li>• <b>Part A:</b> How does the author use similar evidence to support opposing viewpoints in the text?</li> <li>• <b>Part B:</b> Select a phrase of sentence from each viewpoint to support your answer.</li> </ul>
<p><b>LAFS.5.RL.3.9 Compare/Contrast Stories in the Same Genre on Approaches to Similar Themes and Topics</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast _____.</li> <li>• How are _____ and _____ similar or different?</li> <li>• How do the authors present the topic differently?</li> <li>• How are the two characters the same? Different?</li> <li>• How are these two stories different in how they tell the theme of _____?</li> </ul>	<p><b>LAFS.5.RI.3.9 Integrate Information from Several Texts on the Same Topic</b></p> <ul style="list-style-type: none"> <li>• What did the text teach you about _____?</li> <li>• What details did this text include that were not in the other?</li> <li>• Based on the information in Article A, _____ would be a good addition to _____.</li> <li>• <b>Part A:</b> Select a sentence from Article A that supports the claim.</li> <li>• <b>Part B:</b> Select a sentence from Article B that shows why this addition would be beneficial.</li> </ul>