

	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	1. (A)(B) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Quote, word for word, from a text. -Tell what the text says and draw inferences from the text.	<ul style="list-style-type: none"> • Quote • Inferences
	2. (A) 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) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	-Use3 details from the text tell the theme. -Summarize a text. -Find two or more main ideas in a text. -Explain how the main idea is supported by key details. -Summarize the text.	<ul style="list-style-type: none"> • Theme • Summarize • Main idea • Key details • Summarize
	3. (A) 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) 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.	-Use specific details compare and contrast two or more characters, settings, or events in a story. -Explain the relationship between two or more individuals, events, ideas, or concepts in an informational text.	<ul style="list-style-type: none"> • Compare • Contrast • Interactions
	4. (A) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (B) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	-Identify metaphors and explain their meaning in the text. -Identify similes and explain their meaning in the text. -Determine the meaning of words in grade 5 text materials.	<ul style="list-style-type: none"> • Figurative language • Metaphors • Similes • Domain-specific words

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Reading: Literature (A)/Informational Text (B)	<p>5. (A) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>(B) 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.</p>	<p>-Know that chapters are found in stories, scenes are found in plays and stanza are found in poems.</p> <p>-Compare the structures found in informational text in two or more texts.</p> <p>-Contrast the structures found in informational text in two or more texts.</p>	<ul style="list-style-type: none"> • Chapters • Scenes • Stanzas • Compare • Contrast
	<p>6. (A) Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>(B) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>-Determine a narrator’s or speakers point of view and how it influences the text.</p> <p>-Determine an author’s point of view.</p> <p>-Understand how different authors can write about the same event differently.</p>	<ul style="list-style-type: none"> • Point of view • Multiple accounts • Analyze • Point of view
	<p>7. (A) 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).</p> <p>(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</p>	<p>-Explain how visual elements can help with the meaning, tone, or beauty of a text.</p> <p>-Know how to access information from a variety of sources.</p>	<ul style="list-style-type: none"> • Visual element • Tone • Graphic novel • Multimedia element

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	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	8. (A) Not applicable to literature) (B) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	-Give reasons and evidence an author uses to support points in the text.	<ul style="list-style-type: none"> • Reasons • Evidence
	9. (A) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (B) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	-Give examples of genre. -Compare same genre stories on their approach to a similar theme. -Contrast same genre stories on their approach to a similar theme. -Find and use information from many texts on the same topic to prepare a presentation or writing.	<ul style="list-style-type: none"> • Genre • Compare • Contrast
	10. (A) 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) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	-Read and comprehend literature appropriate to grades 4 – 5. -Read and comprehend informational texts appropriate to grades 4 – 5.	
Reading: Foundational Skills	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	-Use my decoding skills to read unfamiliar words.	<ul style="list-style-type: none"> • Morphology

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	Cluster	I Can...	Key Vocabulary
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading: Foundational Skills</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>-Read grade level text with purpose and understanding.</p> <p>-Read aloud grade-level prose and poetry with accuracy and at an appropriate rate and expression.</p> <p>-Use context to confirm or self-correct words and understanding.</p>	<ul style="list-style-type: none"> • Prose
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>-Introduce a topic and state an opinion using a logical structure and a conclusion.</p> <p>-Support and link my opinion with facts.</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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 adding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>		<p>-Write with clarity.</p> <p>-Introduce a topic clearly with facts, concrete details, multimedia (when appropriate) and a logical conclusion.</p> <p>-Identify a formatting structure that will allow me to organize my information best.</p>	<ul style="list-style-type: none"> • Formatting • Concrete details • Domain-specific vocabulary • Multimedia

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Writing	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>-Write a narrative using a real or imagined event by introducing a narrator and/or character.</p> <p>-Define and use narrative techniques that will show the response of the characters in my narrative.</p> <p>-Provide a smooth transition in my sequence of events.</p> <p>-Use sensory detail when appropriate.</p> <p>-Have a logical conclusion.</p>	<ul style="list-style-type: none"> • Event Sequence • Narrative techniques • Pacing • Transitional words • Sensory details
	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p>	<p>-Identify writing style that best fits the topic.</p> <p>-Write clearly and coherently to the assigned purpose.</p>	<ul style="list-style-type: none"> • Coherent
	<p>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.</p>	<p>-Produce a better quality writing piece through planning, editing and rewriting.</p> <p>-Know when I need to start over with a new approach.</p>	<ul style="list-style-type: none"> • Revising • Editing
	<p>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.</p>	<p>-Identify the technology available that will help me with my writing.</p> <p>-Type a minimum of two pages at a single sitting.</p> <p>-Interact and collaborate with others using technology.</p>	<ul style="list-style-type: none"> • Keyboarding

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	Cluster	I Can...	Key Vocabulary
Writing	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	-Conduct a short research project using a variety of sources.	<ul style="list-style-type: none"> • Research projects
	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.	-Recall important information and put it into my own words. -Publish a list of resources.	<ul style="list-style-type: none"> • Paraphrase • Summarize
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading standards</i> 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]”).	-Compare two or more characters, settings or events in a text. -Contrast two or more characters, settings or events in a text. -Explain how an author uses reason and evidence to make a point.	<ul style="list-style-type: none"> • Compare • Contrast • Reasons
	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.	-Use the appropriate writing format for my assigned task. -Write over a short or extended period of time.	<ul style="list-style-type: none"> • Discipline-specific task

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Speaking & Listening	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>-Prepare for discussion by studying material.</p> <p>-Follow rules for discussion.</p> <p>-Ask questions on discussion topic.</p> <p>-Answer questions from discussion topic.</p> <p>-Review discussion and come to a conclusion.</p>	<ul style="list-style-type: none"> • Diverse partners • Rules for discussion
	<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>-Give a summary of a text read aloud or given through media.</p>	<ul style="list-style-type: none"> • Summarize
	<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>-Give a summary of a speaker’s points and the reasons for the speaker’s point of view.</p>	<ul style="list-style-type: none"> • Summarize • Reasons • Point of view
	<p>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.</p>	<p>-Present a report on a topic or opinion, sequencing facts and using relevant information.</p> <p>-Speak clearly at an understandable pace.</p>	<ul style="list-style-type: none"> • Sequencing ideas • Main ideas • Themes

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	Cluster	I Can...	Key Vocabulary
Speaking & Listening	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	-Use multimedia in my presentation when appropriate.	<ul style="list-style-type: none"> • Multimedia
	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	-Adapt my presentation to the appropriate situation. -Know when to use formal and informal English.	<ul style="list-style-type: none"> • Formal English • Informal English
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 	-Define conjunction and give an example. -Define preposition and give an example. -Define interjection and give an example. -Form and use past, present, and perfect tenses of verbs correctly. -Use the correct verb tense. -Name and use correlative conjunctions correctly.	<ul style="list-style-type: none"> • Conjunctions • Prepositions • Interjections • Perfect verb tense • Correlative conjunctions
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>) to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	-Use capitals correctly. -Identify an introductory element and punctuate it correctly. -Understand the rules for the uses of commas and use them correctly. -Know when to use underlining, quotation marks or italics for titles. -Spell my grade appropriate words correctly.	<ul style="list-style-type: none"> • Comma • Tag question • Quotation marks • Underlining • Italics

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	Cluster	I Can...	Key Vocabulary
Language	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>	<p>-Use a variety of sentence structures (simple, compound, complex) in my writing.</p> <p>-Use a variety of sentence structures (simple, compound, complex) in my speaking.</p> <p>-Compare and contrast the varieties of English used in stories, dramas or poems.</p>	<ul style="list-style-type: none"> • Compare • Contrast
	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>-Use context to help me determine the meaning of a word or phrase.</p> <p>-Know common Greek and Latin, affixes and root words that will help me determine the meaning of a word.</p> <p>-Use both printed and digital dictionaries, glossaries and thesauruses to me with the pronunciations and meaning of a word or phrase.</p>	<ul style="list-style-type: none"> • Multiple meaning • Greek affixes & roots words • Latin affixes & root words
	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>-Define figurative language and give examples of figurative language.</p> <p>-Interpret figurative language.</p> <p>-Define idiom and give examples.</p> <p>-Define adage and give examples.</p> <p>-Define proverb and give examples.</p> <p>-Use relationships to help me understand words.</p>	<ul style="list-style-type: none"> • Figurative language • Similes • Metaphors • Idioms • Adages • Proverbs • Synonyms • Antonyms • Homographs

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Language	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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	-Recognize the difference between general academic and domain-specific words and phrases including those that signal contrast, addition and other logical relationships to increase comprehension and expression.	<ul style="list-style-type: none"> • Domain-specific words

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