**Essential Standards**

_S_ R_1_ The student will apply the structure of the workshop model.

_S_ R_2_ The student will develop vocabulary and determine the meaning of words and phrases as they are used in text.

_S_ R_3_ The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature.

_S_ R_4_ The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text.

**Learning Targets**

**Independent Text**

_S_ R_1_A: Explain and demonstrate the work of a reader.

_S_ R_1_B: Identify the purpose of the three components within the workshop model: crafting, composing, reflecting.

_S_ R_1_C: Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting.

_S_ R_1_D: Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading. (S.R.1.D.b)

_S_ R_1_E: Understand and demonstrate the procedures and routines during Reader’s Workshop.

_S_ R_1_F: Communicate about reading in a variety of ways. (S.R.1.D.b)

_S_ R_1_G: Select appropriate personal goals as a reader to monitor progress.

**Vocabulary**

_S R_2_A: Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words, prefixes and suffixes through context. (S.R.1.B.a) (CCSS RL.5.4 L.5.4.b)

_S R_2_B: Use context to determine meaning of unfamiliar or multiple meaning words. (S.R.1.B.b) (CCSS L.5.4.a L.5.4)

_S R_2_C: Explain the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text. (S.R.1.B.d) (CCSS L.5.5.a L.5.5.b)

_S R_2_D: Identify and use words and phrases that signal contrast, addition, and other logical relationships. (S.R.1.B.e) (CCSS L.5.5.c)

_S R_2_E: Use conversational, general academic, and domain specific words and phrases. (S.R.1.B.g) (CCSS L.5.6)

**Comprehension**

_S R_3_A: Draw conclusions and make inferences by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (LITERATURE). (S.R.1.A.a S.R.1.A.b) (CCSS RL.5.1.)

_S R_3_B: Monitor comprehension and making corrections and adjustments when understanding breaks down (LITERATURE). (S.R.1.A.c) (CCSS RF.5.4.c)

_S R_3_C: Generate and answer questions before, during and after reading about the text’s content, structure and language. (LITERATURE).

_S R_3_D: Ask questions for different purposes including to clarify understanding, make predictions and wondering about choices the author made. (LITERATURE).

**Making Connections**

Compare, contrast and analyze relevant connections:

_S R_3_E: Make and explain text to text connections (LITERATURE). (S.R.1.C.a) (CCSS RL.5.9)

_S R_3_F: Make and explain text to world connections (text ideas and the world by responding to literature reflects a culture and historic time frame) (LITERATURE). (S.R.1.C.b)

**Reading Fiction**

Read, infer, analyze, and draw conclusions to:

_S R_3_G: Explain the theme or moral lesson, conflict, and resolution in a story or novel. (S.R.2.A.b) (CCSS RL.5.2.)

_S R_3_H: Describe how a narrator’s or speaker’s point of view influences events. (S.R.2.A.c) (CCSS RL.5.6)

_S R_3_I: Recognize foreshadowing. (S.R.2.A.d)

_S R_3_J: Explain the effect of a historical event or movement in a work of literature. (S.R.2.A.e) (CCSS RL.5.3)

_S R_3_K: Introduce myths and culturally significant characters and events in mythology. (S.R.2.A.f)

_S R_3_L: Introduce different forms of third-person points of view in stories. (S.R.2.A.g) (RL.5.6)

**Poetry**

Read, infer, and draw conclusions to:

_S R_3_M: Explain how poets use sound and visual elements in poetry. (S.R.2.B.a)

_S R_3_N: Identify forms of poems. (S.R.2.B.b) (CCSS RL.5.5)

**Comprehension**

_S R_4_A: Draw conclusions and make inferences by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (INFORMATIONAL TEXT). (S.R.1.A.a S.R.1.A.b) (CCSS RI.5.1.)

_S R_4_B: Monitor comprehension and making corrections and adjustments when understanding breaks down (INFORMATIONAL TEXT). (S.R.1.A.c) (CCSS RF.5.4.c)

_S R_4_C: Generate and answer questions before, during and after reading about the text’s content, structure and language. (INFORMATIONAL TEXT).

_S R_4_D: Ask questions for different purposes including to clarify understanding, make predictions and wondering about choices the author made. (INFORMATIONAL TEXT).

**Making Connections**

Compare, contrast and analyze relevant connections between:

_S R_4_E: Make and explain text to text connections (INFORMATIONAL TEXT). (S.R.1.C.a) (CCSS RI.5.9)

_S R_4_F: Make and explain text to world connections (text ideas and the world by responding to literature reflects a culture and historic time frame) (INFORMATIONAL TEXT). (S.R.1.C.b)

**Text Features**

Read, infer, and draw conclusions to:

_S R_4_G: Use multiple text features and graphics to locate information and gain an overview of the contents of text information. (S.R.3.A.a) (CCSS RI.5.7 RI.3.5)

_S R_4_H: Interpret details from procedural text to complete a task, solve a problem, or perform procedures. (S.R.3.A.b) (CCSS RI.5.3)

_S R_4_I: Interpret factual or quantitative information. (S.R.3.A.c) (CCSS RI.5.7 RI.4.7)

**Literary Techniques**

Read, infer, and draw conclusions to:

_S R_4_J: Evaluate how well the author’s purpose was achieved, identify reasons for the decision and provide evidence to support the claim. (S.R.3.B.a) (CCSS RI.5.8)

_S R_4_K: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (S.R.3.B.b) (CCSS RI.5.6)

_S R_4_L: Verify facts through established methods. (S.R.3.B.c)

_S R_4_M: Identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument. (S.R.3.B.d) (CCSS RI.5.8)

_S R_4_N: Recognize exaggerated, contradictory, or misleading statements. (S.R.3.B.e)
<table>
<thead>
<tr>
<th><strong>Drama</strong></th>
<th><strong>Text Structures</strong></th>
</tr>
</thead>
</table>
| **5.R.3.O:** Identify and explain similarities and differences between an original text and its dramatic adaptation. (S.R.2.C.a) (CCSS RL.4.7 RL.5.7)  
**5.R.3.P:** Identify structural elements of dramatic literature. (S.R.2.C.b) (CCSS RL.5.5)  
**5.R.3.Q:** Evaluate the critical impact of sensory details, imagery, and figurative language. (S.R.2.C.c) (CCSS RL.5.4) | **5.R.4.O:** Explain the type of evidence used to support a claim in a persuasive text. (S.R.3.B.f)  
**5.R.4.P:** Use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning. (S.R.3.B.g) (CCSS RL.5.8) |

<table>
<thead>
<tr>
<th><strong>Digital and Media Literacy</strong></th>
<th></th>
</tr>
</thead>
</table>
| **5.R.4.V:** Explain how messages conveyed in various forms of media are presented differently. (S.R.4.A.a)  
**5.R.4.W:** Comparing and contrast the difference in techniques used in media. (S.R.4.A.b)  
**5.R.4.X:** Identifying the point of view of media presentations. (S.R.4.A.c)  
**5.R.4.Y:** Analyze various digital media venues for levels of formality and informality. (S.R.4.A.d)  
**5.R.4.Z:** Explain textual and graphics features of a web page and how they help readers to comprehend text. (S.R.4.A.e) (CCSS RL.5.7) |
<table>
<thead>
<tr>
<th><strong>S_W_1</strong></th>
<th>The student will apply the structure of the workshop model.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S_W_2</strong></td>
<td>The student will produce various forms and types of writing following a writing process to convey a message.</td>
</tr>
<tr>
<td><strong>S_W_3</strong></td>
<td>The student will apply the conventions of Standard English grammar and usage in writing.</td>
</tr>
<tr>
<td><strong>RM_5</strong></td>
<td>The student will plan for research, gather and use relevant information from a variety of sources.</td>
</tr>
</tbody>
</table>

**5_W_2**

**5_W_2_A:** Follow a writing process to develop a piece of writing through planning, drafting, strengthening writing through revising and editing, and produce and publish a piece of writing (W.1.A, W.1.B, W.1.C, W.1.D) (CCSS W.5.4, W.5.5, W.5.6, L.5.1, L.5.2)

**5_W_2_B:** State an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details. (W.5.2.B, CCSS W.5.1.B)

**5_W_2_C:** Use specific and accurate words that are related to the topic, audience, and purpose. (W.5.2.A, CCSS L.5.6)

**5_W_2_D:** Contains information using student’s original language except when using direct quotation from a source. (W.5.2.A.d, CCSS W.5.8)

**5_W_2_E:** Reference the name of the author(s) or name of the source used for details or facts included in the text. (W.5.2.A.e, CCSS W.4.8)

**5_W_2_F:** Use transitions to connect opinion and reason. (W.5.2.A.f, CCSS W.5.1.c)

**5_W_2_G:** Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs. (W.5.2.A.g, CCSS W.5.1.d)

**Informative/Explanatory**

**5_W_2_C:** Write informative/explanatory texts that:

- **5_W_2_C1:** Introduce a topic or a topic sentence in an introductory paragraph. (W.2.B.a, CCSS W.5.2.a)
- **5_W_2_C2:** Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations. (W.2.B.b, CCSS W.5.2.b)
- **5_W_2_C3:** Use an organizational format that suits the topic. (W.2.B.c)
- **5_W_2_C4:** Use an organizational format that suits the topic. (W.2.B.c)
- **5_W_2_C5:** Contain information using student’s original language except when using direct quotations from a source. (W.2.B.e, CCSS W.5.8)
- **5_W_2_C6:** Use transition words to connect ideas within and across categories of information. (W.2.B.f, CCSS W.5.2.c)
- **5_W_2_C7:** Use text features when useful. (W.2.B.g, CCSS W.5.2.a)

**Spelling & Usage**

**5_W_2_A:** Consult reference materials to check and correct spellings. (L.1.B.k)

**5_W_2_B:** Independently spell and use grade level words correctly, including commonly confused words.

**Parts of Speech**

**5_W_2_C:** Use correct parts of speech in sentences. (L.1.A.d)

**Punctuation**

**5_W_2_G:** Identify when to use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. (L.1.B.d)

**5_W_2_H:** Use quotation marks when writing titles of stories, songs, poems, and articles. (L.1.B.g)

**5_W_2_I:** Use italics when keyboarding titles of books, magazines, and newspapers. (L.1.B.e)

**5_W_2_J:** Use underlining when writing titles of books, magazines, and newspapers. (L.1.B.f)

**5_W_2_K:** Use underlining when writing titles of books, magazines, and newspapers. (L.1.B.f)

**5_W_3**

**5_W_3_A:** Identify the purpose of the workshop model: crafting, composing, reflecting.

**5_W_3_B:** Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting.

**5_W_3_C:** Understand and demonstrate the procedures and routines during Writer’s Workshop.

**5_W_3_D:** Use a writer’s notebook (i.e., folder, binder, composition notebook) (S)

**5_W_3_E:** Explain and demonstrate the work of a writer.

**5_W_3_F:** Identify the ways that writers get their ideas.

**5_W_3_G:** Identify the resources that writers use.

**5_W_3_H:** Communicate about writing in a variety of ways.

**5_W_3_I:** Recognize steps in the writing process.

**5_W_3_J:** Select appropriate personal goals as a writer to monitor progress.

**5_W_3_K:** Write routinely over extended time frames and shorter time frames for arrange of disciplines, specific tasks, purposes, and audiences (S) (W.5.10)

**5_W_3_L:** Identify the procedures and routines during Writer’s Workshop.

**5_W_3_M:** Conceptualize and create multiple versions of drafts with feedback from multiple sources.

**5_W_3_N:** Revise and proofread written work given self and peer feedback.

**5_W_3_O:** Self-monitor and self-correct their writing as they work on their projects.

**5_W_3_P:** Use revising and editing strategies to improve writing.

**5_W_3_Q:** Use techniques to organize thoughts in a logical sequence.

**5_W_3_R:** Use techniques to develop and clarify ideas in writing.

**5_W_3_S:** Use techniques to maintain reader interest as they work on their projects.

**5_W_3_T:** Use techniques to develop a theme or a point of view as they work on their projects.

**5_W_3_U:** Use techniques to develop logical connections or transitions between ideas as they work on their projects.

**5_W_3_V:** Use techniques to develop a central idea as they work on their projects.

**5_W_3_W:** Use techniques to develop a central idea as they work on their projects.

**5_W_3_X:** Use techniques to develop a central idea as they work on their projects.

**5_W_3_Y:** Use techniques to develop a central idea as they work on their projects.

**5_W_3_Z:** Use techniques to develop a central idea as they work on their projects.

**5_SL_1**

**5_SL_1_A:** The student will speak and listen effectively in multiple contexts.

**5_SL_1_B:** Summarize points made by others before presenting own ideas, according to classroom expectations. (SL.3.A.a) (CCSS SL.5.3)

**5_SL_1_C:** Provide and evaluate evidence to support opinion. (SL.3.A.b) (CCSS SL.5.3)

**Presenting**

Speak clearly to the point, using conventions of language when presenting individually or with a group by:

- **5_SL_1_A:** Cite title and author for all print sources and online sources relevant to research needs and evaluate their usefulness. (5.W.3.A.d, 5.W.3.A.e)
- **5_SL_1_B:** Identify and utilize effective note-taking strategies to summarize, paraphrase, and quote information. (5.W.3.A.f)
- **5_SL_1_C:** Use appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint. (5.L.4.A.C) (CCSS SL.5.4)
- **5_SL_1_D:** Plan an appropriate presentation based on audience. (5.L.4.A.B) (CCSS SL.5.6)
- **5_SL_1_E:** Employ appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint. (5.L.4.A.C) (CCSS SL.5.4)
<table>
<thead>
<tr>
<th>5_W_2_CB</th>
<th>create a concluding paragraph related to the information. (S.W.2.B.h) (CCSS W.5.2.e)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative/Literacy</strong></td>
<td></td>
</tr>
<tr>
<td>5_W_2_D</td>
<td>Write fiction or non-fiction narratives and poems that:</td>
</tr>
<tr>
<td>5_W_2_D1</td>
<td>establish a setting and situation/topic and introduce a narrator and/or characters. (S.W.2.C.a) (CCSS W.5.3.a)</td>
</tr>
<tr>
<td>5_W_2_D2</td>
<td>use narrative techniques, such as dialogue, motivation, and descriptions. (S.W.2.C.b) (CCSS W.5.3.b)</td>
</tr>
<tr>
<td>5_W_2_D3</td>
<td>organize an event sequence that unfolds naturally to establish a beginning/middle/end. (S.W.2.C.c) (CCSS W.5.3.e)</td>
</tr>
<tr>
<td>5_W_2_D4</td>
<td>use a variety of transitions to manage the sequence of events. (S.W.2.C.d) (CCSS W.5.3.c)</td>
</tr>
<tr>
<td>5_W_2_D5</td>
<td>use specific, relevant, and accurate words that are suited to the topic, audience, and purpose. (S.W.2.C.e) (CCSS W.5.3.d)</td>
</tr>
</tbody>
</table>

Presenting conclusions and supporting facts in a variety of ways. (S.W.3.A.h)  

**Reflection During and After:**  
RM_5_L: Identify and evaluate the important features for a good product, assessing and revising own work through collaboration.  
RM_5_M: Identify own strengths and set goals for improvement. (S.W.3.A.h)