English Language Arts & Literacy CCLS

CCLS for ELA Tasks:

K = Knowledge (facts, basic understanding, recall)	R =Reasoning (interpret, make connections, internalize)
PS = Performance Skills (using knowledge and reasoning to demonstrate a skill or ability)	P = Product (the creation, evidence, artifact that comes from performance skills

Benchmark Reading Levels for each Marking Period

The level 1 – 4 benchmarks are general indicators as to how students may perform on the future ELA assessment. These levels can be used to help choose appropriate materials for whole/small group instruction.

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
1 = P or below	1 = P or below	1 = R or below	1 = R or below
2 = Q/R/S	2 = Q/R/S	2 = S/T	2 = S/T/U
3 = T/U/V	3 = T/U/V	3 = U/V	3 = V/W
4 = W or above	4 = W or above	4 = W or above	4 = X or above

September to Mid-November – First Quarter

Beginning of September will be the introduction of procedures such as: Reading Workshop Writing Workshop Literature Circles Daily 5	

Include these reading & writing standards in each unit of study:

Cite Evidence RL/RI5.1	Analyze Content RL/RI5.2-9, SL5.2-3	Study and Apply Grammar L5.1-3, SL5.6	Study and Apply Vocabulary L5.4-6	Conduct Discussions SL5.1	Report Findings SL5.4-6

Include these reading foundational skills in each unit of study:

Phonics & Word Recognition RF5.3	Fluency RF5.4

SUBJECT	RESOURCE	TARGET	EVIDENCE	CCLS
Narrative Reading -Independent reading standards & stamina -Following characters into Meaning (Synthesize, Infer, & Interpret) - Poetry Integration – close reads, fluency practice	A Curriculum Plan for the Reading Workshop by Lucy Calkins Reading A to Z Vocabulary A to Z Daily 5 http://readingandwritingproject.com/resources/classroom-libraries.html www.poemfarm.amylv.com/	K R PS	• Reading log • **Reading A to Z Benchmark Passages & Running Records** "Silent Rescue" Assessment Passage & Quick Check	RL5.1-9 RF5.3-4 SL5.1-2, SL5.6
Narrative Writing -Memoirs -Interpretive essays (exploring and defending big ideas about life and texts)	A Curriculum Plan for the Writing Workshop by Lucy Calkins http://www.pps.k12.or.us/departments/curriculum/2076.htm	K R PS P	Writing evidence using: **WRITING RUBRIC GRADE-LEVEL STANDARDS** **CC WS 3 NARRATIVE – FIFTH GRADE** (see Appendix B)	W5.3a-e, W5.4-6, W5.9a, W5.10-11 L5.1-6
Science – Geology	BOCES kit – rock cycle writing Reading A to Z Leveled books from book rooms Reading A to Z Vocabulary A to Z	K R	Geology 5th Grade Common Assessment	RI5.1, RI5.3-8, Ri5.10 RF5.3-4 W5.2, W5.5-6 SL5.1d, L5.4a-c, L5.6
Social Studies - 5 Themes of Geography/Maps -Human Geography of the Western Hemisphere *US/Canada/Latin America -Culture of the Western Hemisphere	Hatchet by Gary Paulsen Western Hemisphere textbook (H) 5 Themes of Geography book (H) The Lorax by Dr. Seuss Leveled books from book rooms Reading A to Z Vocabulary A to Z	K R PS P	Research project	RL5.2, RL5.4-6, RL5.11 RI5.1-4, RI5.7, RI5.9-10 RF5.3-4 W5.2-8
	Reading Complex Texts 50% Informational 50% Literature		1 Literature Extended Text Literature: 3-5 Short Texts Science: 1-2 Short Texts Social Studies: 1-2 Short Text	

Mid-November to Beginning February – Second Quarter

Include these reading & writing standards in each unit of study:					
Cite Evidence RL/RI5.1	Analyze Content RL/RI5.2-9, SL5.2-3	Study and Apply Grammar L5.1-3, SL5.6	Study and Apply Vocabulary L5.4-6	Conduct Discussions SL5.1	Report Findings SL5.4-6
Include these reading foundational skills in each unit of study:					
Phonics & Word Recognition RF5.3			Fluency RF5.4		

SUBJECT	RESOURCE	TARGET	EVIDENCE	CCLS
Informational Reading -Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, & Hybrid Nonfiction -Nonfiction Reading Projects: Teaching Students to Navigate Complex Nonfiction Text Sets with Critical Analytical Lenses (read to create persuasive/argumentative essay) - Poetry Integration – close reads, fluency practice	A Curriculum Plan for the Reading Workshop by Lucy Calkins Reading A to Z Vocabulary A to Z http://readingandwritingproject.com/resources/classroom-libraries.html www.poemfarm.amylv.com/		**Reading A to Z Benchmark Passages & Running Records** "The Stroke of a Genius" Assessment Passage & Quick Check	RI5.1-9 RF5.3-4 SL5.3-6 L5.3-6
Informational & Persuasive Writing -informational writing (building expository structures to write lively, voice-filled nonfiction picture books) -Research-based argument essays -historical fiction or fantasy fiction	A Curriculum Plan for the Writing Workshop by Lucy Calkins http://www.pps.k12.or.us/departments/curriculum/2076.htm		Writing evidence using: **New York State Grade 5 Expository Rubric** (see appendix A)	L5.1-6 W5.1-2, W5.4-6, W5.9b, W5.10
Science -Weather			Weather 5th Grade Common Assessment	RF5.3-4
Social Studies -Government -Economics				RF5.3-4
Reading Complex Texts 50% Informational 50% Literature			1 Literature Extended Text Literature: 3-5 Short Texts Science: 1-2 Short Texts Social Studies: 1-2 Short Text	

February to March/Beginning of April – Third Quarter

(ELA test April 1-3, 2014)

Include these reading & writing standards in each unit of study:					
Cite Evidence RL/RI5.1	Analyze Content RL/RI5.2-9, SL5.2-3	Study and Apply Grammar L5.1-3, SL5.6	Study and Apply Vocabulary L5.4-6	Conduct Discussions SL5.1	Report Findings SL5.4-6
Include these reading foundational skills in each unit of study:					
Phonics & Word Recognition RF5.3			Fluency RF5.4		

SUBJECT	RESOURCE	TARGET	EVIDENCE	CCLS
Narrative & Informational Reading -Poetry -Figurative language -Test preparation	A Curriculum Plan for the Reading Workshop by Lucy Calkins Reading A to Z Vocabulary A to Z http://readingandwritingproject.com/resources/classroom-libraries.html www.poemfarm.amylv.com/		**Reading A to Z Benchmark Passages & Running Records** "Inspiration at the Ballpark" Assessment Passage & Quick Check	RF5.3-4 SL5.3-5, SL5.6 RL5.1-11
Narrative, Informational & Persuasive Writing -Poetry -Literary Essay and test Preparation in Writing	A Curriculum Plan for the Writing Workshop by Lucy Calkins http://www.pps.k12.or.us/departments/curriculum/2076.htm		Writing evidence using: **Writing Rubric Grade-Level Standards CC WS Opinion-5th Grade** (see Appendix C)	L5.1-6 W5.1-3, W5.4-6
Science -Chemistry			Chemistry 5th Grade Common Assessment	RF5.3-4
Social Studies -Arrival of First Americans -European Explorations & Encounter Colonization -Independence				RF5.3-4
Reading Complex Texts 50% Informational 50% Literature			1 Literature Extended Text Literature: 3-5 Short Texts Science: 1-2 Short Texts Social Studies: 1-2 Short Text	

Post Test April to June – Fourth Quarter

Include these reading & writing standards in each unit of study:					
Cite Evidence RL/RI5.1	Analyze Content RL/RI5.2-9, SL5.2-3	Study and Apply Grammar L5.1-3, SL5.6	Study and Apply Vocabulary L5.4-6	Conduct Discussions SL5.1	Report Findings SL5.4-6
Include these reading foundational skills in each unit of study:					
Phonics & Word Recognition RF5.3			Fluency RF5.4		

SUBJECT	RESOURCE	TARGET	EVIDENCE	CCLS
Spiral of Reading Skills -informational Writing: Reading, Research, and Writing in Content Areas -historical fiction or fantasy fiction -author study	A Curriculum Plan for the Reading Workshop by Lucy Calkins Reading A to Z Vocabulary A to Z http://readingandwritingproject.com/resources/classroom-libraries.html		**Reading A to Z Benchmark Passages & Running Records** "Microfinance – It All Adds Up" Assessment Passage & Quick Check	RL5.1-11 RI5.1-10 RF5.3-4 SL5.1-6
Spiral of Writing Skills -Informational Writing: Reading, Research, and Writing in Content Areas -Historical Fiction or Fantasy Fiction	A Curriculum Plan for the Writing Workshop by Lucy Calkins http://www.pps.k12.or.us/departments/curriculum/2076.htm		See Appendices A, B, C for rubrics	L5.1-6
Science -Ecology			Ecology 5th Grade Common Assessment	RF5.3-4
Social Studies -Westward Movement -Civil War -Industrial Revolution -Immigration -Suffrage/Civil Rights				RF5.3-4
Reading Complex Texts 50% Informational 50% Literature			1 Literature Extended Text Literature: 3-5 Short Texts Science: 1-2 Short Texts Social Studies: 1-2 Short Text	

Memoir Text

- 26 Fairmont Ave. by Tomie dePaola
- Nothing Ever Happens on 90th Street by Roni Schotter
- The Raft by Jim LeMarche
- The Relatives Came by Cynthia Rylant
- A Chair for My Mother by Vera B. Williams
- Knots on My Yo-Yo String by Jerry Spinelli (Melissa owns)
- Chicken Sunday by Patricia Polacco
- Thunder Cake by Patricia Polacco
- Waiting to Waltz by Cynthia Rylant
- Guts by Gary Paulsen
- Been to Yesterdays: Poems of a Life by Lee Bennett Hopkins

Rainbow of Fiction Texts

- The Tiger Rising by Kate DiCamillo
- The Giver by Lois Lowry
- The Silent Boy by Lois Lowry
- Messenger by Lois Lowry
- A Year Down Yonder by Richard Peck
- The Little Prince by Antoine de Saint-Exupery
- A Long Way From Chicago by Richard Peck
- Alice's Adventures in Wonderland by Lewis Carroll
- The Secret Garden by Frances Hodgson Burnett

- <u>Becoming Naomi Leon</u> by Pam Munoz Ryan
- <u>Notes from a Liar and Her Dog</u> by Gennifer Choldenko

Informational
- <u>Let's Investigate Marvelously Meaningful Maps</u> by Madelyn Wood Carlisle
- <u>Kids Discover…</u>
- Scholastic News
- True Flix (database)
- The History Channel's "America: The Story of Us" (DVD series)

Persuasive Text
- Scholastic News
- <u>I Wanna Iguana</u> by Karen Kaufman Orloff
- <u>Earrings</u> by Judith Viorst
- <u>A Pig Parade is a Terrible Idea</u> by Michael Ian Black
- <u>Lincoln Tells a Joke: How Laughter Saved the President</u> by Kathleen Krull
- <u>Can I Keep Him?</u> by Steven Kellogg

Poetry
- <u>Fine Feathered Friends</u> by Jane Yolen (science)
- <u>Roots and Blues: A Celebration</u> by Arnold Adoff (social studies)
- <u>If You're Not Here, Please Raise Your Hand: Poems About School</u> by Kalli Dakos (social studies)
- <u>Wham! It's a Poetry Jam: Discovering Performance Poetry</u> by Sara Holbrook
- "The Echoing Green" by William Blake
- "The New Colossus" by Emma Lazarus
- "Casey at the Bat" by Ernest Lawrence Thayer

- <u>Favorite Poems Old and New</u> Edited by Helen Ferris
- "A Bird Came Down the Walk" by Emily Dickinson
- "Fog" by Carl Sandburg
- <u>Confetti: Poems for Children</u> by Pat Mora (lower level)

Appendix A

New York State Grade 4-5 Expository Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	**3** Essays at this level:	**2** Essays at this level:	**1** Essays at this level	**0** Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1–9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Appendix B: WRITING RUBRIC GRADE-LEVEL STANDARDS CC WS 3 NARRATIVE –

5th Grade

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
NARRATIVE	Setting is not developed Author not identified Details about character or problem is missing Sequence of plot is difficult to follow (1)	Setting mentioned, but not well-developed Lack one of the four basic parts of a narrative (setting, character, problem, solution) Plot is not sufficiently developed Solution (if appropriate) not transitioned smoothly (2)	Paper develops real or imagined experiences or events **(CCSS 3)** Establishes a situation and introduces a narrator and/or characters **(CCSS 3a)** Sequence of events unfold naturally **(CCSS 3a)** Describes character, plot, problem and solution with concrete sensory details **(CCSS 3d)** Uses dialogue and/or description to develop experiences and events or show the responses of characters to situations **(CCSS 3b)** Uses a variety of transitional words, phrases and clauses to manage the sequence of events **(CCSS 3c)** Uses concrete words and phrases and sensory details to convey experiences and events precisely **(CCSS 3d)** Provides a conclusion that follows from the narrated experiences or events **(CCSS 3e)** (3)	Meets all expectations set forth in (3) Uses vivid language to describe setting, plot, problem, and solution with numerous adjective, adverbs, and action verbs Gives some insight, either directly or indirectly, as to the significance of incident (4)
ORGANIZATION & FOCUS	Disjointed ideas Facts or details are missing No evidence of graphic organizer, rough draft or notes (1)	Includes some details Graphic organizer, rough draft or notes are incomplete (2)	Includes well-developed supporting details Uses transition words to move the reader from one detail to the next Clearly planned writing with graphic organizer, rough draft or notes Documents is neat and legible (3)	Meets all expectations set forth in (3) Paper is well-developed with smooth transitions and indentations Concluding sentences wrap up smoothly (4)
LANGUAGE CONVENTIONS	Mostly incomplete sentences Punctuation missing Capitalization missing Mostly misspelled words (1)	Use mostly simple or run-on sentences Verbs are misused or inappropriate verb tense Subject/verb agreement errors Commas are missing from compound sentences Quotations are inappropriately punctuated Incorrect capitalization Many misspelled words (2)	Uses a variation of simple, compound, and complex sentences Uses propositional phrases, appositives, dependent and independent clauses, and conjunctions to connect ideas correctly Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly Uses commas in compound and complex sentences Uses commas for quotations, to separate an introductory element from the rest of the sentence **(CCSS L 2b)** Uses underlining, quotation marks, or italics to indicate titles of works when applicable **(CCSS L 2d)** Uses quotations marks around the exact words of a speaker and for quotations in a text Uses correct capitalization ((titles of literary works, holidays, product names, geographic names, dates, names of people, and the first word in quotations) when appropriate Spells grade-appropriate words correctly, consulting references as needed **(CCSS L 2e)** (3)	Meets all expectations set forth in (3) Uses compound-complex sentences Uses verb tense to convey various times, sequences, states, and conditions **(CCSS L 1c)** Corrects inappropriate shifts in verb tense **(CCSS L 1d)** Use correlative conjunctions (e.g., either/or, neither/nor) **(CCSS L 1e)** Uses a comma to set off the words *yes, no* and *thank you* and 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?). **(CCSS L 2c)** Uses colons after the salutation in business letters, or to introduce a list, if applicable Uses semicolon to connect independent Clauses (4)

Appendix C: WRITING RUBRIC GRADE-LEVEL STANDARDS CC WS 1 OPINION – 5th

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
OPINION	Limited information on topic Does not state opinion Includes little to no facts for focus (1)	Lacks topic sentence Opinion is not evident Supporting sentences are unclear (2)	Paper introduces a topic or text clearly, that states an opinion **(CCSS 1a)** Paper includes relevant and supporting sentences Organizational structure supports the writer's purpose **(CCSS 1a)** Provides logically ordered reasons that are supported by facts and details **(CCSS 1b)** Links opinion and reasons using words, phrases, clauses such as, *consequently* and *specifically* **(CCSS 1c)** Uses various sources to gather information about the topic (internet, media, speakers, books, newspapers, magazines or stories) if applicable **(CCSS 9)** Provides a concluding statement or section that is related to the opinion **(CCSS 1d)** (3)	Meets all expectations set forth in Demonstrates a clear understanding of the topic Quotes from source to support opinion Uses vivid and descriptive language that support genre (4)
ORGANIZATION & FOCUS	Disjointed ideas Organization not well planned No evidence of rough draft, graphic organizer or notes (1)	Includes simple supporting details that follow a logical order Rough draft, graphic organizer or notes are incomplete (2)	Includes well-developed supporting facts and details Uses transition words to move the reader from one detail to the next Clearly planned writing with graphic organizer, rough draft or notes Document is neat and legible (3)	Meets all expectations set forth in Paper is well-developed with smooth transitions and indentations (4)
LANGUAGE	Mostly incomplete sentences Punctuation missing Capitalization missing Mostly misspelled words	Use mostly simple or run-on sentences Verbs are misused or inappropriate verb tense Subject/verb agreement errors Commas are missing from compound sentences Quotations are inappropriately punctuated Incorrect capitalization Many misspelled words	Uses a variation of simple, compound, and complex sentences Uses propositional phrases, appositives, dependent and independent clauses, and conjunctions to connect ideas correctly Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly Uses commas in compound and complex sentences Uses commas for quotations, and to separate an introductory element from the rest of the sentence **(CCSS L 2b)** Uses underlining, quotation marks, or italics to indicate titles of works when applicable **(CCSS L 2d)** Uses quotations marks around the exact words of a speaker and for quotations in a text Uses correct capitalization ((titles of literary works, holidays, product names, geographic names, dates, names of people, and the first word in quotations) when appropriate Spells grade-appropriate words correctly, consulting references as needed **(CCSS L 2e)** (3)	Meets all expectations set forth in Uses compound-complex sentences Uses verb tense to convey various times, sequences, states, and conditions **(CCSS L 1c)** Corrects inappropriate shifts in verb tense **(CCSS L 1d)** Use correlative conjunctions (e.g., either/or, neither/nor) **(CCSS L 1e)** Uses a comma to set off the words *yes, no* and *thank you* and 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?) **(CCSS L 2c)** Uses colons after the salutation in business letters, or to introduce a list, if applicable Uses semicolon to connect independent clauses (4)