



Dublin City Schools
K-12 English Language Arts
Graded Course of Study
2022

June 2022

K-12 English Language Arts Vision

Dublin City Schools is committed to the K-12 English Language Arts (ELA) education of every student. We believe all students can become proficient and passionate readers, writers, communicators, listeners, and thinkers. Through interdisciplinary connections, our English Language Arts instruction will develop students to be lifelong learners that can access information as global citizens.

We support students' curiosity and critical thinking skills by providing diverse and authentic literacy learning opportunities. We nurture creativity, compassion, and empathy through thoughtful collaborative learning and a rigorous curriculum to ensure that students have the literacy skills necessary for the future.

Instructional Agreements

- Teachers will cultivate a safe learning environment, where students are represented in their learning and have agency to design their learning experiences
- Learning occurs within a differentiated workshop with focused lessons, guided/shared/independent practice, and purposeful reflection.
- Students will have equitable access to high quality texts that meet student learning needs and represent a wide range of experiences and perspectives.
- Students will have opportunities to develop critical thinking and flexible thinking skills to become effective communicators and literate members of a diverse society
- Teachers will provide time for shared and independent reading practice that encourages student choice
- Students will engage with literacy in a way that honors the demands of a highly technological society

5th Grade

Course Goals:

Students will be introduced to a variety of strategies to enhance critical thinking, creativity, collaboration, and communication skills. Reading will be focused on utilizing digital and print text from a variety of sources including a classroom library. Literature explored will compare and contrast stories in the same genre on their approaches to similar themes (e.g., mysteries and adventure stories). In addition, a focus on analyzing how multimedia elements contribute to text (e.g., graphic novels, multimedia presentation of fiction, folktale, myth, poem) will be highlighted. Text selected will showcase a balance of genres including a higher emphasis on informational texts. Students will continue to develop comprehension strategies in all academic areas. A focus will be on strengthening their thinking with providing evidence from texts. Building and applying key vocabulary in all areas of academics will be a critical focus. Producing organized writing appropriate to the task and purpose is a goal. Grade 5 students will conduct short research projects that use several sources to build knowledge of different aspects of a topic. Students will present their knowledge through formal and informal speaking, as well as writing and digital formats.

Strand	Key Features	Student Competencies
Reading Literature	Craft and Structure	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.
Reading Informational	Craft and Structure	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Reading Foundational Skills	Phonics and Word Recognition	RF.5.3. (WS) Know and apply grade-level phonics and word analysis skills in decoding words while using 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.

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	Fluency	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing	Text Types and Purposes	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. e. Provide a conclusion that follows from the narrated experiences or events.
	Production and Distribution of Writing	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.6. 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, while demonstrating sufficient command of keyboarding skills.
	Range of Writing	W.5.10. 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

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		audiences.
Speaking and Listening	Comprehension and Collaboration	<p>SL.5.1. 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> <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>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>

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Language	Conventions of Standard English	<p>L.5.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.4. (WS) 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> <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., photograph, photosynthesis).</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>DUBLIN ADOPTED: Greek & Latin Roots aqua/hydra*, sol/mon, lum/luc/lus, flect/flex</p>

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Reading Literature	Key Ideas and Details	<p>RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Analyze literary text development.</p> <p>a. Determine a theme of a story, drama, or poem from details in the text,</p>

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		including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. b. Summarize the text, incorporating a theme determined from details in the text.
	Craft and Structure	RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	Integration of Knowledge and Ideas	RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Reading Informational	Key Ideas and Details	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Analyze informational text development. a. Determine the main ideas of a text and explain how they are supported by key details. b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.
	Craft and Structure	RI.5.5. 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.
	Integration of Knowledge and Ideas	RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.
Writing	Texts Types and Purposes	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an

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		<p>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., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.2. 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;</p> <p>e. Provide a concluding statement or section related to the information or explanation presented</p>
		<p>(WS) Building Meaning with Words (vocabulary)</p> <p>(WS) DUBLIN ADOPTED: Greek & Latin Roots di/dif/dis, super/sur, ad, ped/pod</p> <p>(WS) Building Meaning with Sounds (spelling) Patterns: eau, eigh</p> <p>(WS) Plurals: words ending in f, lf, ff, fe; less common plurals: larva/larvae, radius/radii, memorandum/memoranda</p>
Speaking and Listening	Comprehension and Collaboration	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

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		SL.5.4 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.
Language	Conventions of Standard English	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p>
	Knowledge of Language	<p>L.5.3. 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>
	Vocabulary Acquisition and Use	<p>L.5.4. 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> <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>L.5.5. 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>

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		<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>L.5.6. 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., however, although, nevertheless, similarly, moreover, in addition).</p>

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Reading Literature	Key Ideas and Details	RL.5.3. 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).
	Craft and Structure	RL.5.6. Describe how a narrator's or speaker's point of view and perspective influence how events are described.
	Integration of Knowledge and Ideas	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Reading Informational Text	Key Ideas and Details	RI.5.3. 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.
	Craft and Structure	RI. 5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they

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		represent.
	Integration of Knowledge and Ideas	<p>RI.5.7. 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>RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Writing	Text Types and Purposes	<p>W.5.1. 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., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented</p> <p>W.5.2. 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 to aid comprehension, if needed.</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., in contrast, especially).</p>

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		d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Research to Build and Present Knowledge	<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8. 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.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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 the text [e.g., how characters interact]").</p> <p>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]").</p>
Language	Conventions of Standard English	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p>
		<p>(WS) Building Meaning with Words (vocabulary)</p> <p>(WS) DUBLIN ADOPTED: Greek & Latin Roots cracy/crat, phobia/phobe, ate/ation, claim/clam, tempor/chron</p>

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Reading Literature	Range of Reading and Level of Text Complexity	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4 and 5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
Reading Informational Text	Range of Reading and Level of Text Complexity	RI.5.10. 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.
Writing	Text Types and Purposes	<p>W.5.3. 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 character 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>(WS) Building Meaning with Words (vocabulary)</p> <p>(WS) DUBLIN ADOPTED: Greek & Latin Roots scrib/script, dict, sid/sess, cur/curs/cour/cours, duc/duct, stru/struct, dent/odont</p>

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Language	Knowledge of Language	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	Conventions of Standard English	L.5.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. 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?).