

**School District U-46  
Fifth Grade Literacy**

Literacy Component	ILS Standards	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
<b>Phonics/Word Study</b>	1.A. Apply word analysis and vocabulary skills to comprehend selections.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 3-5</i> 2. <i>Reading.1-2</i> 2. <i>Listening.1-2</i>	I explicitly teach, model, and provide planned opportunities for students to use a variety of decoding strategies including: <ul style="list-style-type: none"> <li>• <b>structural analysis - prefixes, suffixes and root words,</b></li> <li>• <b>syllabication, and</b></li> <li>• <b>context clues.</b></li> </ul>	1	<b><u>Formative</u></b> MAP: Word Analysis & Vocabulary  <b><u>Summative</u></b>	Read Aloud  Word Study  Shared Reading  Guided Reading  Independent Reading	<b>See Phonics/Word Study Appendix</b> <ul style="list-style-type: none"> <li>• Word Walls</li> <li>• Word Sorts</li> <li>• Making Big Words</li> <li>• Cognates for ELL</li> </ul>
<b>Vocabulary</b>	1.A. Apply word analysis and vocabulary skills to comprehend selections.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 3-5</i> 2. <i>Reading.4-5</i> 2. <i>Writing.2</i> 2. <i>Listening.1-5</i>	I explicitly teach, model, and provide planned opportunities for <b>vocabulary growth</b> by the following: <ul style="list-style-type: none"> <li>• <b>inferring word meaning from taught roots, prefixes, and suffixes,</b></li> <li>• <b>using synonyms and antonyms to express the implied meaning of a new word,</b></li> <li>• <b>determining the meaning of words in context using denotation and connotation strategies,</b></li> <li>• <b>identifying and interpreting common idioms, similes, analogies, metaphors,</b></li> <li>• <b>using context clues, and</b></li> <li>• <b>using graphic organizers.</b></li> </ul> I explicitly teach and provide planned opportunities for students to <b>learn new key vocabulary and academic content vocabulary.</b>	1	<b><u>Formative</u></b> MAP: Word Analysis & Vocabulary  <b><u>Summative</u></b> ISAT IMAGE	Think Aloud  Word Study  Read Aloud  Shared Reading  Guided Reading  Independent Reading  Literacy Centers	<b>See Vocabulary Appendix</b> <ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Text Talk</li> <li>• Word Walls</li> <li>• Word/Concept Mapping</li> <li>• Semantic Features Analysis</li> <li>• Frayer Model</li> <li>• Four Square</li> <li>• Academic Content Vocabulary</li> </ul>

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<b>Fluency</b>	1.A. Apply word analysis and vocabulary skills to comprehend selections.  1.B. Apply reading strategies to improve understanding and fluency.  <b>***English Language Proficiency Standards Grade Level Cluster 3-5 2.Reading.3</b>	I explicitly teach, model, and provide planned opportunities for students to <b>develop fluency</b> with accuracy, expression and comprehension using leveled materials. <ul style="list-style-type: none"> <li>• <b>End of year “target” - 130 words per minute</b></li> <li>• <b>* “Keep in mind that the ‘targets’ are best used informally to determine students’ progress in comparison with the so-called average students. ... Because of individual differences in student ability and learning rates, expecting all students to reach the target is unrealistic.”</b></li> </ul> <i>*FLUENCY Strategies &amp; Assessments, Third Edition Jerry L. Johns/Roberta L. Berglund</i>	1	<b><u>Formative</u></b> QRI  <b><u>Summative</u></b>	Read Aloud  Shared Reading  Guided Reading  Independent Reading  Literacy Centers	<b>See Fluency Appendix</b>  <ul style="list-style-type: none"> <li>• Partner Reading</li> <li>• Choral Reading</li> <li>• Reader’s Theater</li> <li>• Repeated/Timed Readings</li> </ul>
<b>Comprehension</b>	1.A. Apply word analysis and vocabulary skills to comprehend selections.  1.B. Apply reading strategies to improve understanding and fluency.  <b>***English Language Proficiency Standards Grade Level Cluster 3-5 2.Reading.1-3</b>	I explicitly teach, model, and provide planned opportunities for students <b>to use a variety of self-monitoring strategies.</b>	1	<b><u>Formative</u></b>   <b><u>Summative</u></b> ISAT IMAGE	Think Aloud  Read Aloud  Shared Reading  Guided Reading  Independent Reading  Literacy Centers	<b>See Comprehension Appendix</b>  <b>Teaching students to:</b> <ul style="list-style-type: none"> <li>• Ask questions about the text,</li> <li>• Identify what is difficult,</li> <li>• Re-read text,</li> <li>• Read ahead,</li> <li>• Use context and visual clues,</li> <li>• Ask someone else, and</li> <li>• Adjust rate according to purposes and materials.</li> </ul> Making Meaning

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<b>Comprehension</b>	1.C. Comprehend a broad range of reading materials.  2.B. Read and interpret a variety of literary works.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 3-5</i> <i>2.Reading.5</i>	I explicitly teach, model, and provide planned opportunities for students to: <ul style="list-style-type: none"> <li>• <b>make logical predictions and ask questions about text before, during, and after reading,</b></li> <li>• <b>use information from the text to verify predictions,</b></li> <li>• <b>connect important ideas in the text, and</b></li> <li>• <b>link the text to previous experiences and knowledge.</b></li> </ul>	1	<b>Formative</b> MAP: Interpretive Reading Comp.  <b>Summative</b> ISAT IMAGE	Think Aloud  Read Aloud  Shared Reading  Guided Reading  Independent Reading  Literacy Centers	<b>See Comprehension Appendix</b>  KWL/KWL Plus  Making Meaning
<b>Comprehension</b>	2.A. Understand how literary elements and techniques are used to convey meaning.  2.B. Read and interpret a variety of literary works.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 3-5</i> <i>2.Reading.1-5</i>	I explicitly teach, model, and provide planned opportunities for students to read <b>informational text</b> to: <ul style="list-style-type: none"> <li>• <b>determine the author’s purpose for writing,</b></li> <li>• <b>identify the main idea , supporting details, and opinions,</b></li> <li>• <b>differentiate between cause-and-effect and fact and opinion, and</b></li> <li>• <b>identify key facts and information after reading two passages or articles on the same topic.</b></li> </ul>	1  1  2  2	<b>Formative</b> MAP: Literal Reading Comp.  MAP: Interpretive Reading Comp.  MAP: Evaluative Reading Comp.  <b>Summative</b> ISAT IMAGE	Think Aloud  Read Aloud  Shared Reading  Guided Reading  Independent Reading  Literacy Centers	<b>See Comprehension Appendix</b> <ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• QARs</li> <li>• Retelling</li> <li>• Reciprocal Teaching</li> <li>• Read/Recall/Check/Summarize</li> <li>• Two Column Notes- Main Idea/Details</li> <li>• Notes and Opinion/Proof</li> <li>• Book Pass</li> <li>• Question Game</li> </ul> <b>Anticipation Guides</b> Making Meaning

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<b>Writing</b>	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 3-5</i> <i>2. Writing.1-5</i>	I explicitly teach, model, and provide planned opportunities for <b>prewriting strategies to generate and organize ideas and identify the purpose for writing by:</b> <ul style="list-style-type: none"> <li>• brainstorming,</li> <li>• listing,</li> <li>• note taking,</li> <li>• outlining, and</li> <li>• graphic organizers.</li> </ul>	1	<b>Formative</b> Six Traits Writing  <b>Summative</b> Six Traits Writing	Modeled Writing  Shared Writing  Guided Writing  Independent Writing  Literacy Centers	
<b>Writing</b>	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 3-5</i> <i>2. Writing.1-5</i>	I explicitly teach, model, and provide planned opportunities for students to explain their thinking in writing <b>extended response</b> to text that: <ul style="list-style-type: none"> <li>• identifies important information found explicitly and implicitly in the text, and</li> <li>• uses this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or compare/contrast.</li> </ul>	1	<b>Formative</b> ISBE Extended-Response Reading Rubric  <b>Summative</b> ISAT Extended Response	Modeled Writing  Shared Writing  Guided Writing  Independent Writing  Literacy Centers	

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<b>Writing</b>	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***<u>English Language Proficiency Standards</u></b> <i>Grade Level Cluster 3-5</i> <i>2. Writing.3-5</i>	I explicitly teach, model, and provide planned opportunities for students to write a <b>narrative</b> piece that: <ul style="list-style-type: none"> <li>• <b>establishes and supports a central theme which describes the setting, characters, objects and events,</b></li> <li>• <b>provides a logical sequence of events-beginning, middle and end,</b></li> <li>• <b>provides transitions to link paragraphs,</b></li> <li>• <b>uses words that describe,</b></li> <li>• <b>uses simple and compound sentences, and</b></li> <li>• <b>creates interesting sentences.</b></li> </ul>	1	<b><u>Formative</u></b> Six Traits Writing  <b><u>Summative</u></b> Six Traits Writing	Modeled Writing  Shared Writing  Guided Writing  Independent Writing  Literacy Centers	

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<b>Writing</b>	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 3-5</i> <i>2. Writing.3-5</i>	I explicitly teach, model, and provide planned opportunities for students to write an <b>expository</b> piece that: <ul style="list-style-type: none"> <li>• <b>establishes and supports a central idea with a topic sentence at or near the beginning of the paragraph,</b></li> <li>• <b>includes supporting paragraphs with simple facts, details, and explanations, or examples</b></li> <li>• <b>presents ideas in sequence,</b></li> <li>• <b>provides transitions to link paragraphs,</b></li> <li>• <b>concludes with a paragraph that summarizes the points,</b></li> <li>• <b>uses words that describe and explain,</b></li> <li>• <b>uses simple and compound sentences, and</b></li> <li>• <b>creates interesting sentences.</b></li> </ul>	1-2	<b><u>Formative</u></b> Six Traits Writing  <b><u>Summative</u></b> Six Traits Writing	Modeled Writing  Shared Writing  Guided Writing  Independent Writing  Literacy Centers	

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<b>Writing</b>	3.A. Use correct grammar, spelling, punctuation, capitalization, and structure.  <b>***<u>English Language Proficiency Standards</u></b> <i>Grade Level Cluster 3-5</i> <i>2. Writing.3-5</i>	I explicitly teach, model, and provide planned opportunities for students <b>to edit</b> their work checking for: <ul style="list-style-type: none"> <li>• <b>interest for the reader,</b></li> <li>• <b>important ideas using organizational structures, such as chronological order, cause-and-effect, or compare/contrast,</b></li> <li>• <b>new ideas in separate paragraphs,</b></li> <li>• <b>details and examples to support ideas,</b></li> <li>• <b>a concluding paragraph that summarizes important ideas,</b></li> <li>• <b>a variety of descriptive words, and</b></li> <li>• <b>simple and compound sentences.</b></li> </ul>	1, 2, 3	<b><u>Formative</u></b> Six Traits Writing  <b><u>Summative</u></b> Six Traits Writing	Modeled Writing Shared Writing Guided Writing Independent Writing Literacy Centers	

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