The ELA Standard Division Documents (SDD) for Elementary English Language Arts are designed to provide teachers with a framework of the North Carolina Standard Course of Study for ELA (Common Core Standards) for progression through the standards over the course of a year. **The first table indicates the standards that will be assessed in each of the three NC Check-Ins and constitute areas of continual, spiraled and *“focused instruction”* as outlined in the SDD. *Please note: Focused Instruction is not “teaching in isolation”.***The second table further extends the pairing orReading Literature and Reading Informational Text objectives that could be taught together and includes the complementary standards in Writing, Speaking and Listening, and Language, that should be taught and practiced together to ensure a well-rounded literacy experience, and to build toward effective completion of culminating performance tasks. The assessed standards via the NC Check-Ins have been noted within each quarter. Also, please refer to the last page of this document regarding important notes on the NC Check-In Assessments.

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| Reading Literature | Language | Reading Information |
| RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  RL.5.2 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.    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).    RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes    RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. | 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:   1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.     L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figurative language, including similes and metaphors, in context. | 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 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text    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.    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    RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

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| **First Nine Weeks Standards (Q1):**  ***Prior to Introducing Standards:***   1. “1st 20 Days”; Routines, Procedures, and Building Community (Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy by Fountas and Pinnell) ***(Integrate SL.5.1)*** 2. Introduce “Reading Strategies”; Visualizing, Making Connections, Asking Questions, Making Inferences, Determining Importance, Summarizing, and Synthesizing (Strategies that Work: Teaching Comprehension for Understanding and Engagement (2nd Edition) by Harvey and Goudvis)   **SL.5.1 (Integrated into Routines, Procedures, and Building Community) 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.**   1. **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.** 2. **Follow agreed-upon rules for discussions and carry out assigned roles.** 3. **Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.** 4. **Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**   ***The modeling of each reading strategy during the 1st nine weeks is important, because strategies will be practiced and applied throughout the year, as they are needed to understand text and master standards.***  **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  ***Throughout the year, instruction should toggle between fiction and nonfiction, so that students understand how each genre is structured. When modeling RI standards, it is recommended that text selections relate to the essential standards for Science and Social Studies.***  ***Before teaching RL5.2/RI5.2, work with students to compare theme vs. main idea.***  **RL.5.2 (Added to Q1 from Q2)** 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. ***(Integrate SL.5.2 and RL.5.7)***   * ***SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*** * ***RL.5.7 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).***   **RI.5.2 (Added from Q2 to Q1)** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ***(Integrate RI.5.7)***   * ***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.***   **RL.5.3(Added from Q2 to Q1)** 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).  **RI.5.3 (Added from Q2 to Q1)** 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.  **RL.5.4** Determine the **meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes**.  **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**.  ***It is necessary to introduce Standard 4 during the 1st nine weeks, so that students understand that at this grade level they will experience more complex language and vocabulary. (Integrate RF.5.3)***  **RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.**  ***(Accuracy Strategies; The CAFÉ Book by Boushey and Moser)***  **RL.5.6 (Added from Q4 to Q1)** Describe how a narrator’s or speaker’s point of view influences how events are described.  ***Poetry is ideal for modeling Standard RL.5.6.***  **RI.5.8 (Added from Q3 to Q1)** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). ***(Integrate W.5.9 and SL.5.3)***   * ***W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.*** * ***SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.***   **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 4–5 text complexity band independently and proficiently.  **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.  ***RL.5.10 and RI.5.10 are developed through independent reading practices that include “just right” book selections, book discussions with peers and teachers, and reader response journals.***  **RF.5.4 Read with sufficient accuracy and fluency to support comprehension. (*Integrate RF.5.4 during read alouds, one-to-one conferences, and guided reading groups.)***   1. **Read grade-level text with purpose and understanding.** 2. **Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.** 3. **Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**   ***For Writing*:**  **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 4. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. Provide a conclusion that follows from the narrated experiences or events.  * ***W.5.4 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 above.)*** * ***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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.***   ***SL.5.6 (Ongoing) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.***  ***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 audiences.* ***(This standard extends to written responses in Math, Science and Social Studies.)***  **L.5.4 (Added from Q2 to Q1)** 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:   1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).   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.  **L.5.1 (Integrated and Ongoing)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 3. Use verb tense to convey various times, sequences, states, and conditions. 4. Recognize and correct inappropriate shifts in verb tense. 5. Use correlative conjunctions (e.g., either/or, neither/nor).   **L.5.2 (Integrated and Ongoing)** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation to separate items in a series. 2. Use a comma to separate an introductory element from the rest of the sentence. 3. 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?). 4. Use underlining, quotation marks, or italics to indicate titles of works. 5. Spell grade-appropriate words correctly, consulting references as needed.   **L.5.3 (Integrated and Ongoing)** Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.   **L.5.6 (Integrated and Ongoing)** 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). | **Second Nine Weeks Standards (Q2):**  **RL.5.1/RI.5.1 (Developing) – See Q1 for further details.**  ***Students should be expected to practice and apply this standard to any piece of text.***  ***Before teaching RL5.2/RI5.2, work with students to compare theme vs. main idea.***  **RL.5.2 (First introduced in Q1 with continued instruction in Q2)** 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. ***(Integrate SL.5.2 and RL.5.7)***   * ***SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*** * ***RL.5.7 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).***   **RI.5.2 (First introduced in Q1 with continued instruction in Q2)** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ***(Integrate RI.5.7)***   * ***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.***   **RL.5.3 (First introduced in Q1 with continued instruction in Q2)** 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).  **RI.5.3 (First introduced in Q1 with continued instruction in Q2)** 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.  **RL.5.4/RI.5.4 (Developing) – See Q1 for further details.**  **L.5.4 (First introduced in Q1 with continued instruction in Q2)** 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:   * 1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  1. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 2. 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.   **L.5.5 (First introduced in Q1 with continued instruction in Q2)** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figurative language, including similes and metaphors, in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.   **RL.5.10/RI.5.10/RF.5.4 (Developing; Independent Reading Practices)**  **RL.5.9 (After RL.5.2)** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.   * ***W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.***   **RI.5.9 (After RI.5.2)** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  ***For Writing*:**  **W.5.2** Write informative (explanatory) texts to examine a topic and convey ideas and information clearly.   1. 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 aiding comprehension. 2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 3. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in* *contrast*, *especially*) 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Provide a concluding statement or section related to the information or explanation presented.  * ***W.5.4 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 above.)*** * ***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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.***   ***SL.5.6 (Ongoing) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.***  ***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 audiences.* ***(This standard extends to written responses in Math, Science, and Social Studies.)***  **L.5.1 (First introduced in Q1 with continued instruction in Q2) (Integrated and Ongoing)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 3. Use verb tense to convey various times, sequences, states, and conditions. 4. Recognize and correct inappropriate shifts in verb tense. 5. Use correlative conjunctions (e.g., either/or, neither/nor).   **L.5.2 (First introduced in Q1 with continued instruction in Q2) (Integrated and Ongoing)** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation to separate items in a series. 2. Use a comma to separate an introductory element from the rest of the sentence. 3. 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?). 4. Use underlining, quotation marks, or italics to indicate titles of works. 5. Spell grade-appropriate words correctly, consulting references as needed.   **L.5.3 (Integrated and Ongoing) (First introduced in Q1 with continued instruction in Q2)** Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.   **L.5.4 & L.5.5 – See Q1 for details**  **L.5.6 (Integrated and Ongoing) (First introduced in Q1 with continued instruction in Q2)** 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). | **Third Nine Weeks Standards (Q3):**  **RL.5.1/RI.5.1 (Developing) – See Q1 for further details.**  **RL.5.4/RI.5.4 (Developing) – See Q1 for further details.**  ***Students should be expected to practice and apply strategies for determining meaning of new vocabulary and/or figurative language to any piece of text.***  **RL.5.2/RI.5.2 (Developing) – See Q1 & Q2 for further details.**  **RL.5.3/RI.5.3 (Developing) – See Q1 for further details.**  **RL.5.4/RI.5.4 (Developing) – See Q1 for further details.**  **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.  **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.  **RI.5.8 (First introduced in Q1 with continued instruction in Q2 and Q3)** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). ***(Integrate W.5.9 and SL.5.3)***   * ***W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.*** * ***SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.***   **RL.5.10/RI.5.10/RF.5.4 (Developing; Independent Reading Practices)**  ***For Writing:***  **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  **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.   * ***W.5.4 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 above.)*** * ***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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.*** * ***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.***   ***SL.5.6 (Ongoing) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.***  ***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 audiences.* ***(This standard extends to written responses in Math, Science, and Social Studies.)***  **L.5.1 (Integrated and Ongoing) – First introduced in Q1 and continued instructed in Q2, & Q3)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 3. Use verb tense to convey various times, sequences, states, and conditions. 4. Recognize and correct inappropriate shifts in verb tense. 5. Use correlative conjunctions (e.g., either/or, neither/nor).   **L.5.2 (Integrated and Ongoing) (First introduced in Q1 with continued instruction in Q2 and Q3)** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation to separate items in a series. 2. Use a comma to separate an introductory element from the rest of the sentence. 3. 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?). 4. Use underlining, quotation marks, or italics to indicate titles of works. 5. Spell grade-appropriate words correctly, consulting references as needed.   **L.5.3 (Integrated and Ongoing) (First introduced in Q1 with continued instruction in Q2 and Q3)** Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.   **L.5.4 & L.5.5 – See Q1 & Q2 for details**  **L.5.6 (Integrated and Ongoing) (First introduced in Q1 with continued instruction in Q2 and Q3)** 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). | **Fourth Nine Weeks Standards (Q4):**  **RL.5.1/RI.5.1 (Developing) – See Q1 for further details.**  **RL.5.2/RI.5.2 (Developing) – See Q1 for further details.**  **RL.5.3/RI.5.3 (Developing) – See Q1 for further details.**  **RL.5.4/RI.5.4 (Developing) – See Q1 for further details.**  **RL.5.10/RI.5.10/RF.5.4 (Independent Reading Practices)**  **RL.5.6 (First introduced in Q1 with continued instruction in Q2, Q3 and Q4)** Describe how a narrator’s or speaker’s point of view influences how events are described.  ***Poetry is ideal for modeling Standard RL.5.6.***  **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **RI.5.8 – See Q1, Q2 and Q3 for details**  **RL.5.10/RI.5.10/RF.5.4 (Independent Reading Practices)**  ***For Writing:***  **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. 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. 2. Provide logically ordered reasons that are supported by facts and details. 3. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). 4. Provide a concluding statement or section related to the opinion presented.  * ***W.5.4 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 above.)*** * ***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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.*** * ***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.***   ***SL.5.6 (Ongoing) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.***  ***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 audiences.* ***(This standard extends to written responses in Math, Science, and Social Studies.)***  **L.5.1 (Integrated and Ongoing) (First introduced in Q1 with continued instruction in Q2, Q3 and Q4)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 3. Use verb tense to convey various times, sequences, states, and conditions. 4. Recognize and correct inappropriate shifts in verb tense. 5. Use correlative conjunctions (e.g., either/or, neither/nor).   **L.5.2 (Integrated and Ongoing) - First introduced in Q1 and continued instructed in Q2, Q3 & Q4)** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation to separate items in a series. 2. Use a comma to separate an introductory element from the rest of the sentence. 3. 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?). 4. Use underlining, quotation marks, or italics to indicate titles of works. 5. Spell grade-appropriate words correctly, consulting references as needed.   **L.5.3 (Integrated and Ongoing) (First introduced in Q1 with continued instruction in Q2, Q3 and Q4)** Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems   **L.5.5 – See Q1 and Q2 for details.**  **L.5.6 (Integrated and Ongoing) (First introduced in Q1 with continued instruction in Q2, Q3 and Q4)** 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). |

Comments (optional): **RL5.10 and RI.5.10 are measured throughout the year with book level. Please note that standards from previous grade are reinforced until grade level standards are introduced.**

**Further Important Information regarding NC Check-Ins**

The NC Check-Ins are administered throughout the school year to provide teachers and parents with immediate feedback for guiding subsequent instruction. The NC Check-Ins will be offered for grades 5-7 English/Language Arts/reading and grades 4-6 Mathematics.

An assessment specification meeting for ELA/Reading at Grade 6 was held in June 2015. NCDPI/Test Development Section invited teachers and educators to collaborate and develop recommendations for standards to be assessed, indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for different question types for the 2015-2016 Proof of Concept Study.

A focus group meeting for grade 6 was held in June 2016. The NCDPI/Test Development Section invited North Carolina teachers and educators to collaborate and develop recommendations for the 2016-2017 NC Check-In. Focus group meetings for grades 5 and 7 were held in March and April of 2017 to collaborate and develop recommendations for the 2017-18 NC Check-Ins.

The NC Check-Ins are aligned to the NC Standards Course of Study (NCSCS) for ELA adopted by the NC State Board of Education in June 2010.

NC Check-In 1, 2, and 3 will assess the same ELA/Reading standards. All students are expected to be able to comprehend texts of steadily increasing complexity as they progress through a grade. The text complexity of the selections chosen for the NC Check-Ins will increase throughout the year. Each ELA/Reading NC Check-In will contain 20 questions. Students will see four response-option, multiple-choice questions. Each question is worth 1 point.

Each NC Check-In will generate student-level reports indicating the number of items correct by content standard, item type, and selection type, and will report an overall score. Teacher-level reports will provide a summary with similar information. Parents will receive student reports with an overall score by standard and item number. Students will not receive achievement levels for the NC Check-Ins.

Following the administration of an NC Check-In, teachers have access to the materials for up to five weeks. Teachers may use the materials for reviews with students, and parents may view the materials, but only within the school setting. The teacher may share with parents their student’s scores on the items through customary communication (i.e., individual parent/teacher conferences at the school). Parents may not have copies of the NC Check-In items or materials, nor take pictures of any part of the materials.

Each ELA/Reading NC Check-In will include three selections. The charts below provide anticipated number of selections (i.e. Poetry, Informational, Literature) for each NC Check-In by grade level. Please also note that the dates for the assessments have been added.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade 5 ELA/Reading**  **2017-2018** | **Number of Poetry Selections** | **Number of Informational Selections** | **Number of Literature Selections** |
| **NC Check-In 1**  **October 23-27**  **(Year-Round & Traditional)** | 0 | 1 | 2 |
| **NC Check-In 2**  **January 8-12 (Year-Round)**  **January 25-31 (Traditional)** | 0 | 2 | 1 |
| **NC Check-In 3**  **March 5-9 (Year-Round)**  **March 19-23 (Traditional)** | 1 | 1 | 1 |