



5 th GRADE ENGLISH LANGUAGE ARTS	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> • CS.ELA.K6.GS4: Share how literature can contribute to strengthening one’s moral character. <i>(CCSSI.ELA.RL5.2; RL5.6; RI5.3; RI5.8)</i> • CS.ELA.K6.IS6: Identify examples of noble characteristics in stories of virtuous heroes and heroines. <i>(CCSSI.ELA.RL5.1; RL5.2; RL5.3; RI5.1; RI5.2; RI5.3; RI5.9; W5.1a-d; W5.2a-e; W5.9)</i> • CS.ELA.K6.IS11: Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times. <i>(CCSSI.ELA.RL5.3; RL5.6; RL5.7; RI5.3; RI5.6; W5.1a-d; W5.2a-e; SL5.1a-c; SL5.4)</i> • CS.ELA.K6.WS1: Use language as a bridge for communication with one’s fellow man for the betterment of all involved. <i>(CCSSI.ELA.W5.2a-e; W5.3a-e; W5.4; SL5.1a-c; SL5.3; L5.1a-e; L5.4a-c; L5.6)</i> • CS.ELA.K6.DS4: Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form <i>(CCSSI.ELA.RL5.5; RL5.7; W5.3a-e; SL5.2; SL5.4; L5.5)</i> 	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence. • Describe how a narrator’s point of view influences how events are described. • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • Explain how an author uses reasons and evidence to support particular point in a text, identifying which reasons and evidence support which points. • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.



Priority Skills (cont.)	Supporting Skills
<ul style="list-style-type: none"> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression 	<p><i>(see prior page)</i></p>
<p>Essential Questions</p>	
<ul style="list-style-type: none"> How can I use strong supporting details from text – while also drawing from my own understanding and experiences – to express complex ideas clearly and effectively? What can fictional characters – through their choices and ultimate fates – teach us about what it means to live virtuously? What can historical texts and accounts teach us about the state of our world in the present, and how can they potentially impact our future? How can strong communication skills help us build relationships that span across humanity? 	
<p>Vital Vocabulary</p>	
<ul style="list-style-type: none"> Analyze, Assess, Cite, Credibility, Delineate, Determine, Evaluate, Evidence, Interpret, Main Idea, Point of View, Sufficient, Summarize, Virtuous <ul style="list-style-type: none"> Tier 2 Vocabulary at teacher’s discretion from suggested novels list (Cardinal Newman Standards, Appendix C) 	