May SW: WRITING: Biographies

Content Area: **English**
Course(s):
Time Period: **May**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

In this unit of study,students will explore the purposes and features of biographies as both readers and writiers. They will examine the differences and similarities among these features and how they influence readers. Students will analyze the structure of biographies and take note of how some chronicle a person's life, frim birth to death, while others focus on a particular time or achievement. The biographies student publish will express their opinions of and information about sugject of thier choice.

Enduring Understandings

Writers of biographies express thier opinions about the subjects they write about and include researched facts and details that highlight the subjects' achievements and influences.

Biographers write about people who interest and inspire them.

Biographies express the writers point of view or opinions about a subject, typically one teiy hold in high regard.

Essential Questions

How do writers of biographies express opinions about the subjects they write about and include researched facts and details that hightlight the subjects' achievements and influences?

What is the purpose and features of a biography?

How does a writer choose a subject for a biography?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:
What Is Biography?
uses A Picture Book of Harry Houdini by David A. and Michael S. Adler.
Rationale: Students will begin to discuss and define the purpose and identify the characteristics of biographical writing.

Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 2:
Writing to Inform
uses River Boy: The Story of Mark Twain by William Anderson.
Rationale: Students will continue to explore features of biographies, focusing on how biographers use facts and details to inform readers and bring their subjects to life.
Common Core State Standards: W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 3:
Author's Craft
uses Talkin' About Bessie by Nikki Grimes.
Rationale: Students will continue to build understanding and discuss author's craft and style used in writing a biography.
Common Core State Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 4:
Author's Purpose
uses Abe Lincoln: The Boy Who Loved Books by Kay Winters.
Rationale: Students will recognize that biographies are written with a specific purpose and discuss how writers include information and details that support their central idea or message.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 5
Features of a Biography
uses Ladies First by Ken Rappoport and Celia Cruz, Queen of Salsa by Veronica Chambers.
Rationale: Students will compare and contrast two mentor texts to understand that although biographies contain
common features, writers can have a different approach.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Mini-Lessons
Generating Ideas I: Biographers Write About Role Models
uses Celia Cruz, Queen of Salsa by Veronica Chambers.
Rationale: Biographers often write about role models. Students will think about the role models in their own lives as

subjects for their biographies.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Generating Ideas II: Subjects From History to Celebrate and Appreciate
uses Who Was George Washington? by Roberta Edwards.
Rationale: Biographers often write about people they want others to think about or appreciate. Students will think
of subjects from history worthy of recognition or appreciation as potential subjects for their biographies.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Generating Ideas III: Inspirational Subjects We Know Well
uses Salt in His Shoes by Deloris and Roslyn M. Jordan.
Rationale: Biographers often write about people they already know a lot about, such as family members, people in
their local communities, or close friends. Students will think about the people they know well who could become
the subject of their biographies.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Selecting: Selecting a Subject for a Biography
uses students' Writers' Notebooks.
Rationale: Writing biographies requires writers to research their subjects, so it is important that they select a subject of strong interest about whom resources are available for research. Students will select a subject for their
biographies whom they are interested in and excited to research using several sources to build knowledge.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Collecting I: Know Your Subject
uses Celia Cruz, Queen of Salsa by Veronica Chambers.
Rationale: Biographers take stock of what they know is important about their subjects in order to plan their research. Students will recall relevant information they already know about their chosen subjects to help them think
about the research that needs to be done.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Collecting II: Interesting Questions Lead to Interesting Findings
uses Abe Lincoln: The Boy Who Loved Books by Kay Winters.
Rationale: Biographies are not just a compilation of facts about a subject; they also include interesting and

insightful information about the subjects. Students will begin their research using questions to gather interesting
and detailed information about their subjects.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Collecting III: Research Planning – Primary and Secondary Sources
uses River Boy: The Story of Mark Twain by William Anderson.
Rationale: Biographers use primary and secondary research sources to collect information on their subjects. Students will plan their research and consider the types of primary and secondary sources they can use to find the
answers to their questions about their subjects.
Common Core State Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Collecting IV: Making a Time Line
uses Alvin Ailey by Andrea Davis Pinkney and Who Was George Washington? by Roberta Edwards.
Rationale: Time lines and other graphic organizers can serve as helpful resources for researching and collecting
information. Students will use a time line as a tool for taking notes and categorizing information according to the
sequence of events from their subjects' lives.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Collecting V: Finding Out What We Have to Say
uses Salt in His Shoes by Deloris and Roslyn M. Jordan.
Rationale: Biographers often write with themes in mind in order to say something about their subjects that will enlighten and sometimes surprise their readers. Students will consider their own perspective and reflect on the theme or focus of their biographies.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Drafting I: Organizing Our Biographies
uses Talkin' About Bessie by Nikki Grimes, Alvin Ailey by Andrea Davis Pinkney, Salt in His Shoes by Deloris and
Roslyn M. Jordan, and Abe Lincoln: The Boy Who Loved Books by Kay Winters.
Rationale: In order for readers to fully embrace a biography, related information must be grouped logically, conveyed clearly, and have a general focus. Students will consider different structures to accomplish this task.
Common Core State Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Drafting II: Introductions That Hook

uses Ladies First: Women Athletes Who Made a Difference by Ken Rappoport, A Picture Book of Harry Houdini by
David A. and Michael S. Adler, and Lives of the Athletes by Kathleen Krull.
Rationale: Introducing a topic clearly is essential to providing focus to a biography. Students will use their outlines
from the Drafting I lesson to craft engaging and clear introductions.
Common Core State Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Drafting III: Concluding With Coherence and Credibility
uses Who Was George Washington? by Roberta Edwards, River Boy: The Story of Mark Twain by William Anderson,
and Talkin' About Bessie by Nikki Grimes.
Rationale: Biographers often conclude their texts in ways that leave readers understanding the importance of the
subject they have read about. Students will conclude their biographies with a statement or section that relates to
the information presented and leaves readers with a clear understanding and appreciation for their subjects.
Common Core State Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Revising I: Linking Ideas
uses Ladies First: Women Athletes Who Made a Difference by Ken Rappoport and Celia Cruz, Queen of Salsa by
Veronica Chambers.
Rationale: In order to create cohesion, writers link ideas within and across categories of information. Students will
learn how linking words are used to move readers from one idea to the next and then add these words and phrases
to their biographies.
Common Core State Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Revising II: Crafting an Engaging Biography
uses Celia Cruz, Queen of Salsa by Veronica Chambers.
Rationale: Biographers use "voice" and literary elements to bring their writing to life for their readers. Students will
use crafting techniques to add voice to their biographies.
Common Core State Standards: W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Editing I: Use of Pronouns
uses Celia Cruz, Queen of Salsa by Veronica Chambers.
Rationale: Writers use pronouns to make their sentences less repetitive, and proper use of pronouns is critical to

maintaining clarity. Students will understand how the proper use of pronouns will help make their biographies less
repetitive and clearer for their readers.
Common Core State Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Editing II: Reading as an Editor
uses an editing checklist.
Rationale: It is important for writers to read their work as editors in order to ensure that their writing follows the
conventions of standard English. Students will read their drafts as editors and use an editing checklist to ensure
that their biographies are clear and free of errors.
Common Core State Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Publishing: Author's Note
uses Celia Cruz, Queen of Salsa by Veronica Chambers.
Rationale: For readers of biographies, an Author's Note provides insight into the author's intentions and motivations and requires that the author reflect on his or her intention and process. Students will craft an Author's
Note for their biographies.
Common Core State Standards: W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

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Integration of Career Readiness, Life Literacies and Key Skills

Students meet these standards by communicating with one another through discussion of biography topic and editing/revising. Students are able to solve problems and have the chance to revise and edit.

Students will learn about a variety of careers through the biography mentor texts.

9.2.5.CAP	Career Awareness and Planning
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT	Critical Thinking and Problem-solving
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.GCA	Global and Cultural Awareness
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML	Information and Media Literacy
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Technology and Design Integration

Students use technology to research their topic and submit a typed final copy.

Interdisciplinary Connections

Students use their knowledge of technology to accomplish a final product.

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.5	Create and use a database to answer basic questions.
TECH.8.1.5.A.CS1	Understand and use technology systems

TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Through choices, students will be able to recieve differentiated instruction, both for high level and stuggling students.

High level learners will be encouraged to utilize more advanced methods of research to expand thier writing and exercise thier writing skills.

Modifications to writing projects will be offered to students needing support.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP's will be followed, and additional support and practice will be supplemented for students in need.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

AimsWeb testing and writing samples

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Worksheets associated with the unit

Conferences

Discussion

rough drafts and revisions

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an

instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student Self-Reflection
uses a self-reflection questionnaire for students to complete.
Rationale: At the end of a writing project, students need to spend time reflecting on their work, the process, and
the product.
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Instructional Materials

Schoolwide, Inc. " Biographies" teaching unit materials

Mentor Texts:

Abe Lincoln: The Boy Who Loved Books by Kay Winters

Alvin Ailey by Andrea Davis Pinkney

Celia Cruz, Queen of Salsa by Veronica Chambers

Ladies First: Women AthletesWho Made a Difference by Ken Rappoport

Lives of the Athletesby Kathleen Krull

A Picture Book of Harry Houdini by David A. and Michael S. Adler

River Boy: The Story of MarkTwain by William Anderson

Salt in His Shoes by Deloris and Roslyn M. Jordan

Talkin’ About Bessie by Nikki Grimes

Who Was GeorgeWashington? by Roberta Edwards

Additional teacher made materials, Smartboard presentations,

Research materials as needed

Standards

CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.5.1.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.
CCSS.ELA-Literacy.W.5.1.b	Provide logically ordered reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CCSS.ELA-Literacy.W.5.1.d	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.5.2.a	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.
CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CCSS.ELA-Literacy.W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and

	research.
CCSS.ELA-Literacy.W.5.9.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]”).
CCSS.ELA-Literacy.W.5.9.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]”).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.5.1.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.
CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CCSS.ELA-Literacy.SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CCSS.ELA-Literacy.L.5.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
CCSS.ELA-Literacy.L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
CCSS.ELA-Literacy.L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
CCSS.ELA-Literacy.L.5.1.e	Use correlative conjunctions (e.g., either/or, neither/nor).