

2017 - 2018

5<sup>th</sup> Grade ELA – Unit 1

Dates: July 31st - Sept 8th

**Standards:**

- **5.RL.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RL.2.2** Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **5.RL.2.3** Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- **5.RL.3.1** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
- **5.RL.3.2** Describe how a narrator’s or speaker’s point of view influences how events are portrayed.
- **5.RN.3.3** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.
- **5.RV.2.1** Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.
- **5.RV.2.2** Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- **RV.2.5** Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation and clarify the precise meanings of words and phrases.
- **5.RV.3.3** Analyze the meanings of proverbs, adages, and idioms in context.
- **5.W.4** Apply the writing process to –
  - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. Use technology to interact and collaborate with others to publish legible documents.
- **5.W.6.1** Demonstrate command of English grammar and usage. **(Carry across all units.)**
- **5.W.6.1a** Nouns/Pronouns – \
  - *Students are expected to build upon and continue applying conventions learned previously.*
- **5.W.6.1e** Usage –
  - Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., *either/or, neither/nor*). **(Scaffold through all units.)**

**Speaking and Listening Standards (All the following standards are □ standards)**

**Learning Outcome**

- **SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- **Discussion and Collaboration**
- **SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly.
- **SL.2.2** Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

- **SL.2.3** Establish and follow agreed-upon rules for discussion.
- **SL.2.4** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.2.5** Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

### **Comprehension**

- **SL.3.1** Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.2** Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

- **SL.4.1** Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- **SL.4.2** Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

- 2017 - 2018
- 5<sup>th</sup> Grade ELA – Unit 2
- Dates: Sept 11th- Nov 3rd

**Standards:**

- **5.RL.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RL.4.2** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **5.RN.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RN.2.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RV.1** Build and use accurately general academic and content-specific words and phrases.
- **5.RV.2.1** Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.
- **5.RV.2.2** Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- **5.RV.2.4** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., *word origins, common Greek and Latin affixes and roots, parts of speech*).
- **5.RV.3.1** Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
- **5.RV.2.5** Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation and clarify the precise meanings of words and phrases.
- **5.RV.3.1** Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., *similes, metaphors, hyperbole, or allusion*).
- **5.W.3.3** Write narrative compositions in a variety of forms that –
  - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. Use precise and expressive vocabulary and figurative language for effect. Provide an ending that follows from the narrated experiences or events.
- **5.W.6.1** Demonstrate command of English grammar and usage. **(Carry across all units.)**
- **5.W.6.1a** Nouns/Pronouns –
  - *Students are expected to build upon and continue applying conventions learned previously.*
- **5.W.6.1b** Verbs –
  - Writing sentences that use the perfect (e.g., *I have walked, I had walked, I will have walked*) verb tenses. Correctly using verbs that are often misused (e.g., *lie/lay, sit/set, rise/raise*).
- **5.W.6.1e Usage** –
  - Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., *either/or, neither/nor*).  
**(Scaffold through all units.)**
- **5.W.6.2c** Spelling –
  - Applying correct spelling patterns and generalizations in writing. **(Carry across all units.)**

### **Learning Outcome**

- **SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

### **Discussion and Collaboration**

- **SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- **SL.2.2** Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- **SL.2.3** Establish and follow agreed-upon rules for discussion.
- **SL.2.4** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.2.5** Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

### **Comprehension**

- **SL.3.1** Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.2** Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

- **SL.4.1** Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- **SL.4.2** Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

2017 - 2018

5<sup>th</sup> Grade ELA – Unit 3

Dates: Nov 6th - Dec 22nd

**Standards:**

- **5.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.
- **5.RN.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RN.2.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **5.RN.2.3** 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.
- **5.RN.3.2** Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
- **5.RN.4.2** Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject. (**Incorporate standard into writing unit.**)
- **5.RL.2.2** Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **5.RL.2.3** Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- **5.RL.4.1** Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.
- **5.RV.2.1** Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.
- **5.RV.2.2** Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- **5.RV.2.4** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., *word origins, common Greek and Latin affixes and roots, parts of speech*).
- **5.RV.3.2** Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- **5.W.3.2** Write informative compositions on a variety of topics that –
  - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. Connect ideas within and across categories using transition words (e.g., *therefore, in addition*). Include text features (e.g., *formatting, pictures, graphics*) and multimedia when useful to aid comprehension. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. Provide a concluding statement or section related to the information or explanation presented.
- **5.W.6.1b** Verbs –
  - Writing sentences that use the perfect (e.g., *I have walked, I had walked, I will have walked*) verb tenses. Correctly using verbs that are often misused (e.g., *lie/lay, sit/set, rise/raise*).
- **5.W.6.1d** Prepositions –
  - Writing sentences that include prepositional phrases and explaining their functions in the sentence.
- **5.W.6.1e** Usage –
  - Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., *either/or, neither/nor*).

### **Learning Outcome**

- **SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

### **Discussion and Collaboration**

- **SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- **SL.2.2** Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- **SL.2.3** Establish and follow agreed-upon rules for discussion.
- **SL.2.4** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.2.5** Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

### **Comprehension**

- **SL.3.1** Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.2** Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

- **SL.4.1** Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- **SL.4.2** Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

## **Media Literacy Standards**

### **Learning Outcome**

- **ML.1** Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
- **Media Literacy**
- **ML.2.1** Review claims made in various types of media and evaluate evidence used to support these claims.
- **ML.2.2** Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.

- 2017 - 2018
- 5<sup>th</sup> Grade ELA – Unit 4
- Dates: Jan 8th - Feb 16th

- **5.RL.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RL.3.1** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
- **5.RL.4.2** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **5.RN.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RN.2.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **5.RV.1** Build and use accurately general academic and content-specific words and phrases
- **5.RV.2.1** Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- **5.RV.2.2** Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- **5.RV.2.4** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- **5.RV.3.2** Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- **5.W.3.3** Write narrative compositions in a variety of forms that –
  - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. Use precise and expressive vocabulary and figurative language for effect. Provide an ending that follows from the narrated experiences or events.
- **5.W.6.1** Demonstrate command of English grammar and usage
- **5.W.6.1a** Nouns/Pronouns –
  - Students are expected to build upon and continue applying conventions learned previously.
- **5.W.6.1e** Usage –
  - Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

### **Learning Outcome**

- **SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

### **Discussion and Collaboration**

- **SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- **SL.2.2** Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- **SL.2.3** Establish and follow agreed-upon rules for discussion.
- **SL.2.4** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- **SL.2.5** Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

### **Comprehension**

- **SL.3.1** Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.2** Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

- **SL.4.1** Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- **SL.4.2** Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

2017 - 2018

5<sup>th</sup> Grade ELA – Unit 5

Dates: Feb 20th - April 13th

**Standards:**

- **5.RL.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RL.2.2** Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **5.RL.2.3** Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- **5.RN.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RN.2.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **5.RN.2.3** 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.
- **5.RN.3.1** Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
- **5.RN.3.2** Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
- **5.RN.4.2** Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject. **(Incorporate standard into writing unit.)**
- **5.RV.2.1** Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- **5.RV.2.2** Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- **5.RV.2.4** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- **5.RV.2.5** Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
- **5.RV.3.2** Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- **5.W.3.1** Write persuasive compositions in a variety of forms that –
  - Clearly present a position in an introductory statement to an identified audience. Support the position with qualitative and quantitative facts and details from various sources, including texts. Use an organizational structure to group related ideas that support the purpose. Use language appropriate for the identified audience. Connect reasons to the position using words, phrases, and clauses. Provide a concluding statement or section related to the position presented.
- **5.W.6.1** Demonstrate command of English grammar and usage, focusing on:
- **5.W.6.1b** Verbs –
  - Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
- **5.W.6.1c** Adjectives/ Adverbs –
  - Students are expected to build upon and continue applying conventions learned previously.

- **5.W.6.1e Usage** –
  - Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

#### **Learning Outcome**

- **SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

#### **Discussion and Collaboration**

- **SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- **SL.2.2** Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- **SL.2.3** Establish and follow agreed-upon rules for discussion.
- **SL.2.4** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.2.5** Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

#### **Comprehension**

- **SL.3.1** Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.2** Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

#### **Presentation of Knowledge and Ideas**

- **SL.4.1** Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- **SL.4.2** Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

### **Media Literacy Standards**

#### **Learning Outcome**

- **ML.1** Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

#### **Media Literacy**

- **ML.2.1** Review claims made in various types of media and evaluate evidence used to support these claims.
- **ML.2.2** Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.

- 2017 - 2018
- 5<sup>th</sup> Grade ELA – Unit 6
- Dates: April 16<sup>th</sup> - May 25<sup>th</sup>

#### Standards:

- **5.RL.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RL.2.2** Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **5.RL.2.3** Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- **5.RL.3.1** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
- **5.RN.2.1** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RN.2.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **5.RN.4.2** Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject. **(Incorporate standard into writing unit.)**
- **5.RV.1** Build and use accurately general academic and content-specific words and phrases.
- **5.RV.2.1** Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- **5.RV.2.2** Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- **5.RV.2.4** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
- **5.RV.2.5** Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
- **5.RV.3.2** Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- **5.W.3.1** Write persuasive compositions in a variety of forms that –
  - Clearly present a position in an introductory statement to an identified audience. Support the position with qualitative and quantitative facts and details from various sources, including texts. Use an organizational structure to group related ideas that support the purpose. Use language appropriate for the identified audience. Connect reasons to the position using words, phrases, and clauses. Provide a concluding statement or section related to the position presented.
- **5.W.6.1c** Adjectives/ Adverbs –
  - Students are expected to build upon and continue applying conventions learned previously.
- **5.W.6.1e** Usage –
  - Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). **(Scaffold through all units.)**
- **5.W.6.2b** Punctuation –
  - Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

### **Learning Outcome**

- **SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

### **Discussion and Collaboration**

- **SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- **SL.2.2** Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- **SL.2.3** Establish and follow agreed-upon rules for discussion.
- **SL.2.4** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.2.5** Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

### **Comprehension**

- **SL.3.1** Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.2** Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

- **SL.4.1** Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- **SL.4.2** Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

### **Media Literacy Standards**

#### **Learning Outcome**

- **ML.1** Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

#### **Media Literacy**

- **ML.2.1** Review claims made in various types of media and evaluate evidence used to support these claims.
- **ML.2.2** Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.