

**California Content Standard
Alignment:
Hoopoe Teaching Stories:
Neem the Half Boy
English Standards
Grade Five**

	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story	Using Words and Phrases - Playing Charades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Half-Whole Drawings	Writing and Retelling with Poetry	Creating Thoughtshots	Prepared Readers' Theater
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	X	X			X										
<i>Word Recognition</i>															
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.		X			X										X
<i>Vocabulary and Concept Development</i>															
1.2 Use word origins to determine the meaning of unknown words.															
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.															
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).															
1.5 Understand and explain the figurative and metaphorical use of words in context.		X													
2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in (<i>Recommended Literature, Kindergarten Through Grade Twelve</i>) illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.	X			X		X	X	X	X	X	X				X
<i>Structural Features of Informational Materials</i>															
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.				X											

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2.2 Analyze text that is organized in sequential or chronological order.	X			X		X	X	X		X	X				X
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>															
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	X			X		X	X		X	X					
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	X					X	X		X		X				
<i>Expository Critique</i>															
2.5 Distinguish facts, supported inferences, and opinions in text.	X					X									
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in (<i>Recommended Literature, Kindergarten Through Grade Twelve</i>) illustrate the quality and complexity of the materials to be read by students.				X		X							X		X
<i>Structural Features of Literature</i>															
3.1 Identify and analyze the characteristics of poetry, drama, fiction, and non-fiction, and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	X												X		X
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>															
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	X			X		X									X
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.						X		X							
3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	X					X									X
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).															

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<i>Literary Criticism</i>															
3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	X														
3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	X														
WRITING 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.														X	
<i>Organization and Focus</i>															
1.1 Create multiple-paragraph narrative compositions:															X
a. Establish and develop a situation or plot.															X
b. Describe the setting.															X
c. Present an ending.															X
1.2 Create multiple-paragraph expository compositions:															
a. Establish a topic, important ideas, or events in sequence or chronological order.															
b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.															
c. Offer a concluding paragraph that summarizes important ideas and details.															
<i>Research and Technology</i>															
1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.															
1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).															
1.5 Use a thesaurus to identify alternative word choices and meanings.															

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<i>Evaluation and Revision</i>															
1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.															
WRITING 2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.													X	X	
<i>Using the writing strategies of grade five outlined in Writing Standard 1.0, students:</i>															X
2.1 Write narratives:															X
a. Establish a plot, point of view, setting, and conflict.															X
b. Show, rather than tell, the events of the story.															X
2.2 Write responses to literature:													X	X	
a. Demonstrate an understanding of a literary work.													X	X	
b. Support judgments through references to the text and to prior knowledge.															X
c. Develop interpretations that exhibit careful reading and understanding.													X	X	
2.3 Write research reports about important ideas, issues, or events by using the following guidelines:															
a. Frame questions that direct the investigation.															
b. Establish a controlling idea or topic.															X
c. Develop the topic with simple facts, details, examples, and explanations.															X
2.4 Write persuasive letters or compositions:															
a. State a clear position in support of a proposal.															
b. Support a position with relevant evidence.															
c. Follow a simple organizational pattern.															
d. Address reader concerns.															

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WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.														X	
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.														X	
<i>Sentence Structure</i>															
1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.															
<i>Grammar</i>															
1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.															
<i>Punctuation</i>															
1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.															
<i>Capitalization</i>															
1.4 Use correct capitalization.														X	
<i>Spelling</i>															
1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.															
LISTENING AND SPEAKING 1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.															
<i>Comprehension</i>															
1.1 Ask questions that seek information not already discussed.	X					X									
1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	X					X									X

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1.3 Make inferences or draw conclusions based on an oral report.	X					X									
<i>Organization and Delivery of Oral Communication</i>															
1.4 Select a focus, organizational structure, and point of view for an oral presentation.															X
1.5 Clarify and support spoken ideas with evidence and examples.															
1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.															X
<i>Analysis and Evaluation of Oral and Media Communications</i>															
1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.															
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.															
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.				X	X	X						X			X
<i>Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:</i>				X	X	X						X			X
2.1 Deliver narrative presentations:				X								X			X
a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.				X											X
b. Show, rather than tell, the listener what happens.				X								X			X
2.2 Deliver informative presentations about an important idea, issue, or event by the following means:												X			
a. Frame questions to direct the investigation.															
b. Establish a controlling idea or topic.															

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c. Develop the topic with simple facts, details, examples, and explanations.												X			
2.3 Deliver oral responses to literature:				X								X			
a. Summarize significant events and details.				X		X	X								X
b. Articulate an understanding of several ideas or images communicated by the literary work.				X		X	X					X			
c. Use examples or textual evidence from the work to support conclusions.				X		X	X					X			