South Carolina Standards & Learning

Language Arts

Grade: **5** - Adopted: **2015**

STANDARD / COURSE	SC.5.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	5.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	5.RL.LCS.10.6.	Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon. **Spelling Classroom** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STANDARD / COURSE	SC.5.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	5.RL.RC.13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	5.RL.RC.13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers. **Spelling Classroom** **Sentence Completion** Match words with their appropriate contextual sentence.
STANDARD / COURSE	SC.5.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	5.RI.LCS.8.	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	5.RI.LCS.8.1.	Analyze how the author uses words and phrases to shape and clarify meaning. **Spelling Classroom** **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out.
STANDARD / COURSE	SC.5.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	5.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL	5.RI.LCS.	Use the overall meaning of a text or word's position or function to determine

EXAMPLE / STAGE	9.1.	the meaning of a word or phrase. **Spelling Classroom** **Scrambled Sentences** Drag and drop the words to form a correct sentence before the time runs out. **Sentence Completion** Match words with their appropriate contextual sentence. **Word Introduction** Words are pronounced and introduced in a contextual setting. **Word Jumble** Move letters with cursor to form correctly spelled word.
STANDARD / COURSE	**SC.5.RI.**	**Reading – Informational Text (RI)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**5.RI.RC.**	**Range and Complexity (RC)**
PERFORMANCE DESCRIPTOR / STANDARD	**5.RI.RC.1 2.**	**Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**
GRADE LEVEL EXAMPLE / STAGE	**5.RI.RC.1 2.3.**	**Read and respond according to task and purpose to become self-directed, critical readers and thinkers.** **Spelling Classroom** **Sentence Completion** **Match words with their appropriate contextual sentence.**
STANDARD / COURSE	**SC.5.W.**	**Writing (W)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**5.W.MCC.**	**Meaning, Context, and Craft (MCC)**
PERFORMANCE DESCRIPTOR / STANDARD	**5.W.MCC. 2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
GRADE LEVEL EXAMPLE / STAGE	**5.W.MCC. 2.1.**	**Write informative/explanatory texts that:**
INDICATOR	**5.W.MCC. 2.1.d.**	**Group related information logically.** **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.**
INDICATOR	**5.W.MCC. 2.1.k.**	**Use precise language and domain-specific vocabulary to inform or explain the topic.** **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.**
STANDARD / COURSE	**SC.5.W.**	**Writing (W)**
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	**5.W.MCC.**	**Meaning, Context, and Craft (MCC)**
PERFORMANCE DESCRIPTOR / STANDARD	**5.W.MCC. 3.**	**Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXAMPLE / STAGE	**5.W.MCC. 3.1.**	**Gather ideas from texts, multimedia, and personal experience to write narratives that:**
INDICATOR	**5.W.MCC. 3.1.g.**	**Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.** **Spelling Classroom** **Paragraph Writing** **Write a paragraph incorporating each word from the list.**