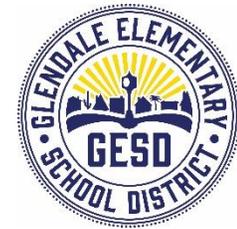


ELA Pacing Guide

2020-2021

5th Grade



The English Language Arts pacing guide is constructed from the 2016 Arizona English Language Arts Standards that were adopted December 2016.

The first section of this document outlines the elements of an effective balanced literacy block. Each component of the balanced literacy block aligns with our district adopted ELA resources.

All ELA standards (Reading Foundational Skills, Writing Foundational Skills, Reading for Literature, Reading for Informational Text, Writing, Language, and Speaking and Listening) have identified learning targets, aligned to Pearson ReadyGEN, and are paced out throughout the year. Please refer to the color-coordinated key in order to determine the background information on a given standard and/or learning target.

The ELP standards are embedded and aligned within the AzELA Standards. Any additional ELP standards that do not currently align are included within the yearlong standard section of this document.

AzM2 ELA Blueprint 2016 Standards

Grades 3-5 Reporting Category	Min.	Max.
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
<i>Reading for Informational Text</i>	26%	22%
<i>Listening Comprehension</i>	0%	13%
Writing and Language	26%	38%
<i>Writing</i>	13%	19%
<i>Language</i>	13%	19%

In Grades 3-5 some items in the Reading and Language strands will also be aligned to the standards for Reading: Foundational Skills.

Key:

Green: Essential Standards

Blue: Skills students learned in the prior grade-level

Red: Gap Learning Target-Not embedded in ReadyGEN Curriculum Resources-supplemental resources provided.

Teal: Learning Target is not taught until Quarter 4 within ReadyGen curriculum. The Learning Target has been moved to Q1, Q2, or Q3.

Purple: Additional clarification to existing Learning Target or additional Learning Target based upon AzM2 content limits and task demands.

The GESD Pacing Guides were created by a panel of Teachers and Achievement advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Glendale Elementary School District's 3-5 Balanced Literacy Framework (160 Minutes)

Balanced literacy is a framework for systematic and explicit reading instruction that includes: phonological awareness, phonics, comprehension, vocabulary, and fluency instruction in order to develop independent readers and writers.

	Teacher Actions	Student Actions	Resources Utilized
<p style="text-align: center;">Word Study/ Reading Foundational Skills (15-20 Minutes)</p> <p><i>Purpose: Word Study enables development of phonemic awareness, phonics, morphology, syllabication, and spelling. Through these direct and inquiry-based learning experiences, students examine word structures, spelling patterns, and meaning.</i></p>	<ul style="list-style-type: none"> • Phonograms • Segmenting • Decoding • Blending • Sight Words • Syllable Rules and Patterns • Morphology • Specific and Immediate Feedback 	<ul style="list-style-type: none"> • Apply phonograms in order to decode and read words fluently • Write words using knowledge of phonograms, syllable patterns, and morphology • Identify, sort, divide, and read multi-syllabic words • Read sight words fluently • Use feedback to set goals for improvement • Determine the meaning of unknown words and phrases using knowledge of word parts 	<ul style="list-style-type: none"> • Pearson ReadyGEN • GESD Phonics Continuum
<p style="text-align: center;">Whole Group Instruction/ Launch Lesson (20 Minutes)</p> <p><i>Purpose: Comprehension extends flexibility and strategic application of strategies and skills in a variety of genres, increasing the ability to effectively construct meaning through the application of comprehension skills.</i></p>	<ul style="list-style-type: none"> • Expose students to text above grade-level • Model close reading and comprehension strategies, including rereading the text for multiple purposes • Demonstrate proficient and fluent reading • Model fix-up reading strategies • Expose students to a variety of genres • Model the use of context clues to determine the meaning of unknown words 	<ul style="list-style-type: none"> • Utilize comprehension strategies while reading • Ask and answer questions while reading and explain strategies used to understand a text • Read (or listen to) a wide variety of text types • Utilize a variety of strategies (context clues, picture clues) to determine meaning of words • Closely read and annotate text, including rereading for different purposes • Practice fluent reading through multiple readings of a variety of texts 	<ul style="list-style-type: none"> • Pearson ReadyGEN • Appendix B • Essential Literature • E-Books
<p style="text-align: center;">Guided Reading (60-80 Minutes)</p> <p><i>Purpose: Small group instruction provides individualized targeted support for students based on instructional reading levels as well as student strategy and skill needs. Every small group meets with the teacher every day.</i></p>	<ul style="list-style-type: none"> • Identify instructional and independent reading levels through running records and informal assessments • Plan explicit lessons for grouped students at their instructional level • Prompt and reinforce reading behaviors during guided reading • Expose students to a variety of genres • Model, guide, and reinforce good reading behaviors and strategies 	<ul style="list-style-type: none"> • Read increasingly challenging text with fluency, accuracy, and understanding • Monitor comprehension and utilize strategies to increase understanding • Read and respond to a wide range of text • Build reading stamina • Extend application of skills and strategies during independent reading 	<ul style="list-style-type: none"> • Pearson ReadyGEN • 95% Group • Guided Reading Bookroom • Jan Richardson Lesson Plans • Rigby-Running Record
<p style="text-align: center;">Writing (40 Minutes)</p> <p><i>Purpose: Writing instruction explicitly teaches the writing process, including specific writing strategies to strengthen writing specific to each genre.</i></p>	<ul style="list-style-type: none"> • Handwriting Instruction • Model proficient writing across multiple genres • Model the writing process, including selecting the appropriate Thinking Map for genre and purpose • Facilitate shared and guided writing practice • Confer with students to provide feedback on a writing piece and set goals • Extend literary analysis to writing for a specific task and purpose • Model how to cite and paraphrase textual evidence 	<ul style="list-style-type: none"> • Connect reading textual analysis by responding in writing using text evidence • Select appropriate Thinking Maps to brainstorm and draft writing for a specific purpose • Write increasingly complex and connected sentences using varied sentence structure • Participate in the writing process, including collaborating with others • Present writing in small group and whole class presentations • Participate in writing conferences and set goals to monitor learning 	<ul style="list-style-type: none"> • PAF Writing Instructions • Thinking Maps • Write from the Beginning • Pearson ReadyGEN

Year Long Standards:

Range of Reading and Level of Text Complexity

5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

5.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

Range of Writing:

5.W.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.

Range of Reading Staircase to Complexity

4th-5th Grade Lexile Range: 740-1010

*Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 Unit 1	Quarter 2 Unit 2	Quarter 3 Unit 3	Quarter 4 Unit 4
Reading Standards: Foundational Skills				
5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 5.RF.3a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.	<ul style="list-style-type: none"> ○ Decode and read compound words. ○ Decode, compare, and contrast words with similar meanings. ○ Decode and read homographs and homonyms. 	<ul style="list-style-type: none"> ○ Decode and read English words taken from Spanish. ○ Use print and digital resources to strengthen word analysis. ○ Decode and read members of word families. ○ Decode and read compound words. 	<ul style="list-style-type: none"> ○ Decode and read acronyms. 	<ul style="list-style-type: none"> ○ Decode and read compound words. ○ Decode and read words with complex spelling patterns. ○ Decode and read English words with Russian origins. ○ Decode members of word families. ○ Decode homographs.
5.RF.3b Apply knowledge of the six syllable patterns to read grade-level words accurately.	<ul style="list-style-type: none"> ○ Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le 	<ul style="list-style-type: none"> ○ Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le 	<ul style="list-style-type: none"> ○ Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le 	<ul style="list-style-type: none"> ○ Decode and read words from all syllable types: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le
5.RF.3c Use combined knowledge of morphology to read grade-level words accurately.	<ul style="list-style-type: none"> ○ Identify the base word in words with the suffix -ly. ○ Decode and read words with the suffix -ly. ○ Determine the base words ending in –ing. 	<ul style="list-style-type: none"> ○ Decode and read English words with -s, -ed, -ing. ○ Decode and read English words with the suffix –ous, –tion, –ion. ○ Decode and read words with 	<ul style="list-style-type: none"> ○ Decode and read words with the <ul style="list-style-type: none"> ● endings –s, -ed, -ing. ● suffixes –ly, -ian, -ize ● prefixes com-, epi-, pro-, -im. 	<ul style="list-style-type: none"> ○ Decode morphemes. ○ Decode and read words with the prefixes over-, in-.

	<ul style="list-style-type: none"> ○ Correctly spell and use words ending in –ing. 	the prefixes pre-, re-.		
5.RF.3d Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.	<ul style="list-style-type: none"> ○ Decode and read words with Greek and Latin roots. 	<ul style="list-style-type: none"> ○ Decode and read words from Greek and Latin roots. 	<ul style="list-style-type: none"> ○ Decode words with Greek and Latin roots. 	
5.RF.4 Read with sufficient accuracy and fluency to support comprehension. 5.RF.4a Read on-level text with purpose and understanding. (Lexile Level 740-1010)	<ul style="list-style-type: none"> ○ Read with sufficient accuracy and fluency to support comprehension. ○ Read grade-level text with purpose and understanding. 	<ul style="list-style-type: none"> ○ Read with sufficient accuracy and fluency to support comprehension. ○ Read grade-level text with purpose and understanding. 	<ul style="list-style-type: none"> ○ Read with sufficient accuracy and fluency to support comprehension. ○ Read grade-level text with purpose and understanding. 	<ul style="list-style-type: none"> ○ Read with sufficient accuracy and fluency to support comprehension. ○ Read grade-level text with purpose and understanding.
5.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (Lexile Level 740-1010)	<ul style="list-style-type: none"> ○ Read grade-level text with appropriate expression. ○ Read grade-level text with accuracy. 	<ul style="list-style-type: none"> ○ Read grade-level text with appropriate expression. ○ Read grade-level text with accuracy. 	<ul style="list-style-type: none"> ○ Read grade-level text with appropriate expression. ○ Read grade-level text with accuracy. 	<ul style="list-style-type: none"> ○ Read grade-level text with appropriate expression. ○ Read grade-level text with accuracy.
5.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards: Foundational Skills				
5.WF.1 Demonstrate and apply handwriting skills. 5.WF.1a Read and write cursive letters, upper and lower case.	<ul style="list-style-type: none"> ○ Read and write cursive letters, upper and lower case. 	<ul style="list-style-type: none"> ○ Read and write cursive letters, upper and lower case. 	<ul style="list-style-type: none"> ○ Read and write cursive letters, upper and lower case. 	<ul style="list-style-type: none"> ○ Read and write cursive letters, upper and lower case.
5.WF.1b Transcribe ideas legibly and fluently with appropriate spacing and indentation.	<ul style="list-style-type: none"> ○ Transcribe ideas, into cursive, legibly and fluently. 	<ul style="list-style-type: none"> ○ Transcribe ideas, into cursive, legibly and fluently. 	<ul style="list-style-type: none"> ○ Transcribe ideas, into cursive, legibly and fluently. 	<ul style="list-style-type: none"> ○ Transcribe ideas, into cursive, legibly and fluently.
Reading Standards for Literacy				
5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Connects to 5.W.9</i> 4-5:51-I-2: summarize a text including specific details and information.	<ul style="list-style-type: none"> ○ Quote accurately from a text when explaining and/or determining what the text says explicitly and when drawing inferences from the text. ○ Identify details that support a statement in the text where both the statement and the details are explicit. 	<ul style="list-style-type: none"> ○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ○ Identify details that support a statement in the text where both the statement and the details are explicit. 	<ul style="list-style-type: none"> ○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ○ Identify details that support a statement in the text where both the statement and the details are explicit. 	<ul style="list-style-type: none"> ○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ○ Identify details that support a statement in the text where both the statement and the details are explicit.
5.RL.2 Determine a theme of a	<ul style="list-style-type: none"> ○ Determine the theme of a 	<ul style="list-style-type: none"> ○ Determine a theme of a poem 	<ul style="list-style-type: none"> ○ Describe a theme of a story 	<ul style="list-style-type: none"> ○ Determine the theme of a

<p>story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><i>Connects to 5.SL.2</i> <i>Connects to 5.L.3.b</i></p> <p>4-5:S1-I-1: determine main ideas or themes and explain how they are supported by key details.</p>	<p>story, including how characters in a story respond to challenges; summarize the text.</p>	<p>from details in the text.</p> <ul style="list-style-type: none"> Describe a theme of a story from details in a text (citing the text as evidence), including how characters in a story respond to challenges; summarize the text. 	<p>from details in a text (citing the text as evidence), including how characters in a story or drama respond to challenges; summarize the text.</p> <ul style="list-style-type: none"> Determine how characters in a story respond to challenges. 	<p>story, drama, or poem from details in the text.</p> <ul style="list-style-type: none"> Determine the theme of a story from details in the text, including how characters in a story respond to challenges; summarize the text.
<p>5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><i>Connects to 5.SL.2</i></p> <p>4-5:S1-I-3: compare and contrast specific details and information in a text.</p>	<ul style="list-style-type: none"> Compare and contrast two or more characters in a story, drawing on specific details in the text. Compare and contrast two or more settings in a story or drama, drawing on specific details in the text. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 	<ul style="list-style-type: none"> Compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in the text. 	<ul style="list-style-type: none"> Compare and contrast two or more characters in a story, drawing on specific details in the text. Compare and contrast two or more events in a story, drawing on specific details in the text. Compare and contrast two or more settings in a story, drawing on specific details in the text. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. 	<ul style="list-style-type: none"> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>4-5:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>4-5:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>4-5:S2-I-3: apply context clues, information from visual aids,</p>	<ul style="list-style-type: none"> Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues. 	<ul style="list-style-type: none"> Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues. 	<ul style="list-style-type: none"> Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues. 	<ul style="list-style-type: none"> Determine the meaning of words and phrases (those that are important to the meaning of the text as a whole) as they are used in a text, including figurative language such as metaphors and similes, using explicit or implicit context clues.

<p>reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>				
<p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 4-5:S1-I-1: determine main ideas or themes and explain how they are supported by key details. 4-5:S1-I-2: summarize a text including specific details and information. 4-5:S1-I-3: compare and contrast specific details and information in a text. 4-5:S1-I-4: explain how the visual information supports the text.</p>	<ul style="list-style-type: none"> ○ Determine how parts of a text work together to provide structure and meaning. ○ Explain how a series of scenes fit together to provide the overall structure of a story. ○ Explain how a series of chapters or scenes fits together to provide the overall structure of a particular story. 	<ul style="list-style-type: none"> ○ Determine how parts of a text work together to provide structure and meaning. ○ Explain how a series of stanzas fits together to provide the overall structure of a particular poem. ○ Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story. 	<ul style="list-style-type: none"> ○ Determine how parts of a text work together to provide structure and meaning. ○ Explain how a series of chapters or scenes fits together to provide the overall structure of a particular story. ○ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 	<ul style="list-style-type: none"> ○ Determine how parts of a text work together to provide structure and meaning. ○ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. ○ Explain how a series of scenes fit together to provide the overall structure of a particular story. ○ Explain how a series of chapters fit together to provide the structure of a story.
<p>5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<ul style="list-style-type: none"> ○ Determine explicit or implicit details from the text that demonstrate the influence of point of view. ○ Describe how a narrator’s point of view influences how events are described. ○ Identify which details from the text demonstrate this impact. 	<ul style="list-style-type: none"> ○ Determine explicit or implicit details from the text that demonstrate the influence of point of view. ○ Describe how a narrator’s or speaker’s point of view influences how events are described. ○ Identify which details from the text demonstrate this impact. 	<ul style="list-style-type: none"> ○ Determine explicit or implicit details from the text that demonstrate the influence of point of view. ○ Describe how a narrator’s or speaker’s point of view influences how events are described. ○ Identify which details from the text demonstrate this impact. 	<ul style="list-style-type: none"> ○ Determine explicit or implicit details from the text that demonstrate the influence of point of view. ○ Describe how a narrator’s or speaker’s point of view influences how events are described. ○ Identify which details from the text demonstrate this impact.
<p>5.RL.7 Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). 4-5:S1-I-4: explain how the visual information supports the text.</p>	<ul style="list-style-type: none"> ○ Analyze how visual elements contribute to the purpose, meaning, or tone of the text. 	<ul style="list-style-type: none"> ○ Analyze how visual elements contribute to the purpose, meaning, or tone of the text. 	<ul style="list-style-type: none"> ○ Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text. 	
<p>5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<ul style="list-style-type: none"> ○ Compare and contrast stories in the same genre on their approaches to similar themes and topics. ○ Find and explain evidence that shows how two stories 	<ul style="list-style-type: none"> ○ Compare and contrast stories in the same genre on their approaches to similar themes and topics. ○ Find and explain evidence that shows how two stories 	<ul style="list-style-type: none"> ○ Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ○ Find and explain evidence that 	<ul style="list-style-type: none"> ○ Compare and contrast stories in the same genre on their approaches to similar themes and topics. ○ Find and explain evidence that shows how two stories

	present, treat, or develop similar themes or topics.	present, treat, or develop similar themes or topics.	shows how two stories present, treat, or develop similar themes or topics.	present, treat, or develop similar themes or topics.
Reading for Informational Text				
<p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Connects to 5.W.9</i> 4-5:S1-I-2: summarize a text including specific details and information.</p>	<ul style="list-style-type: none"> ○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ○ Identify details that support a statement in the text where both the statement and the details are explicit. 	<ul style="list-style-type: none"> ○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ○ Identify details that support a statement in the text where both the statement and the details are explicit. 	<ul style="list-style-type: none"> ○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ○ Identify details that support a statement in the text where both the statement and the details are explicit. 	<ul style="list-style-type: none"> ○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ○ Identify details that support a statement in the text where both the statement and the details are explicit.
<p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <i>Connects to 5.SL.2</i> <i>Connects to 5.RI.9</i> 4-5:S1-I-1: determine main ideas or themes and explain how they are supported by key details.</p>	<p>Determine two or more main ideas of a text and explain how they are supported by key details (citing the text as evidence); summarize the text.</p>	<ul style="list-style-type: none"> ○ Determine two or more main ideas of a text and explain how they are supported by key details (citing the text as evidence); summarize the text. 	<ul style="list-style-type: none"> ○ Determine two or more main ideas of a text and explain how they are supported by key details (citing the text as evidence); summarize the text. 	<ul style="list-style-type: none"> ○ Determine two or more main ideas of a text and explain how they are supported by key details (citing the text as evidence); summarize the text.
<p>5.RI.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. 4-5:S1-I-3: compare and contrast specific details and information in a text.</p>		<ul style="list-style-type: none"> ○ Explain the relationship and interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information (explicit or implicit) in the text. 	<ul style="list-style-type: none"> ○ Explain the relationship between two or more individuals, events, ideas, or concepts in a scientific text based on specific information (explicit or implicit) in the text. 	<ul style="list-style-type: none"> ○ Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information (explicit or implicit) in the text.
<p>5.RI.4 Determine the meaning of general academic domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 4-5:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. 4-5:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety</p>	<ul style="list-style-type: none"> ○ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area using context clues that are either explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> ○ Determine the meaning of general academic domain-specific words and phrases in a text relevant to a grade 5 topic or subject area using context clues that are either explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> ○ Determine the meaning of general academic domain-specific words and phrases in a text relevant to a grade 5 topic or subject area using context clues that are either explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> ○ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area using context clues that are either explicitly or implicitly stated in the text.

<p>of topics, experiences, or events. 4-5:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>				
<p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. 4-5:S1-I-1: determine main ideas or themes and explain how they are supported by key details. 4-5:S1-I-2: summarize a text including specific details and information. 4-5:S1-I-3: compare and contrast specific details and information in a text. 4-5:S1-I-4: explain how the visual information supports the text.</p>	<ul style="list-style-type: none"> ○ Compare and contrast the overall structure of concepts in two or more texts using explicit or implicit details. ○ Compare and contrast the overall structure of information in two or more texts, specific use of quotations and word choice. 	<ul style="list-style-type: none"> ○ Compare and contrast the overall structure of ideas in two or more texts using explicit or implicit details. ○ Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts using explicit or implicit details. 	<ul style="list-style-type: none"> ○ Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts using explicit or implicit details. 	<ul style="list-style-type: none"> ○ Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts using explicit or implicit details. ○ Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts using explicit or implicit details.
<p>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. <i>Connects to 5.SL.3</i></p>	<ul style="list-style-type: none"> ○ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. ○ Explain how the point of view affects the account given using evidence from the text. 	<ul style="list-style-type: none"> ○ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. ○ Explain how the point of view affects the account given using evidence from the text. 	<ul style="list-style-type: none"> ○ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. ○ Explain how the point of view affects the account given using evidence from the text. 	<ul style="list-style-type: none"> ○ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. ○ Explain how the point of view affects the account given using evidence from the text.
<p>5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 4-5:S1-I-4: explain how the visual information supports the text.</p>		<ul style="list-style-type: none"> ○ Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 	<ul style="list-style-type: none"> ○ Draw on information from multiple print or digital sources, demonstrating the ability to solve a problem efficiently. 	
<p>5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and</p>	<ul style="list-style-type: none"> ○ Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons 	<ul style="list-style-type: none"> ○ Explain how an author uses evidence and text structure to support particular points in a text. 	<ul style="list-style-type: none"> ○ Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons 	<ul style="list-style-type: none"> ○ Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons

<p>evidence support which point(s). 4-5:S8-I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. 4-5:S8 I-2: write about an opinion and use provided resources to include supporting reasons. 4-5:S8 I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being.</p>	<p>and evidence support which points. ○ Determine which explicit and implicit details support a particular point in the text.</p>	<p>○ Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. ○ Determine which explicit and implicit details support a particular point in the text.</p>	<p>and evidence support which point(s).</p>	<p>and evidence support which point(s).</p>
<p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Connects to 5.RI.2 Connects to 5.W.2 & 5.W.4 Connects to 5.SL.4</p>		<p>○ Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. ○ Select an inference about multiple texts and select words or phrases (explicit or implicit information) from each text to support that inference.</p>	<p>○ Integrate information from several texts on the same topic in order to write about the subject knowledgeably. ○ Select an inference about multiple texts and select words or phrases (explicit or implicit information) from each text to support that inference.</p>	<p>○ Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. ○ Select an inference about multiple texts and select words or phrases (explicit or implicit information) from each text to support that inference.</p>
<p>Writing Standards</p>				
<p>5. W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (WFTB Expository Manual Pgs. 129-150) 4-5:S4- I-1: express an opinion on a topic. 4-5:S4- I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. 4-5:S4-I-3: use grade- appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered</p>		<p>○ Write an opinion piece and support it with reasons. ○ Write opinion pieces on topics or texts, supporting a point of view with reasons and information or evidence.</p>	<p>○ Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>○ Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ○ Write an opinion piece and support it with reasons.</p>

when discussing animal preservation).				
<p>5.W.1a 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. (WFTB Expository Strategy #5 Pgs. 174-177)</p>	<ul style="list-style-type: none"> ○ Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purposes. 	<ul style="list-style-type: none"> ○ Introduce a topic or text clearly, and state an opinion. ○ Write an opinion paragraph. ○ Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. 	<ul style="list-style-type: none"> ○ Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. 	<ul style="list-style-type: none"> ○ 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.
<p>5.W.1b Provide logically ordered reasons that are supported by facts and details. (WFTB Expository Strategy #1 Pgs. 152-157) 4-5:S8-I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. 4-5:S8 I-2: write about an opinion and use provided resources to include supporting reasons.</p>	<ul style="list-style-type: none"> ○ Provide logically ordered reasons that are supported by facts and details. 	<ul style="list-style-type: none"> ○ Write an opinion piece and support it with reasons. ○ Provide logically ordered reasons that are supported by facts and details. 	<ul style="list-style-type: none"> ○ Provide logically ordered reasons that are supported by facts and details. 	<ul style="list-style-type: none"> ○ Provide logically ordered reasons that are supported by facts and details.
<p>5.W.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (WFTB Expository Strategy #2 Pgs. 158-164, Strategy #3 Pgs. 165-168, & Strategy #4 Pgs. 169-173) 4-5:S9- I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>		<ul style="list-style-type: none"> ○ Link opinions and reasons using words, phrases, and clauses. 	<ul style="list-style-type: none"> ○ Link opinions and reasons using words, phrases, and clauses. 	<ul style="list-style-type: none"> ○ Link opinion and reasons using words, phrases, and clauses.
<p>5.W.1d Provide a concluding statement or section related to the opinion presented. (WFTB Expository Strategy #6 Pgs. 178-184)</p>	<ul style="list-style-type: none"> ○ Provide a concluding statement related to the opinion presented. 	<ul style="list-style-type: none"> ○ Provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> ○ Provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> ○ Write a concluding statement or section related to the opinion presented.
<p>5.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. (WFTB Expository Manual Pgs. 395-415 &</p>	<ul style="list-style-type: none"> ○ Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> ○ Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> ○ Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> ○ Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

<p><i>Cause/Effect Pgs. 439-440</i>) 4-5:S3- I-3: compose informational texts that include details and examples to develop a topic. 4-5:S3-I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.</p>				
<p>5.W.2a 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. <i>(WFTB Expository Strategy #5 Pgs. 174-177)</i></p>	<ul style="list-style-type: none"> ○ Introduce a topic clearly, provide a general observation and focus, and group related information logically. ○ 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. 	<ul style="list-style-type: none"> ○ Introduce a topic clearly, provide a general observation and focus. ○ Introduce a topic clearly; include formatting and illustrations when useful to aiding comprehension. ○ Introduce a topic clearly, provide a general observation and focus, and group related information logically. 	<ul style="list-style-type: none"> ○ Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. ○ Introduce a topic clearly, provide a general observation and focus, and group related information logically. 	<ul style="list-style-type: none"> ○ Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
<p>5.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<ul style="list-style-type: none"> ○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ○ Develop the topic with facts, definitions, concrete details, and quotations. 	<ul style="list-style-type: none"> ○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 	<ul style="list-style-type: none"> ○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 	
<p>5. W.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). <i>(WFTB Expository Strategy #2 Pgs. 158-164)</i> 4-5:S9- I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>	<ul style="list-style-type: none"> ○ Link ideas within and across categories of information using words, phrases, and clauses. 	<ul style="list-style-type: none"> ○ Link ideas within and across categories of information using words, phrases, and clauses. 	<ul style="list-style-type: none"> ○ Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). ○ Link ideas using words, phrases, and clauses. 	
<p>5. W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> ○ Use precise language and domain-specific vocabulary to inform about or explain a topic. 	<ul style="list-style-type: none"> ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. 	

<p>5.W.2e Provide a concluding statement or section related to the information or explanation presented. <i>(WFTB Expository Strategy #6 Pgs. 178-184)</i></p>	<ul style="list-style-type: none"> ○ Provide a concluding statement related to the information or explanation presented. ○ Provide a concluding statement or section related to the information presented. 	<ul style="list-style-type: none"> ○ Provide a concluding statement or section related to the information presented. 	<ul style="list-style-type: none"> ○ Provide a concluding statement or section related to the information or explanation presented. ○ Provide a concluding statement or section. 	
<p>5.W.3 Write personal narratives (e.g., letters, speeches, and essays) to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(WFTB Narrative Manual Pgs. 155-177 Sequentially/ Chronological)</i> 4-5:S3- I-2: compose written narratives using appropriate conventions that include details and examples to develop a topic.</p>	<ul style="list-style-type: none"> ○ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 		<ul style="list-style-type: none"> ○ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 	
<p>5.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <i>(WFTB Narrative Strategy #1 Pgs. 180-188 & Strategy #6 Pgs. 209-211)</i></p>	<ul style="list-style-type: none"> ○ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 		<ul style="list-style-type: none"> ○ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 	
<p>5.W.3b Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. <i>(WFTB Narrative Strategy #2 Pgs. 189-192 & Strategy #4 Pgs. 199-205)</i></p>	<ul style="list-style-type: none"> ○ Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. ○ Use narrative techniques, such as dialogue and description, to develop experiences and events. 		<ul style="list-style-type: none"> ○ Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. 	
<p>5.W.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. <i>(WFTB Narrative Strategy #3 Pgs. 193-198)</i> 4-5:S9- I-1: Apply understanding</p>	<ul style="list-style-type: none"> ○ Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 		<ul style="list-style-type: none"> ○ Use transitional words, phrases, and clauses to manage the sequence of events. 	

<p>of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts. 4-5:S9- I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>				
<p>5.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. <i>(WFTB Narrative Strategy #5 Pgs. 206-208)</i></p>	<ul style="list-style-type: none"> ○ Use concrete words and phrases and sensory details to convey experiences and events precisely. 		<ul style="list-style-type: none"> ○ Use concrete words and phrases and sensory details to convey experiences and events precisely. 	
<p>5.W.3e Provide a conclusion that follows from the narrated experiences or events. <i>(WFTB Narrative Strategy #7 Pgs. 212-215)</i></p>	<ul style="list-style-type: none"> ○ Provide a conclusion that follows from the narrated experiences or events. 		<ul style="list-style-type: none"> ○ Provide a conclusion that follows from the narrated experiences or events. 	
<p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3) 4-5:S9- I-1: Apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts. 4-5:S9- I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-</p>	<ul style="list-style-type: none"> ○ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> ○ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> ○ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> ○ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

<p>appropriate linking words and temporal words.</p>				
<p>5.W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5). 4-5:S5- I-1: increasingly adapt language choices and style (includes register) according to purpose, task, and audience. 4-5:S5- I-2: use an increasingly wider range of general academic and content-specific words and phrases.</p>	<ul style="list-style-type: none"> ○ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	<ul style="list-style-type: none"> ○ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	<ul style="list-style-type: none"> ○ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	<ul style="list-style-type: none"> ○ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<p>5.W.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 complete a writing task. 4-5:S6- I-2: participate in extended written exchanges about a variety of topics and texts. 4-5:S6- I-3: express own ideas clearly using the rules for discussion. 4-5:S6- I-4: pose and respond to relevant questions about a variety of topics and texts.</p>	<ul style="list-style-type: none"> ○ Use technology to produce and publish writing and to collaborate with others. ○ 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 complete a writing task. 	<ul style="list-style-type: none"> ○ Use technology to produce and publish writing and to collaborate with others. ○ 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 complete a writing task. 	<ul style="list-style-type: none"> ○ Use technology to produce and publish writing and to collaborate with others. ○ Use technology, including the internet, to produce and publish writing. ○ 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 complete a writing task. 	<ul style="list-style-type: none"> ○ 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 complete a writing task.
<p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific</p>	<ul style="list-style-type: none"> ○ Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and 	<ul style="list-style-type: none"> ○ Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and 	<ul style="list-style-type: none"> ○ Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and 	<ul style="list-style-type: none"> ○ Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and

question. 4-5:S7- I-1: gather information from print and digital provided resources to answer a question. 4-5:S7- I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.	to answer a specific question.	to answer a specific question.	to answer a specific question.	to answer a specific question.
5.W.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. 4-5:S7- I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.	○ Gather relevant information from print and digital sources; summarize or paraphrase information in notes and finish work, and provide a list of sources.	○ Gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	○ 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.	○ 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.
5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 4-5:S7- I-1: gather information from print and digital provided resources to answer a question. 4-5:S7- I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.	○ Draw evidence from literary or informational texts to support analysis, reflection, and research.	○ Draw evidence from literary texts to support analysis.	○ Draw evidence from literary or informational texts to support analysis, reflection, and research.	○ Draw evidence from literary or informational texts to support analysis, reflection, and research.
5.W.9a Apply grade 5 reading standards to literature.	○ Apply grade 5 reading standards to literature.	○ Apply grade 5 reading standards to literature.	○ Apply grade 5 reading standards to literature.	○ Apply grade 5 reading standards to literature.
5.W.9b Apply grade 5 reading standards to informational texts.	○ Apply grade 5 reading standards to informational texts.	○ Apply grade 5 reading standards to informational texts.		○ Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Language Standards				
5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4-5:S10- I-1: using grade-	○ Demonstrate command of the conventions of Standard English grammar and usage when writing.	○ Demonstrate command of the conventions of Standard English grammar and usage when writing.	○ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	○ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

<p>appropriate singular and plural nouns. 4-5:S10- I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 4-5:S10- I-4: using personal (subject and object), possessive, and indefinite pronouns. 4-5:S10- I-5: using verbs in the past progressive. 4-5:S10- I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs. 4-5:S10- I-9: using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative). 4-5:S10-I-12: using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>				
<p>5.L.1a Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences. 4-5:S10- I-3: using possessives with grade-appropriate nouns. (e.g. That is Mary’s backpack). 4-5:S10- I-10: using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause). 4-5:S10- I-11: using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>		<ul style="list-style-type: none"> ○ Explain the function of prepositions in general and their functions in particular sentences. ○ Explain the function of conjunctions in general and their function in particular sentences. ○ Explain the function of interjections in general and their function in particular sentences. 		<ul style="list-style-type: none"> ○ Explain the function of prepositions in general and their functions in particular sentences. ○ Explain the function of conjunctions in general and their functions in particular sentences. ○ Explain the function of interjections in general and their functions in particular sentences. ○ Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
<p>5.L.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 4-5:S10- I-7: using grade-</p>	<ul style="list-style-type: none"> ○ Form and use the perfect verb tenses. 		<ul style="list-style-type: none"> ○ Form and use the perfect verb tenses. 	

appropriate verbs in the future with “going to” and “will”.				
5.L.1c Use verb tense to convey various times, sequences, states and conditions. 4-5:S10- I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).	○ Use verb tense to convey various times, sequences, states, and conditions.	○ Use verb tense to convey various times.	○ Use verb tense to convey various times, sequences, states, and conditions.	
5.L.1d Recognize and correct incorrect shifts in verb tense. 4-5:S10- I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs.	○ Recognize and correct inappropriate shifts in verb tense.			
5.L.1e Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).		○ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		○ Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
5.L.1f Write and organize one or more paragraphs that contain: a topic sentence, supporting detail, and a conclusion that is appropriate to the writing task (referencing Writing standards 1-3).	○ Introduce a topic clearly, provide a general observation and focus, and group related information logically. ○ Provide a concluding statement or section related to the information presented.	○ Introduce a topic clearly, provide a general observation and focus, and group related information logically. ○ Provide a concluding statement or section related to the information presented.	○ Introduce a topic clearly, provide a general observation and focus, and group related information logically. ○ Provide a concluding statement or section related to the information presented.	○ Introduce a topic clearly, provide a general observation and focus, and group related information logically. ○ Provide a concluding statement or section related to the information presented.
5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 4-5:S3- I-4: link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). 4-5:S10- I-1: using grade-appropriate singular and plural nouns. 4-5:S10- I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., <i>articles and demonstratives</i>).		○ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	○ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	○ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

<p>4-5:S10- I-3: using possessives with grade-appropriate nouns. (e.g. That is Mary’s backpack).</p> <p>4-5:S10- I-4: using personal (subject and object), possessive, and indefinite pronouns.</p> <p>4-5:S10- I-5: using verbs in the past progressive.</p> <p>4-5:S10- I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).</p> <p>4-5:S10- I-7: using grade-appropriate verbs in the future with “going to” and “will”.</p> <p>4-5:S10- I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs.</p> <p>4-5:S10- I-9: using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).</p> <p>4-5:S10- I-10: using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause).</p> <p>4-5:S10- I-11: using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>4-5:S10-I-12: using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>				
<p>5.L.2a Use punctuation to separate items in a series.</p>		<ul style="list-style-type: none"> ○ Use punctuation to separate items in a series. 		<ul style="list-style-type: none"> ○ Use semicolons correctly with items in a series. ○ Use punctuation to separate items in a series.
<p>5.L.2b Use a comma to separate introductory elements from the rest of the sentence.</p>		<ul style="list-style-type: none"> ○ Use a comma to separate introductory elements from the rest of the sentence. 		<ul style="list-style-type: none"> ○ Use a comma to separate an introductory element from the rest of the sentence.
<p>5.L.2c Use a comma to set off the words yes and no (e.g., Yes, thank</p>		<ul style="list-style-type: none"> ○ Use a comma to set off the words yes and no. 		<ul style="list-style-type: none"> ○ Use comma to set off the words yes and no.

<p>you.) to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g. Is that you, Steve?).</p>		<ul style="list-style-type: none"> ○ Use a comma to set off a tag question from the rest of the sentence. ○ Use a comma to indicate a direct address. 		<ul style="list-style-type: none"> ○ Use comma to set off a tag question from the rest of the sentence. ○ Use comma to indicate direct address.
<p>5.L.2d Use underlining, quotation marks, or italics to indicate titles of works.</p>		<ul style="list-style-type: none"> ○ Use underlining to indicate titles of works. ○ Use italics to indicate titles of works. ○ Use quotation marks to indicate titles of works. 		<ul style="list-style-type: none"> ○ Use underlining, quotation marks, or italics to indicate title of works.
<p>5.L.2e Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ○ Use the suffixes -tion and -ion to change verbs to nouns. ○ Form compound words. 	<ul style="list-style-type: none"> ○ Spell grade appropriate words correctly, consulting references as needed. ○ Form nouns with the suffixes -tion, -ion. ○ Form adjectives with the suffix -ous. ○ Form compound words. ○ Create sensible words with the prefixes pre-, re-. 	<ul style="list-style-type: none"> ○ Form words with the suffixes -ly, -ian, -ize. ○ Form words with the prefixes com-, epi-, pro-. 	<ul style="list-style-type: none"> ○ Spell grade-appropriate words correctly, consulting references as needed. ○ Consult references to verify spellings.
<p>5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 4-5:S10- I-1: using grade-appropriate singular and plural nouns. 4-5:S10- I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 4-5:S10- I-3: using possessives with grade-appropriate nouns. (e.g. That is Mary's backpack). 4-5:S10- I-4: using personal (subject and object), possessive, and indefinite pronouns. 4-5:S10- I-5: using verbs in the past progressive. 4-5:S10- I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).</p>		<ul style="list-style-type: none"> ○ Use knowledge of language and its conventions when writing, speaking, reading, or listening. 		

<p>4-5:S10- I-7: using grade-appropriate verbs in the future with “going to” and “will”.</p> <p>4-5:S10- I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs.</p> <p>4-5:S10- I-9: using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).</p> <p>4-5:S10- I-10: using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause).</p> <p>4-5:S10- I-11: using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>				
<p>5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>		<ul style="list-style-type: none"> ○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 		<ul style="list-style-type: none"> ○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<p>5.L.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>		<ul style="list-style-type: none"> ○ Compare and contrast the varieties of English (e.g., dialects, registers) used in stories. 		
<p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>4-5:S2- I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>4-5:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>4-5:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate</p>	<ul style="list-style-type: none"> ○ Understand and use the meaning of suffix –ly to define words. 	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in a text. 	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in a text. 	<ul style="list-style-type: none"> ○ Determine or clarify the meaning of unknown and multiple-meaning words and phrases. ○ Determine the meaning of words and phrases as they are used in a text.

English morphology to determine meaning of unknown words.				
5.L.4a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<p>The following are RF skills used to teach students to construct meaning:</p> <ul style="list-style-type: none"> ○ Decode and read words with Greek and Latin roots. 	<p>The following are RF skills used to teach students to construct meaning:</p> <ul style="list-style-type: none"> ○ Decode and read words from Greek and Latin roots. ○ Decode and read English words with the suffixes -tion, -ion, -ous. ○ Decode and read words with the prefixes pre-, re-. 	<p>The following are RF skills used to teach students to construct meaning:</p> <ul style="list-style-type: none"> ○ Decode and read words with the suffixes -ly, -ian, -ize. ○ Read and decode words with the prefixes com-, epi-, pro-, -im. 	<p>The following are RF skills used to teach students to construct meaning:</p> <ul style="list-style-type: none"> ○ Decode and read words with the prefixes over-, in-.
5.L.4b Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		<ul style="list-style-type: none"> ○ Use context as a clue to the meaning of a word or phrase. 	<ul style="list-style-type: none"> ○ Use context as a clue to the meaning of a word or phrase. 	<ul style="list-style-type: none"> ○ Use context as a clue to the meaning of a word or phrase.
5.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none"> ○ Use resources to verify or clarify word meanings. ○ Use print or digital resources to verify and clarify the meaning of homographs and homonyms. 	<ul style="list-style-type: none"> ○ Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ○ Use print and digital resources to strengthen word analysis skills. 	<ul style="list-style-type: none"> ○ Consult print and digital reference materials. ○ Consult print and digital resources to find synonyms. 	<ul style="list-style-type: none"> ○ Consult reference materials (e.g., glossaries), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words. ○ Consult reference materials (print and digital) to find definitions.
<p>5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>4-5:S2- I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>4-5:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>4-5:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<ul style="list-style-type: none"> ○ Use knowledge of nuances in word meanings to select the best word to use in a given context. 	<ul style="list-style-type: none"> ○ Decode shades of meaning in similar words. 		<ul style="list-style-type: none"> ○ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<p>5.L.5a Interpret figurative language, including similes and metaphors, in context.</p>		<ul style="list-style-type: none"> ○ Interpret figurative language, including similes and metaphors, in context. 	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<p>5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases (<i>those that are important to the meaning of the text as a whole</i>) as they are used in a text, including figurative language such as metaphors and similes, using <i>explicit or implicit context clues</i>. 	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases (<i>those that are important to the meaning of the text as a whole</i>) as they are used in a text, including figurative language such as metaphors and similes, using <i>explicit or implicit context clues</i>. 	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases (<i>those that are important to the meaning of the text as a whole</i>) as they are used in a text, including figurative language such as metaphors and similes, using <i>explicit or implicit context clues</i>. 	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases (<i>those that are important to the meaning of the text as a whole</i>) as they are used in a text, including figurative language such as metaphors and similes, using <i>explicit or implicit context clues</i>.
<p>5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>			<ul style="list-style-type: none"> ○ Decode and read idioms. ○ Decode and read synonyms. 	
<p>5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). 4-5:S4-I-3: use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). 4-5:S5-I-1: increasingly adapt language choices and style (includes register) according to purpose, task, and audience. 4-5:S5-I-2: use an increasingly</p>	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic and domain-specific words in a text. ○ Determine the meaning of words and phrases as they are used in the text. 	<ul style="list-style-type: none"> ○ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ○ Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. 	<ul style="list-style-type: none"> ○ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic of subject area. 	<ul style="list-style-type: none"> ○ Acquire and use accurately grade-appropriate general academic and domain-specific words in a text.

<p>wider range of general academic and content-specific words and phrases. 4-5:S8 I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being.</p>				
<p>Speaking and Listening Standards</p>				
<p>5.SL.1 Engage effectively in a range of collaborative discussion (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. 4-5:S6- I-1: participate in extended conversations and discussions about a variety of topics and texts. 4-5:S6- I-5: summarize the key ideas expressed in collaborative oral and written discussions.</p>	<ul style="list-style-type: none"> ○ Engage effectively in one-on-one and teacher-led collaborative discussions on Grade 5 texts, building on others' ideas and expressing their own clearly. 	<ul style="list-style-type: none"> ○ Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly. 	<ul style="list-style-type: none"> ○ Engage effectively in a range of collaborative discussion, building on others' ideas and expressing their own clearly. ○ Engage effectively in collaborative discussions with diverse partners on grade 5 topics and texts. ○ 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. 	<ul style="list-style-type: none"> ○ 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.
<p>5.SL.1a <i>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.</i></p>			<ul style="list-style-type: none"> ○ 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. 	
<p>5.SL.1b <i>Follow agreed-upon rules for discussions and carry out assigned roles.</i></p>		<ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions and carry out assigned roles. 		<ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions and carry out assigned roles.
<p>5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<ul style="list-style-type: none"> ○ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 	<ul style="list-style-type: none"> ○ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 	<ul style="list-style-type: none"> ○ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 	<ul style="list-style-type: none"> ○ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<p>5.SL.1d <i>Review the key ideas expressed and draw conclusions based on information and knowledge gained from discussion.</i></p>	<ul style="list-style-type: none"> ○ <i>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</i> 	<ul style="list-style-type: none"> ○ <i>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</i> 	<ul style="list-style-type: none"> ○ <i>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</i> 	<ul style="list-style-type: none"> ○ <i>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</i>

<p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			<ul style="list-style-type: none"> ○ Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 	<ul style="list-style-type: none"> ○ Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 4-5:S8-I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. 4-5:S8 I-2: write about an opinion and use provided resources to include supporting reasons. 4-5:S8 I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being.</p>			<ul style="list-style-type: none"> ○ Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 	<ul style="list-style-type: none"> ○ Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<p>5.SL.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; speaks clearly at an understandable pace. 4-5:S3- I-1: deliver oral presentations that include details and examples to develop a topic. 4-5:S4- I-1: express an opinion on a topic. 4-5:S4- I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. 4-5:S4-I-3: use grade- appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife,</p>	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ Present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace. ○ Report on a topic or present an opinion. ○ 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. 	<ul style="list-style-type: none"> ○ Report on a text; speak clearly at an understandable pace. 	<ul style="list-style-type: none"> ○ Report on a text or present an opinion, sequencing ideas logically and using appropriate details. ○ State and support an opinion. ○ 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.

<p>conservation, and endangered when discussing animal preservation). 4-5:S9- I-1: Apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts. 4-5:S9- I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>				
<p>5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> ○ Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 	<ul style="list-style-type: none"> ○ Include multimedia components (e.g., graphics) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 		
<p>5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to tasks and situation. (See grade 5 Language standards 1 and 3) 4-5:S5- I-1: increasingly adapt language choices and style (includes register) according to purpose, task, and audience. 4-5:S5- I-2: use an increasingly wider range of general academic and content-specific words and phrases. 4-5:S9- I-1: Apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an</p>		<ul style="list-style-type: none"> ○ 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. ○ Report on a topic or text, or present an opinion. ○ 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. 		<ul style="list-style-type: none"> ○ Adapt speech to a variety of contexts and tasks, using formal English when appropriate to tasks and situation.

<p>opinion text is organized by opinion and supporting reasons) in complex texts. 4-5:59- 1-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>				
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Quarter Taught				Essential Standards
1	2	3	4	Reading Literature:
X	X	X	X	5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
X	X	X	X	5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
				Reading Informational Text:
X	X	X	X	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
X	X	X	X	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	X	X	X	5.RI.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.
X	X	X	X	5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
	X	X	X	5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
				Writing:
	X	X	X	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
X	X	X	X	5.W.1a 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.
X	X	X	X	5.W.1b Provide logically ordered reasons that are supported by facts and details.
	X	X	X	5.W.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
X	X	X	X	5.W.1d Provide a concluding statement or section related to the opinion presented.

Quarter Taught				Supporting Standards
1	2	3	4	Reading Literature:
X	X	X	X	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
X	X	X	X	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
X	X	X	X	5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
X	X	X	X	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.
X	X	X		5.RL.7 Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
X	X	X	X	5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
X	X	X	X	5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
				Reading Informational Text:
X	X	X	X	5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
X	X	X	X	5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
X	X	X	X	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	X	X		5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
X	X	X	X	5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technical

				texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
Reading Foundations:				
X	X	X	X	5.RF.3 Know and apply grade level phonics and word analysis skills in decoding multisyllabic words in context and out of context. 5.RF.3a Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.
X	X	X	X	5.RF.3b Apply knowledge of the six syllable patterns to read grade level words accurately.
X	X	X	X	5.RF.3c Use combined knowledge of morphology to read grade level words accurately.
X	X	X		5.RF.3d Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.
X	X	X	X	5.RF.4 Read with sufficient accuracy and fluency to support comprehension. 5.RF.4a Read on grade-level text with purpose and understanding.
X	X	X	X	5.RF.4b Read on grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
X	X	X	X	5.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Foundations:				
X	X	X	X	5.WF.1 Demonstrate and apply handwriting skills. 5.WF.1a Read and write cursive letters, upper and lower case.
X	X	X	X	5.WF.1b Transcribe ideas legibly and fluently with appropriate spacing and indentation.
Writing:				
X	X	X	X	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
X	X	X	X	5.W.2a 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.
X	X	X		5.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
X	X	X		5.W.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
X	X	X		5.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
X	X	X		5.W.2e Provide a concluding statement or section related to the information or explanation presented.
X		X		5.W.3 Write personal narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
X		X		5.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
X		X		5.W.3b Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
X		X		5.W.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
X		X		5.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
X		X		5.W.3e Provide a conclusion that follows from the narrated experiences or events.
X	X	X	X	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
X	X	X	X	5.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
X	X	X	X	5.W.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 in order to complete a writing task.
X	X	X	X	5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.
X	X	X	X	5.W.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.

X	X	X	X	5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
X	X	X	X	5.W.9a Apply grade 5 Reading standards to literature.
X	X		X	5.W.9b Apply grade 5 Reading standards to informational texts.
X	X	X	X	5.W.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.
Language:				
X	X	X	X	5.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	X		X	5.L.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
X		X		5.L.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
X	X	X		5.L.1c Use verb tense to convey various times, sequences, states, and conditions.
X				5.L.1d Recognize and correct inappropriate shifts in verb tense.
	X		X	5.L.1e Use correlative conjunctions (e.g., either/or, neither/nor).
X	X	X	X	5.L.1f Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
	X	X	X	5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	X		X	5.L.2a Use punctuation to separate items in a series.
	X		X	5.L.2b Use a comma to separate an introductory elements from the rest of the sentence.
	X		X	5.L.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
	X		X	5.L.2d Use underlining, quotation marks, or italics to indicate titles of works.
X	X	X	X	5.L.2e Spell grade-appropriate words correctly, consulting references as needed.
	X			5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	X		X	5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	X			5.L.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
X	X	X	X	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
X	X	X	X	5.L.4a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	X	X	X	5.L.4b Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
X	X	X	X	5.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
X	X		X	5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	X	X	X	5.L.5a Interpret figurative language, including similes and metaphors, in context.
X	X	X	X	5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
		X		5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
X	X	X	X	5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Speaking and Listening:				
X	X	X	X	5.SL.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.
		X		5.SL.1a 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
	X		X	5.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles.
X	X	X	X	5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
X	X	X	X	5.SL.1d Review the key ideas expressed and draw conclusions based on information and knowledge gained from discussion.
		X	X	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		X	X	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
X	X	X	X	5.SL.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.
X	X			5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	X		X	5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)