

1 S T N I N E W E E K S	5 th Grade ELA Curriculum Guide	I Can Statements
	<p>Reading Standards for Literature</p> <p>5.RL.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>5.RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in text (e.g., how characters interact)</p> <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. <i>(Introduce CCSS skill – ongoing)</i></p> <p>Reading Standard for Informational Text</p> <p>5.RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <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.</p> <p>5RI.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.</p> <p>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. <i>(Introduced CCRS skill) - ongoing</i></p> <p>5.RI.10: <u>By the end of the year</u>, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills – Phonics and Word Recognition</p> <p>5.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>5.RL.1 • I can explain what the text says by quoting from the text • I can draw inferences using details from text.</p> <p>5.RL.2 • I can determine the theme of a story using details in a text. • I can determine the theme of a poem from details using text. • I can explain the characters actions from text. • I can explain the speakers’ point of view in a poem. • I can summarize the text.</p> <p>5.RL.3 • I can compare and contrast the interaction of two or more characters in a story or drama. • I can compare and contrast the settings in a story or drama. • I can compare and contrast the details in a story or drama.</p> <p>5.RI.1 *I can quote accurately from a text when explaining what the text says. • I can quote accurately from a text when drawing inferences from a text.</p> <p>5.RI.2 • I can determine the main ideas of a text. • I can explain how the main idea is supported by keys details. • I can summarize the text.</p>

<p>Fluency 5.RF.4: (<i>Ongoing CCRS skill for mastery</i>) Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding rereading as necessary. <p>Writing Standards 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol 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. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <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 on pages 28-29.)</p> <p>5.W.10: <u>Write routinely over extended time frames</u> (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. <i>Introduce CCSS skill – ongoing for mastery</i>)</p> <p>Speaking and Listening 5.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partner's on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	<p>5.RI.3</p> <ul style="list-style-type: none"> I can explain the relationships or interactions between two or more individuals in a historical, scientific, or technical text. <ul style="list-style-type: none"> I can compare the relationships between two or more events in a historical, scientific, or technical text. I can interpret the relationship between two or more ideas or concepts in a historical, scientific, or technical text based on specific information in the text. I can determine the meaning of 5th grade vocabulary and phrases in a text. <p>5.RI.4</p> <ul style="list-style-type: none"> I can determine the meaning of 5th grade vocabulary and phrases in a text. <p>5.RI.10</p> <ul style="list-style-type: none"> I can read informational text (social studies, science, etc...) on grade level independently and proficiently. <ul style="list-style-type: none"> I can comprehend informational text (social studies, science, etc...) on grade level independently and proficiently. <p>5.RF.3:</p> <ul style="list-style-type: none"> I can apply grade level phonics and word analysis skills in decoding words.
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<p>Language Standard</p> <p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use underlining quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>5.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Review from 1st nine weeks)</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.</p> <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>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. 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.</p> <p><u>I Can Statements:</u></p> <p>5.L.4</p> <ul style="list-style-type: none">• I can use context clues to determine the meaning of a word or phrase.• I can use Greek and Latin affixes and roots to determine the meaning of words and phrases.• I can consult printed reference materials to find the pronunciation and meaning of key words or phrases. <p>I can consult digital reference materials to find the pronunciation and meaning of key words and phrases.</p> <p>5.RL.4:</p> <ul style="list-style-type: none">• I can determine the meaning of words or phrases as they are used in text. <p>5.L.1</p> <ul style="list-style-type: none">• I can explain the function of conjunctions.• I can explain the function of prepositions.• I can explain the function of interjections	<ul style="list-style-type: none">• I can recognize letter sound correspondences to read accurately unfamiliar words.• I can use syllabication patterns to read accurately multisyllabic words.• I can identify roots and affixes. <p>5.RF.4:</p> <ul style="list-style-type: none">• I can read on level text with understanding and fluency• I can accurately read on-level prose (free verse) and poetry orally.• I can read orally on-level prose and poetry at the appropriate rate using expression.• I can use context clues to understand the text. <p>5.W.3</p> <ul style="list-style-type: none">• I can introduce a narrator or characters to establish a situation.• I can organize in sequence the events in a narrative.• I can use dialogue (conversation) to develop experiences and events from the narrative.• I can use description to compose the narrative.• I can show sequence using transitional words or phrases.• I can add concrete words or phrases to convey experiences.• I can use sensory details to relate experiences and events.• I can provide a conclusion for the narrative.
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5.L.2

- I can use underlining, quotation marks, or italics to indicate titles of works.
- I can spell grade appropriate words correctly.
- I can consult references to spell grade appropriate words when needed.

5.W.5

- I can develop and strengthen the writing process through planning with guidance from peers and adults.
- I can revise and edit writing with guidance and support from peers and adults.
 - I can rewrite or try a new approach through guidance from peers and adults.

5.SL.1:

- I can engage in a range of discussions (in groups, one-on-one, teacher-led
- I can read and study to prepare for discussion.
- I can follow rules for discussion.
- I can carry out assigned roles for discussion
- I can ask questions in a discussion.
- I can respond to specific questions in a discussion.
- I can review key ideas expressed in a discussion.
 - I can draw conclusions using information and knowledge gained from discussions.

2 N D N I N E W E E K S	<p style="text-align: center;">Continue to implement CCSS from previous nine weeks:</p> <p>Reading Standards for Literature</p> <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>5.RL.5 Explain how series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or a poem.</p> <p>5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>Reading Standard for Informational Text</p> <p>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.</p> <p>5.RI.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Reading Foundational Skills – Phonics and Word Recognition</p> <p>5.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Fluency</p> <p>5.RF.4: <i>(Ongoing CCSS skill for mastery)</i> Read with sufficient accuracy and fluency to support comprehension. a. Read on level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>Writing Standards</p> <p>5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include</p>	<p>I Can Statements</p> <p>5.RL.4:</p> <ul style="list-style-type: none"> • I can determine the meaning of words or phrases as they are used in text. <p>5.RL.5</p> <ul style="list-style-type: none"> *I can determine various structures of literacy text *I can identify the plot, theme, and setting of a specific text * I can analyze how a stanza, scene, chapter, or sentence fits into the structure of a specific text. <p>5.RL.6</p> <ul style="list-style-type: none"> • I can describe how a narrator’s point of view influences how events are described. <p>5.RI.4</p> <ul style="list-style-type: none"> • I can determine the meaning of 5th grade vocabulary and phrases in a text. <p>5.RI.5</p> <ul style="list-style-type: none"> • I can compare and contrast the structure of two or more texts (chronology, comparison, cause/effect, problem/solution). <p>5.RI.6</p> <ul style="list-style-type: none"> • I can analyze different accounts of the same event or topic, identifying important similarities. • I can distinguish differences in multiple accounts of the same event or topic.
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<p>formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <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 above.) (<i>Introduce CCSS skill – ongoing for mastery</i>)</p> <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 or keyboarding skills. to type a minimum of two pages in a single sitting.</p> <p>5.W.9: (<i>Introduce CCSS skill – ongoing for mastery</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast” two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points[s]”)</p> <p>Speaking and Listening</p> <p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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 on pages 28 and 29 for specific expectations.)</p> <p>Language Standards</p> <p>5.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (Review from 1st nine weeks)</p>	<p>5.W.2</p> <ul style="list-style-type: none"> • I can introduce a topic clearly, providing a general observation and focus. • I can group related information logically. <ul style="list-style-type: none"> • I can include headings, illustrations, and multimedia when useful for comprehension. • I can develop the topic using facts, definitions, details, quotes, or other information related to topic. • I can use words, phrases, and clauses (in contrast, especially) to link ideas and information. • I can use precise language and vocabulary to inform or explain the topic. • I can provide a conclusion related to the information. <p>5.W.4</p> <ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to the task or purpose. <p>5.W.6</p> <ul style="list-style-type: none"> • I can demonstrate sufficient command of keyboarding skills to type a minimum of two pages. • I can use technology to produce and publish writing with some guidance and support from adults. <p>5.W.10</p> <ul style="list-style-type: none"> • I can write a variety of specific text over an extended
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<p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Review from 1st nine weeks)</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. 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?).</p> <p>5.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Review from 1st nine weeks)</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.</p> <p>5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Review from 1st nine weeks)</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of words.</p> <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).</p> <p><u>I Can Statements:</u></p> <p>5.L.2</p> <ul style="list-style-type: none"> • I can punctuate to separate items in a series. • I can use a comma to separate an introductory element (dependent clause, prepositional phrases, etc..) from the rest of the sentence. • I can use a comma to set off introductory words (such as Yes, or No,) in a sentence. • I can set off a tag question from the rest of the sentence (It's true, isn't it?). • I can indicate direct address by using a comma before or after a name (Is that you, Steve? or Steve, is that you?) <p>5.L.3</p> <ul style="list-style-type: none"> • I can use knowledge to expand sentences for meaning, interest, and style. • I can use knowledge to combine sentences for meaning, interest, and style. 	<p>time frame.</p> <ul style="list-style-type: none"> • I can write a variety of specific text over a shorter time frame (day or two). <p>5.SL.2</p> <ul style="list-style-type: none"> • I can summarize written text read aloud. • I can summarize information presented in diverse media. <p>5.SL.3</p> <ul style="list-style-type: none"> • I can restate the points a speaker makes. <p>5.SL.6</p> <ul style="list-style-type: none"> • I can adapt speech to a variety of task (formal or informal) appropriate to the situation. <p>5.L.1a</p> <ul style="list-style-type: none"> • I can explain the function of conjunctions. • I can explain the function of prepositions. • I can explain the function of interjections. <p>(1b)</p> <ul style="list-style-type: none"> • I can use the perfect verb tenses correctly in a sentence oral and written. <p>(1c)</p> <ul style="list-style-type: none"> • I can use verb tenses correctly in writing passages. <p>(1d)</p> <ul style="list-style-type: none"> • I can recognize and correct shifts in verb tense <p>(1e)</p> <ul style="list-style-type: none"> • I can use correlative conjunctions correctly when writing a sentence or passage.
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	<ul style="list-style-type: none">• I can use knowledge to reduce sentences for meaning, interest, and style.• I can compare and contrast varieties of voice used in stories, dramas, or poems. <p>5.L.5</p> <ul style="list-style-type: none">• I can interpret figurative language (similes and metaphors) in context.• I can recognize and explain meaning of common idioms, adages, and proverbs.• I can use the relationship between particular words (synonyms, antonyms, and homographs) to understand meaning of each of the words. <p>5.L.6</p> <ul style="list-style-type: none">• I can use grade appropriate signal words and phrases that show relationships (however, although, nevertheless, etc...). <p>5.L.9</p> <ul style="list-style-type: none">• I can compare and contrast themes in stories of the same genre.• I can compare and contrast topics in stories of the same genre. <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.</p> <ol style="list-style-type: none">a. Interpret figurative language, including similes and metaphors, in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of words.	
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3rd N I N E W E E K S	<p>Reading Standard for Literature</p> <p>5.RL.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).</p> <p>5.RL.8: Not applicable to literature</p> <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> <p>5.RL.10: <u>By the end of the year</u>, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading Standard for Informational Text</p> <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.</p> <p>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).</p> <p>5.RI.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.RI.10: <u>By the end of the year</u>, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills – Phonics and Word Recognition</p> <p>5.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Fluency</p> <p>5.RF.4: <i>(Ongoing CCSS skill for mastery)</i> Read with sufficient accuracy and fluency to support comprehension. a. Read on level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>I Can Statements:</u></p> <p>5.RL.7</p> <ul style="list-style-type: none"> • I can analyze how visual elements contribute to the meaning, tone, or beauty of a text. • I can analyze how multimedia elements contribute to the meaning, tone, or beauty of a text. <p>5.RI.7</p> <ul style="list-style-type: none"> • I can demonstrate the ability to locate an answer to a question using multiple print or digital sources. • I can solve a problem using information from multiple print or digital sources. <p>5.RI.8:</p> <ul style="list-style-type: none"> • I can describe how an author uses reasons and evidence to support particular points in a text. • I can identify the reasons and evidence that support each point <p>5.RI.9</p> <ul style="list-style-type: none"> • I can use information from several texts on the same topic to write about the subject knowledgeably. • I can speak about a topic integrating information from different texts. <p>5.W.1</p> <ul style="list-style-type: none"> • I can introduce a topic or text clearly based on writer's purpose.
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<p>c. Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>Writing Standard</p> <p>5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <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 above.) (<i>Introduce CCSS skill – ongoing for mastery</i>)</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 on pages 28-29.)</p> <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 type a minimum of two pages in a single sitting.</p> <p>5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>5.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast” two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points[s]”)</p>	<ul style="list-style-type: none"> • I can create an organized text with ideas supporting writer’s purpose. • I can state an opinion about the writer’s purpose. • I can introduce a topic or text clearly based on writer’s purpose. • I can support reasons giving facts and details. • I can use words, phrases, and clauses (e.g., consequently, specifically, etc..) to link opinion with reasons. • I can provide a conclusion related to the opinion. <p>5.W.6</p> <ul style="list-style-type: none"> • I can demonstrate sufficient command of keyboarding skills to type a minimum of two pages. • I can use technology to produce and publish writing with some guidance and support from adults. <p>5.W.7</p> <ul style="list-style-type: none"> • I can conduct research projects using several sources. <p>5.W.9</p> <ul style="list-style-type: none"> • I can draw evidence from literature to support analysis through comparing and contrasting • I can reflect on the literary text (describe in depth setting, characters, or events in a story). • I can support analysis of informational text using
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<p>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. <i>Introduce CCSS skill – ongoing for mastery)</i></p> <p>Speaking and Listening</p> <p>5.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partner’s on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <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; speak clearly at an understandable pace.</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> <p>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 on pages 28 and 29 for specific expectations.)</p> <p>Language Standard</p> <p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (Review from 1st nine weeks)</p>	<p>reasons and evidence to support particular points.</p> <ul style="list-style-type: none"> • I can research using informational text. <p>5.W.8</p> <ul style="list-style-type: none"> • I can recall relevant information from experiences. • I can gather relevant information from print and digital sources. • I can summarize information in notes and finished work. • I can provide a list of sources. <p>5.SL.4</p> <ul style="list-style-type: none"> • I can report on a topic sequencing ideas using appropriate facts and relevant details. • I can present an opinion sequencing ideas and logically using appropriate details.
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	<ul style="list-style-type: none">b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tensesc. Use verb tense to convey various times, sequences, states, and conditions.d. Recognize and correct inappropriate shifts in verb tense.e. Use correlative conjunctions (e.g., either/or, neither/nor). <p>5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Review from 1st nine weeks)</p> <ul style="list-style-type: none">a. Use punctuation to separate items in a series.b. Use a comma to separate an introductory element from the rest of the sentence.c. 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?). <p>5.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Introduced in 1st nine weeks)</p> <ul style="list-style-type: none">a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems. <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> <ul style="list-style-type: none">a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).c. 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. <p>5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Review from 1st nine weeks)</p> <ul style="list-style-type: none">a. Interpret figurative language, including similes and metaphors, in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of words. <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).</p>	
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	<p>I Can Statements:</p> <p>5.SL.5</p> <ul style="list-style-type: none"> • I can include multimedia components to enhance presentation(s). <p>5.SL.6</p> <ul style="list-style-type: none"> • I can adapt speech to a variety of task (formal or informal) appropriate to the situation. <p>5.SL.5</p> <ul style="list-style-type: none"> • I can include multimedia components to enhance presentation(s). <p>5.L.3</p> <ul style="list-style-type: none"> • I can use knowledge to expand sentences for meaning, interest, and style. • I can use knowledge to combine sentences for meaning, interest, and style. • I can use knowledge to reduce sentences for meaning, interest, and style. • I can compare and contrast varieties of voice used in stories, dramas, or poems. <p>5.RI/L.9</p> <ul style="list-style-type: none"> • I can compare and contrast themes in stories of the same genre. • I can compare and contrast topics in stories of the same genre. 	
4TH N I N E W E E K S	<p>Review and remediate all concepts and CCRS for mastery</p> <p>Reading Standard for Informational Text</p> <p>5.RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <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.</p> <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.</p> <p>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.</p> <p>5.RI.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, Ideas, concepts, or information in two or more texts.</p>	

<p>5.RI.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <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.</p> <p>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).</p> <p>5.RI.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.RI.10: <u>By the end of the year</u>, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills</p> <p>5.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding rereading as necessary. <p>5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol 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. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide 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.</p> <ol style="list-style-type: none"> 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the 	
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<p>topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <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 above.)</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 on pages 28-29.)</p> <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 type a minimum of two pages in a single sitting.</p> <p>5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>5.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast” two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points[s]”)</p> <p>5.W.10: <u>Write routinely over extended time frames</u> (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.</p>	
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Speaking and Listening

5.SL.1:

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partner's on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

5.SL.2:

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.3:

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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.

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.

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 on pages 28 and 29 for specific expectations.)

Language Standards

5.L.1:

Demonstrate command of the conventions of standard English grammar and usage when writing (**printing, cursive, or keyboarding**) or speaking.

5.L.2:

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.L.3:

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

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.

5.L.5:

<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <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).</p> <p>Reading Standards for Literature</p> <p>5.RL.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>5.RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in text (e.g., how characters interact).</p> <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>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.</p> <p>5.RL.6: Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>5.RL.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <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> <p>5.RL.10: <u>By the end of the year</u>, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	
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