

ELA				
Timeline (# of days)	Topic	Standards	Key Vocabulary	
Ongoing throughout quarter	<input type="checkbox"/> Quoting <input type="checkbox"/> Drawing Inferences	RI5.1	Explicit/explicitly Inference	
10	<input type="checkbox"/> Main idea <input type="checkbox"/> Key details <input type="checkbox"/> Summary	RI5.2	Event Key details Main idea/topic Summary	
10	<input type="checkbox"/> Relationships/Interactions between 2 or more characters, ideas, or concepts	RI5.3	Relationship Interaction Character Idea Concept	
Ongoing throughout quarter	<input type="checkbox"/> Meaning of domain-specific words in context	RI5.4	Domain-specific vocabulary/words/phrases General academic	
Ongoing	<input type="checkbox"/> Text Structures	RI5.5	Compare Contrast Event Vivid Deconstruct Chronological Motives Consequence Symbolism	Describing Defining Identifying Classify Sequence Cause/Effect Impact Relationship Analogies
Ongoing	<input type="checkbox"/> Analyze multiple accounts of the same event/topic <input type="checkbox"/> Point of View represented <input type="checkbox"/> Speak/Write on Topic	RI5.6 RI5.9	Analyze Point of View Topic	

Ongoing throughout remainder of year	<input type="checkbox"/> Read proficiently and independently on level <input type="checkbox"/> Stamina	RI5.10	Independently Informational Text Proficient/proficiently Text complexity band
ongoing	<input type="checkbox"/> Meaning of words in context <input type="checkbox"/> Reading on grade-level for extended periods of time/independently	RL5.4 RL5.10	Phrases Tone Independently Proficient/proficiently Text complexity band

Writing			
Timeline (# of days)	Topic	Standards	Key Vocabulary
40	<input type="checkbox"/> Expository Writing <input type="checkbox"/> Research on Given Topic	W5.2 W5.5	Concrete details Domain-specific vocabulary/words/phrases Editing Formatting Illustration Phrases Purpose Revision/revising Topic
10-15	<input type="checkbox"/> Use digital tools <input type="checkbox"/> Collaborate with peers <input type="checkbox"/> Word Processing	W5.4	Digital tools Interact Publish

Speaking and Listening			
Timeline (# of days)	Topic	Standards	Key Vocabulary
ongoing	<input type="checkbox"/> Engage in discussions (one-on-one, groups, teacher-led) <input type="checkbox"/> Summarize a written text	SL5.1 SL5.2	Key ideas Topics Quantitatively

Language Skills

Timeline (# of days)	Topic	Standards	Key Vocabulary
ongoing	<ul style="list-style-type: none"> ❑ Using correct English grammar when writing and speaking ❑ Capitalization ❑ Punctuation, ❑ Spelling ❑ Sentence structure ❑ Comparing/Contrasting varieties of English ❑ Determining and clarifying meaning of words/phrases ❑ Grade-level appropriate vocabulary (Tier 2/3) 	<p>L5.1 L5.2 L5.3 L5.4 L5.6</p>	<p>Conventions of spoken and written standard English Grammar Proficient/proficiently Usage Punctuation Compare Drama Poem Context clues Multiple-meaning words and phrases Reference materials Word relationship Domain-specific vocabulary/words/phrases General academic</p>

Reading Foundation Skills

Timeline (# of days)	Topic	Standards	Key Vocabulary
Ongoing	<ul style="list-style-type: none"> ❑ Create documents ❑ Cursive ❑ Reading grade-level items ❑ Fluency/Accuracy/Comprehension 	<p>RF5.2 RF5.4 RF5.5</p>	<p>Analysis Morphology Multisyllabic Syllabication Expression Fluency/fluid reading Prose Self-correct</p>

ELA

Standards

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 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.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5 Compare or contrast the overall structure of events, ideas, concepts, or information in two or more texts.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10 By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

I can statements

I can accurately find the words or phrases from the text that supports my answer.

I can make logical conclusions based on the evidence in the text.

I can create lists of clues stated in the text to support my inferences.

I can identify several main ideas and connect the supporting details.

I can restate the main ideas and critical details.

I can maintain chronological or logical order in as few words as possible.

I can explain how two or more specific events, ideas, concepts, or individuals are connected.

I can use specific events, ideas, concepts from the informational reading that I do to explain what happened and why.

I can use context clues to help unlock the meaning of unknown words/phrases.

I can use non-linguistic clues (maps, charts, etc.) to help unlock the meaning of unknown words/phrases.

I can determine the appropriate definition of words that have more than one meaning.

I can identify text structure specific to informational text.

I can compare and contrast the structure of events, ideas, concepts, and information of two or more text.

I can compare the purpose of the text structure.

I can tell how and why the events of an account are influenced by multiple viewpoints.

I can develop notes to organize my thinking while reading several different sources.

I can categorize notes from different sources.

I can interpret notes for a report.

I can create a finished product that paraphrases what I learned.

I can read and understand informational texts at my grade level.

I can read a variety of informational texts at many levels with and without the support of my teacher.

I can read a variety of informational texts as needed at the high end of my range.

I can use reading strategies to help me understand difficult complex text.

Resources

- NewsELA
- CommonLit
- Study Island Lesson Plans
- Discovery Education
- Schoolnet
- Thinking Maps
- TeachersPayTeachers Resources

Writing

Standards

- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Organize information and ideas around a topic to plan and prepare to write.
 - 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.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.

- g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

I can statements

I can select a topic and gather information to share with my audience.

I can define common formatting structures and determine the best structure that will allow me to organize my information.

I can introduce my topic by providing my general observation/focus; use formatting structures illustrations, and multimedia to clarify my topic.

I can explain my topic using precise language and domain-specific vocabulary.

I can present my information in a formal style with a concluding statement or section that relates to the information presented.

I can identify the writing style that best fits my task, purpose, and audience.

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

When someone helps me:

I can use prewriting strategies to formulate ideas.

I can recognize that a well-developed piece of writing requires more than one draft.

I can apply revision strategies.

I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc..

I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.

I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.

Resources

- Thinking Maps
- Write from the Beginning

Speaking and Listening

Standard

SL.5.1 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.

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

I can statements

I can read or study material to be discussed.

I can list important information about the topic to be discussed.

I can identify and follow the agreed upon rules for discussions and carry out assigned roles.

I can ask questions when I do not understand.

I can stay on topic by making comments about the information being discussed.

I can make connections between the comments of others.

I can explain my own ideas and tell what I've learned from a discussion.

I can identify information from a text being read aloud.

I can identify information that is presented in different formats.

I can summarize the information gathered to determine the main idea and supporting details.

Resources

- Discussion protocols
- Thinking Maps
- Write from the Beginning

Language Skills

Standard

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grade continuum.

- a. Subject/Verb Agreement
- b. Use abstract nouns
- c. Continue to use regular and irregular plural nouns
- d. Form and use progressive verb tenses
- e. Use modal auxiliaries (such as may or must)
- f. Continue to form and use the perfect verb tenses
- g. Convey sense of various times, sequences, states, and conditions
- h. Recognize and correct inappropriate shifts in verb tense
- i. Form and use comparative and superlative adjectives
- j. Order adjectives within sentences according to conventional patterns
- k. Continue to use coordinating and subordinating conjunctions
- l. Use correlative conjunctions (such as either/or)
- m. Form and use comparative and superlative adverbs
- n. Use relative adverbs
- o. Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences
- p. Produce, expand, and rearrange simple, compound, and complex sentences
- q. Form and use prepositional phrases
- r. Ensure pronoun-antecedent agreement
- s. Use relative pronouns
- t. Correctly use frequently confused words (such as to, two, too)
- u. Continue to use interjections
- v. Explain the function of phrases and clauses
- w. Recognize independent and dependent clauses

L.5.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 conventions continuum.

- a. Capitalize appropriate words in titles
- b. Continue to use correct capitalization
- c. Use punctuation to separate items in a series
- d. Continue to use commas in addresses
- e. Continue to use commas in dialogue
- f. Continue to use quotation marks in dialogue
- g. Use a comma before a coordinating conjunction in a compound sentence
- h. Use commas and quotations to mark direct speech and quotations from a text

- i. Use a comma to separate an introductory element from the rest of a sentence
- j. Use a comma to set off the words yes and no
- k. Use a comma to set off a tag question from the rest of the sentence
- l. Use a comma to indicate a direct address
- m. Use underlining, quotation marks, or italics to indicate titles of works
- n. Continue to use conventional spelling for high frequency words and other studied words
- o. Continue to use conventional spelling for adding suffixes to base words
- p. Continue to use spelling patterns and generalizations when writing
- q. Spell grade-appropriate words correctly
- r. Continue to consult reference materials as needed to check and correct spellings

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English used in stories, dramas, or poems.

L.5.4 Determine and/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: context clues, word parts, word relationships, and reference materials.

L.5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

I can statements

I can define conjunctions (words that connect words, phrases, clauses, or sentences) and explain its function in a sentence.

I can define prepositions (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence.

I can identify common correlative conjunctions and use them correctly when writing.

I can define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence.

I can identify the past perfect, present perfect, and future perfect verb tenses and use them correctly.

I can choose the correct verb tense to show time, sequence, state, and condition.

I can identify when the incorrect verb tense has been used and make appropriate corrections.

I can determine when to capitalize words.

I can identify items in a series and punctuate them correctly.

I can identify an introductory element and use a comma to separate it from the rest of a sentence.

I can identify when a comma should be used to set off the words yes and no, tag questions, and direct address.

I can identify titles of works and choose the correct formatting style.

I can identify misspelled words and use resources to assist mein spelling correctly.

I can identify simple sentence structures (one independent clause), compound sentence structures (two or more independent clauses), and complex sentence structures (one independent clause and one subordinate clause).

I can determine when to use varied sentence structures to create meaning, interest, and style in my writing.

I can compare/contrast how authors use variations of English in stories, dramas, or poems.

I can infer the meaning of unknown words using context clues.

I can recognize and define common Greek and Latin affixes and roots.

I can break down unknown words into units of meaning to infer the definition.

I can verify my inferred meaning of an unknown word by consulting reference materials.

I can recognize the difference between general academic words and phrases.

I can acquire and use grade-appropriate academic and domain-specific words and phrases, including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression.

Resources

- Study Island Lesson Plans
- Spelling City
- Words Their Way
- Dictionary.com

Reading Foundation Skills

Standard

RF.5.2 Create readable documents through legible handwriting (cursive).

RF.5.4 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 to read accurately unfamiliar multisyllabic words in context and out of context

RF.5.5 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.

I can statements

I can use word-decoding strategies to read unfamiliar words.

I can use my knowledge of consonant blends, long-vowel patterns, and short vowel patterns to decode words.

I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.

I can use my analysis of word structure to help me decode unfamiliar multisyllabic words.

I can read with purpose and understanding.

I can read grade-level text fluently and show comprehension through voice, timings, and expression.

I can recognize when a word I have read does not make sense within the text.

I can self-correct misread or misunderstood words using context clues.

I can reread with corrections when necessary.

I can read prose and poetry aloud with accuracy, rate and expression.

I can use context to know if I am reading accurately and can self-correct when necessary.

Resources

- Words Their Way
- Write from the Beginning
- TeachersPayTeachers Resources

NC Check-In 1

Assessed Standards

RL1, RL2, RL3, RL4, RL6

L4, L5a

RI1, RI2, RI3, RI4, RI8