

ELA			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Ongoing	<input type="checkbox"/> Locate information in print or digital sources.	RI 5.7	Digital Sources
Ongoing	<input type="checkbox"/> Identify details and examples that supports specific points in a text.	RI 5.8	Evidence Reasons/Reasoning
20-25	Poetry/Drama <input type="checkbox"/> Identify the theme of a story, drama or poem.	RL.5.2	Drama Poem Summary/Summarize Theme Topic
20-25	<input type="checkbox"/> Identify how a series of events fit together to create a particular story."	RL.5.5	Chapter Drama Poem Stanza Describe Event Point of view
20-25	<input type="checkbox"/> Identify illustrations, tactual, or multimedia elements that add to understanding of a text.	RL.5.7	Aesthetics Analyze
Ongoing	<input type="checkbox"/> Analyze multiple accounts of 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	<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

<p>Ongoing throughout quarter</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Quote accurately from the text <input type="checkbox"/> Inferencing <input type="checkbox"/> Overall structure of story, poem, drama <input type="checkbox"/> Comparing stories of same genre 	<p>RL5.1 RL5.5 RL5.9</p>	<p>Explicit/explicitly Inference Chapter Drama Poem Stanza Approaches Compare</p>	<p>Compare Genre Theme Topic</p>
<p>Ongoing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Text Structures 	<p>RI5.5</p>	<p>Compare Contrast Event Vivid Deconstruct Chronological Motives Consequence Symbolism</p>	<p>Describing Defining Identifying Classify Sequence Cause/Effect Impact Relationship Analogies</p>

Writing

<p>Timeline (# of days)</p>	<p>Topic</p>	<p>Standards</p>	<p>Key Vocabulary</p>
<p>40</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Opinion Writing 	<p>W.5.1</p>	<p>Opinion Point of View Organizational Structure Phrases Concluding Statement Revising Editing</p>
<p>Ongoing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use Experiences or Research to Summarize or Paraphrase Information 	<p>W.5.6</p>	<p>Experiences Digital Sources Paraphrase</p>

Speaking and Listening

Timeline (# of days)	Topic	Standards	Key Vocabulary
ongoing	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in discussions (one-on-one, groups, teacher-led) <input type="checkbox"/> Summarize a written text 	<p>SL5.1 SL5.2</p>	<p>Key ideas Topics Quantitatively</p>
Ongoing	Summarize and explain what a speaker says	<p>SL5.3</p>	<p>Claims Evidence Reasons Reasoning</p>
40	Report on a topic or opinion Sequence events	<p>SL5.4</p>	<p>Relevant Descriptive Details Main Ideas Themes Contexts Evidence Observations Tasks</p>
Ongoing	Multimedia components and Visual displays	<p>SL5.5</p>	<p>Multimedia Theme Main Idea</p>

Language Skills

Timeline (# of days)	Topic	Standards	Key Vocabulary
ongoing	<ul style="list-style-type: none"> <input type="checkbox"/> Using correct English grammar when writing and speaking <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation, <input type="checkbox"/> Spelling <input type="checkbox"/> Sentence structure <input type="checkbox"/> Comparing/Contrasting varieties of English <input type="checkbox"/> Determining and clarifying meaning of words/phrases <input type="checkbox"/> Grade-level appropriate vocabulary (Tier 2/3) 	<p style="text-align: center;"> 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>
ongoing	<ul style="list-style-type: none"> <input type="checkbox"/> Figurative language <input type="checkbox"/> Similes/Metaphors <input type="checkbox"/> Idioms/Adages/Proverbs 	<p style="text-align: center;">L5.5</p>	<p> Adage Figurative language Idiom Nuance Proverb </p>

Reading Foundational Skills

Timeline (# of days)	Topic	Standards	Key Vocabulary
ongoing	<ul style="list-style-type: none"> <input type="checkbox"/> Create documents <input type="checkbox"/> Cursive <input type="checkbox"/> Reading grade-level items <input type="checkbox"/> Fluency/Accuracy/Comprehension 	<p style="text-align: center;"> RF5.2 RF5.4 RF.5.5 </p>	<p> Analysis Morphology Multisyllabic Syllabication Expression Fluency/fluid reading Prose Self-correct </p>

ELA

Standards

RI.5.7 Locate information in print or digital sources.

RI.5.8 Identify details and examples that supports specific points in a text.

RL.5.2 Identify the theme of a story, drama or poem.

RL.5.5 Identify how a series of events fit together to create a particular story.

RL.5.7 Identify illustrations, tactual, or multimedia elements that add to understanding of a text.

I Can Statements

I can use different types of informational texts to locate an answer to solve a problem.

I can explain how an author uses specific reasons and evidence to support particular points in informational texts.

I can identify key details and events of text and use those to summarize the text.

I can determine the theme of a text and use the evidence from the text to support that theme.

I can determine how characters respond to challenges in stories and dramas. I can also determine how the speaker of a poem feels about a topic.

I can recognize chapters, stanzas and scenes in a text. I can explain their importance to the overall story, drama or poem.

I can analyze graphics, images or multimedia elements and determine the impact they on a text.

I can explain how visuals contribute to a story.

Resources

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

Writing

Standards

W.5.1 Write an opinion about topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text and state an opinion about it.
- b. Provide reasons to support the opinion.

W.5.6 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.

I Can Statements

I can write an introduction that clearly states my opinion.

I can organize my ideas in a logical way to support my opinion and purpose.

I can include reasons to support my reasons in a logical way.

I can support my reasons with relevant facts and details.

I can gather information from different sources, including print and digital sources.

I can summarize or paraphrase information in notes and finished work.

I can cite the resources that I use for informational and research writing.

Resources

- Thinking Maps
- Write from the Beginning

Speaking and Listening

Standards

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.

SL.5.3 Identify the reasons and evidence supporting a specific point.

SL.5.4 Communicate opinion on a familiar topic or text, providing facts or details related to it.

SL.5.5 Select or create audio recordings and visual/tactile displays to enhance presentation.

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.

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 whose 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 and 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

TeachersPayTeachers Resources

Write from the Beginning

NC Check-In 1 Assessed Standards

RL1, RL2, RL3, RL4,RL6, L4,L5a, RI1, RI2, RI3, RI4, RI8