

ELA			
Timeline (# of days)	Topic	Standards	Key Vocabulary
10	<ul style="list-style-type: none"> <input type="checkbox"/> Theme <input type="checkbox"/> Character's response <input type="checkbox"/> Summarizing 	RL5.2	Drama Poem Summary/summarize Theme Topic
10	<ul style="list-style-type: none"> <input type="checkbox"/> Comparing/Contrasting two or more characters, settings, events <input type="checkbox"/> Details 	RL5.3	Compare Contrast Drama Event Setting
10	<ul style="list-style-type: none"> <input type="checkbox"/> Point of View 	RL5.6	Describe, description, descriptive details Event Point of View
ongoing	<ul style="list-style-type: none"> <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
Ongoing throughout quarter	<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 	RL5.1 RL5.5 RL5.9	Explicit/explicitly Inference Chapter Drama Poem Stanza Approaches Compare Genre Theme Topic

Writing

Timeline (# of days)	Topic	Standards	Key Vocabulary
30	<input type="checkbox"/> Writing Narratives	W5.3	Describe, description, descriptive details Editing Event Pacing Phrases Purpose Revision/revising Sensory language/details Sequence/Sequence of events Strengthen Task 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
10	<input type="checkbox"/> Figurative language <input type="checkbox"/> Similes/Metaphors <input type="checkbox"/> Idioms/Adages/Proverbs	L5.5	Adage Figurative language Idiom Nuance Proverb
ongoing	<input type="checkbox"/> Using correct English grammar when writing and speaking	L5.1 L5.2	Conventions of spoken and written standard English

	<ul style="list-style-type: none"> <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>L5.3 L5.4 L5.6</p>	<p>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>
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Reading Foundation 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>RF5.2 RF5.4 RF.5.5</p>	<p>Analysis Morphology Multisyllabic Syllabication Expression Fluency/fluid reading Prose Self-correct</p>

ELA

Standards

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

RL.5.2 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.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.

RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

RL.5.10 By the end of grade 5, read and understand literature 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 inference.

I can identify the theme (moral, lesson, meaning, message, view or comment on life) of a story, drama or poem.

I can use text to find how the character's traits and actions determine the theme.

I can restate, sequentially, the main idea/events/points from a story, drama or poem in as few words as possible.

I can find similarities between two or more characters, settings, or events.

I can find differences between two or more characters, settings, or events.

I can figure out the meaning of an unusual words or phrases when I read by using context clues.

I can identify metaphors and similes as types of figurative language.

I can determine the meaning of figurative language when used in text.

I can explain the structure of a story, drama, or poem.

I can give details about how specific parts (sentences, paragraphs, chapters, scenes, stanzas) relate to each other and the whole.

I can identify the narrator's or speaker's viewpoint in a text.

I can tell how and why the events of a text are influenced by the narrator's or speaker's viewpoint.

I can identify characteristics of fictional genres.

I can compare (and contrast) stories that deal with similar topics and problems (e.g., meaning of friendship, freedom, responsibility).

I can read and understand stories 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 reread text to find more information or clarify ideas.

Resources

- Novel sets (varies per school/classroom)
- Study Island Lesson Plans
- Schoolnet
- CommonLit.org
- NewsELA.com
- ReadWorks
- TeachersPayTeachers Resources

Writing

Standards

- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
 - 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.
 - 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.

I can Statements

I can define narrative and describe the basic parts of the plot.

I can orient (set the scene for) the reader by introducing the narrator, the characters, and the event/situation that starts the story in motion.

I can sequence the events in my story so that one event logically leads to the next.

I can use narrative techniques (dialogue, description, pacing) to develop events and/or experiences and show how characters respond to situations.

I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events.

I can signal changes in time and place by using transition words, phrases, and clauses.

I can write a logical conclusion when writing a narrative piece.

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.

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 support 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.5.5 Demonstrate understanding of figurative language and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

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 feelings 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 define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).

I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).

I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning.

I can recognize word relationships and use the relationships to further understand each of the words.

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