

1st Quarter

5th Grade English Language Arts Standards

5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

5.RL.3.1 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.RL.3.2 Describe how a narrator's or speaker's point of view influences how events are portrayed.

5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

5.RV.2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).

5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).

5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context.

5.W.3.3 Write narrative compositions in a variety of forms that – • Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Use precise and expressive vocabulary and figurative language for effect. • Provide an ending that follows from the narrated experiences or events.

5.W.4 Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
• Use technology to interact and collaborate with others to publish legible documents.

2nd Quarter

5th Grade English Language Arts Standards

5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.

5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RN.2.3 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.

5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

5.SL.2.3 Establish and follow agreed-upon rules for discussion.

5.ML.2.1 Review claims made in various types of media and evaluate evidence used to support these claims.

5.ML.2.2 Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.

5.W.3.1 Write persuasive compositions in a variety of forms that – • Clearly present a position in an introductory statement to an identified audience. • Support the position with qualitative and quantitative facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented.

5.W.4 Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents.

3rd Quarter

5th Grade English Language Arts Standards

RF.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

5.SL.3.1 Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.ML.1 Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

5.SL.2.3 Establish and follow agreed-upon rules for discussion.

5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.

5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

5.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.

5.RN.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.

5.W.5 Conduct short research assignments and tasks on a topic. • With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). • Identify and acquire information through reliable primary and secondary sources. • Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. • Avoid plagiarism and follow copyright guidelines

for use of images, pictures, etc. • Present the research information, choosing from a variety of sources.

5.W.3.2 Write informative compositions on a variety of topics that – • Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • Connect ideas within and across categories using transition words (e.g., therefore, in addition). • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a concluding statement or section related to the information or explanation presented.

5.W.4 Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents.

4th Quarter

5th Grade English Language Arts Standards

5.RN.2.3 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.

5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

5.SL.4.1 Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

5.SL.4.2 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.W.3.1 Write persuasive compositions in a variety of forms that – • Clearly present a position in an introductory statement to an identified audience. • Support the position with qualitative and quantitative facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented.

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5.W.6.1b Verbs – • Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).

5.W.6.1d Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.

5.W.6.2a Capitalization – Applying correct usage of capitalization in writing.

5.W.6.2b Punctuation – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.