|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading - Literature | Instructional Targets/Learning Expectations | | Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | |
| **5.RL.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | * **Explain explicitness of text by quoting accurately** | | S | | E | | E | | E | |
| * **Draw inferences using textual information** | | I | R | R | | R | | S | |
| **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. | * **Determine the theme of a story, drama, or poem using details in the text** | | R | | R | | S | | E | |
| * **Summarize text** | | S | | S | | S | | S | |
| * **Explain how characters respond to challenges** | | R | | S | | S | | S | |
| * **Explain how the speaker reflects upon a topic** | | R | | R | | R | | S | |
| * **Summarize key ideas and details of a story, drama, or poem** | | R | | S | | S | | S | |
| * **Summarize how characters respond to challenges** | | S | | S | | S | | S | |
| * **Summarize how the speaker reflects upon a topic** | | R | | R | | R | | S | |
| **5.RL.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | * **Define terms: compare and contra** | | S | | S | | S | | E | |
| * **Identify the character, setting, and or event** | | S | | S | | S | | E | |
| * **Identify similarities of characters, settings, or events** | | S | | S | | S | | E | |
| * **Identify differences between characters** | | S | | S | | S | | E | |
| * **Compare characters, setting, and events** | | S | | S | | S | | E | |
| * **Contrast characters, setting, and events** | | R | | R | | R | | E | |
| **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. | * **Recognize examples of figurative language** | | I | | R | | S | | E | |
| * **Recognize similes and metaphors.** | | I | | R | | R | | R | |
| * **Determine the meaning of words in texts** | | I | | R | | R | | R | |
| * **Determine the figurative meaning of words and phrases** | | I | | R | | R | | R | |
| **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. | * **Explain how series of chapters, scenes, and stanzas fit together** | | I | R | S | | S | | S | |
| * **Explain how chapters, scenes, and stanzas provide overall structure of a story, drama, or poem** | | I | R | S | | S | | S | |
| **5.RL.6** Describe how a narrator’s or speaker’s point of view influences how events are described. | * **Define influences** | | I | | R | | S | | E | |
| * **Identify narrator’s or speaker’s point of view** | | S | | E | | E | | E | |
| * **Describe narrator’s or speaker’s point of view** | | S | | E | | E | | E | |
| * **Identify relevant events** | | I | | R | | S | | E | |
| * **Infer the characteristics of the narrator or speaker** | | I | | R | | S | | E | |
| * **Describe how the narrator’s point of view influences descriptions** | | I | | R | | S | | E | |
| * **Describe how the speaker’s point of view influences descriptions** | | I | | R | | S | | E | |
| **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). | * **Define analyze** | | I | | R | | R | | S | |
| * **Identify multimedia and visual elements** | | I | | R | | R | | S | |
| * **Recognize meaning, tone, and beauty** | | I | | R | | R | | S | |
| * **Analyze how visual elements contribute to meaning, tone, and beauty** | | I | | R | | R | | S | |
| * **Analyze how multimedia contributes to meaning, tone, and beauty** | | I | | R | | R | | S | |
| 5.R.L.8 Not applicable to literature | | | | | | | | | | |
| **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. | * **Identify characteristics of a theme, topic, or genre** | | I | | R | | S | | E | |
| * **Compare/contrast how stories of the same genre approach a similar theme or topic** | | I | | R | | S | | E | |
| **5.RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. | * **Identify/understand key ideas and details** | | R | | S | | E | | E | |
| * **Identify/understand craft and structure** | | R | | S | | S | | S | |
| * **Identify integration of knowledge and ideas** | | R | | S | | S | | S | |
| * **Comprehend key ideas and details** | | R | | R | | S | | S | |
| * **Comprehend craft and structure** | | R | | R | | S | | S | |
| * **Comprehend integration of knowledge and ideas** | | R | | R | | S | | S | |
| **Reading - Informational Text** | **Instructional Targets/Learning Expectations** | | Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | |
| **5.RI.1**  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | * **Explain explicitness of text by quoting accurately** | | S | | S | | E | | E | |
| * **Draw inferences using textual information** | | I | R | R | | R | | S | |
| **5.RI.2**  Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | * **Summarize text** | | R | | S | | E | | E | |
| * **Explain how supporting details determine the main idea** | | R | | S | | E | | E | |
| * **Determine two or more ideas** | | R | | R | | S | | E | |
| * **Explain how multiple ideas are supported by key ideas** | | R | | R | | S | | E | |
| * **Summarize the multiple ideas using key details** | | R | | R | | S | | E | |
| **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. | * **Define relationships and interactions** | | I | | R | | R | S | S | |
| * **Explain the relationships or interactions between individuals, events, ideas, or concepts** | | I | | R | | R | S | S | |
| * **Use specific information to support the relationship between individuals, ideas, or concepts** | | I | | R | | R | S | S | |
| **5.RI.4**  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area. | * **Identify general academic words and phrases** | | R | | R | | R | | R | |
| * **Identify domain-specific words and phrases** | | R | | R | | R | | R | |
| * **Determine the meaning of general academic phrases** | | R | | R | | R | | R | |
| * **Determine the meaning of domain-specific phrases** | | R | | R | | R | | R | |
| **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. | * **Determine the overall text structure** | | I | | R | | R | S | S | |
| * **Describe the overall text structure** | | I | | R | | R | S | S | |
| * **Compare/contrast the overall structure of events, ideas, concepts, or information** | | I | | R | | R | S | S | |
| **5.RI.6**  Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | * **Define influences** | | I | R | S | | S | | S | |
| * **Identify narrator’s or speaker’s point of view** | | S | | S | | S | | S | |
| * **Describe narrator’s or speaker’s point of view** | | I | R | S | | S | | S | |
| * **Identify relevant events** | | I | R | S | | S | | S | |
| * **Describe how a narrator’s point of view influences the descriptions** | | S | | S | | S | | S | |
| * **Describe how the speaker’s point of view influences how the events are described.** | | I | | R | | S | | S | |
| * **Compare and contrast multiple accounts of the same event or topic** | | I | | R | | S | | S | |
| **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. | * **Obtain information from sources** | |  | | I | | R | | S | |
| * **Recognize digital sources** | |  | | I | | R | | S | |
| * **Identify problem solving steps** | |  | | I | | R | | S | |
| * **Collect information/data** | |  | | I | | R | | S | |
| * **Locate an answer or solve problem efficiently from various print and digital sources** | |  | | I | | R | | S | |
| * **Organize information to answer efficiently** | |  | | I | | R | | S | |
| **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). | * **Identify an author’s particular points** | | S | | S | | E | | E | |
| * **Identify which evidence and reasons support each point** | | S | | S | | E | | E | |
| * **Explain how to use reasons to support points** | | S | | S | | E | | E | |
| * **Explain how to use evidence to support points** | | S | | S | | E | | E | |
| **5.RI.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | * **Identify information within texts on the same topic** | | I | | R | | S | | E | |
| * **Integrate information from texts on the same topic** | | I | | R | | S | | E | |
| **5.RI.10** By the end of the year, 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. | * **Recall/understand key ideas and details** | | S | | S | | S | | S | |
| * **Identify/understand craft and structure** | | R | | S | | S | | S | |
| * **Recognize/understand integration of knowledge** | | R | | S | | S | | S | |
| * **Comprehend key ideas and details** | | R | | S | | **S** | | **S** | |
| * **Comprehend integration of knowledge** | | R | | S | | **S** | | **S** | |
| Reading - Foundational Skills | Instructional Targets/Learning | | Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | |
| **5.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | | | | | | |
| **5.RF.3a** 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. | * **Know grade-level phonics and word analysis skills in decoding words** | | **I** | **R** | **S** | | **E** | | **E** | |
| * **Identify syllabication patterns** | | **I** | | **S** | | **E** | | **E** | |
| * **Identify root words** | | **I** | | **R** | | **S** | | **E** | |
| * **Explain meanings of prefixes and suffixes** | | **I** | | **R** | | **S** | | **E** | |
| * **Read words with Latin roots** | | **I** | | **R** | | **S** | | **E** | |
| * **Apply grade-level phonics and word analysis in decoding words** | | **I** | | **R** | | **S** | | **E** | |
| * **Synthesize phonics and word analysis skills to decode words** | | **I** | | **R** | | **S** | | **E** | |
| * **Read multisyllabic words in context** | | **I** | | **R** | | **S** | | **E** | |
| * **Read multisyllabic words out of context** | | **I** | | **R** | | **S** | | **E** | |
| **5.RF.4** Read with sufficient accuracy and fluency to support comprehension. | | | | | | | | | | |
| **5.RF.4a** Read on-level text with purpose and understanding. | * **Identify and understand foundational skills for reading** | | **R** | | **R** | | **R** | | **R** | |
| * **Identify textual purpose and understanding.** | | **R** | | **R** | | **R** | | **R** | |
| * **Apply foundational skills for reading** | | **R** | | **R** | | **R** | | **R** | |
| * **Determine the purpose for reading on-level text** | | **R** | | **R** | | **R** | | **R** | |
| * **Read on-level text fluently and accurately to support comprehension** | | **R** | | **R** | | **R** | | **R** | |
| **5.RF.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | * **Identify oral reading with accuracy, appropriate rate, and expression** | | **I** | | **R** | | **R** | | **R** | |
| * **Apply reading strategies for accuracy, rate, and expression** | | **I** | | **R** | | **R** | | **R** | |
| * **Reread with fluency as necessary to support comprehension** | | **I** | | **R** | | **R** | | **R** | |
| * **Read with accuracy and expression at the appropriate rate on successive readings** | | **I** | | **R** | | **R** | | **R** | |
| **5.RF.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | * **Identify rereading as a strategy when confirming or self-correcting words** | | **I** | | **R** | | **R** | | **R** | |
| * **Understand how context can help to confirm or self-correct word recognition** | | **I** | | **R** | | **R** | | **R** | |
| * **Confirm or self-correct word recognition and understanding** | | **I** | | **R** | | **R** | | **R** | |
| * **Confirm or self-correct word using context** | | **I** | | **R** | | **R** | | **R** | |
| **Writing** | Instructional Targets/Learning Expectations | | Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | |
| **5.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | | | | | | | | | |
| **5.W.1a** 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. | * **Recognize organizational structures that provide logical grouping** | | **R** | | **R** | | **S** | | | **E** |
| * **Explain writer’s purpose** | | **R** | | **R** | | **S** | | | **E** |
| * **Determine how to clearly introduce topic or text** | | **R** | | **R** | | **S** | | | **E** |
| * **Write an opinion piece that includes clear introduction.** | | **R** | | **R** | | **S** | | | **E** |
| * **Write an opinion piece that includes statement of opinion** | | **R** | | **R** | | **S** | | | **E** |
| * **Write an opinion piece that includes strong organizational structure** | | **R** | | **R** | | **S** | | | **E** |
| **5.W.1b**  Provide logically ordered reasons that are supported by facts and details. | * **Group related ideas logically to support purpose** | | **R** | | **R** | | **S** | | | **E** |
| * **Determine reasons supported by facts and details** | | **R** | | **R** | | **S** | | | **E** |
| * **Write an opinion piece supported with reasons and information** | | **R** | | **R** | | **S** | | | **E** |
| * **Write an opinion piece that includes reasons supported by facts and details** | | **R** | | **R** | | **S** | | | **E** |
| **5.W.1c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). | * **Explain and identify words, phrases, and clauses linking opinion and reasons** | | **R** | | **R** | | **S** | | | **E** |
| * **Formulate an opinion** | | **R** | | **R** | | **S** | | | **E** |
| * **Establish links between opinions and reasons using words, phrases, and clauses** | | **R** | | **R** | | **S** | | | **E** |
| * **Write an opinion piece that includes links between opinion and reasons** | | **R** | | **R** | | **S** | | | **E** |
| **5.W.1d** Provide a concluding statement or section related to the opinion presented. | * **Plan a concluding statement or section related to the opinion** | | **R** | | **R** | | **S** | | | **E** |
| * **Write an opinion piece that includes a concluding statement or section** | | **R** | | **R** | | **S** | | | **E** |
| **5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** | | | | | | | | | | |
| **5.W.2a** 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. | * **Identify a topic** | | **R** | | **S** | | **S** | | | **E** |
| * **Identify related information grouped logically** | | **R** | | **S** | | **S** | | | **E** |
| * **Identify related information containing formatting, illustrations, and multimedia** | | **R** | | **S** | | **S** | | | **E** |
| * **Identify related information when aiding comprehension** | | **R** | | **S** | | **S** | | | **E** |
| * **Develop related information grouped logically** | | **R** | | **S** | | **S** | | | **E** |
| * **Developed related information containing formatting, illustrations, and multimedia** | | **R** | | **S** | | **S** | | | **E** |
| * **Write an informative/explanatory texts that include clear topic** | | **R** | | **S** | | **S** | | | **E** |
| * **Write an informative/explanatory texts that include a general observation and focus** | | **R** | | **S** | | **S** | | | **E** |
| * **Write an informative/explanatory texts that include related information grouped logically** | | **R** | | **S** | | **S** | | | **E** |
| * **Write an informative/explanatory texts that include related information containing formatting** | | **R** | | **S** | | **S** | | | **E** |
| * **Write an informative/explanatory texts that include related information containing illustrations and multimedia** | | **R** | | **S** | | **S** | | | **E** |
| **5.W.2b**  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | * **Identify topics developed with facts, definitions, concrete details, quotations, and examples** | | **R** | | **S** | | **S** | | | **E** |
| * **Develop a clearly written topic.** | | **R** | | **S** | | **S** | | | **E** |
| * **Develop topics with facts, definitions, concrete details, quotations, and examples** | | **R** | | **S** | | **S** | | | **E** |
| * **Write an informative/explanatory texts that include a topic developed with facts, definitions, concrete details, quotations, and examples** | | **R** | | **S** | | **S** | | | **E** |
| **5.W.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). | * **Identify linked ideas within categories of information** | | **R** | | **S** | | **S** | | | **E** |
| * **Develop linked ideas within categories.** | | **R** | | **S** | | **S** | | | **E** |
| * **Determine appropriate words and phrases that link ideas within and across categories** | | **R** | | **S** | | **S** | | | **E** |
| * **Write an informative/explanatory texts that include ideas linked in and across categories** | | **R** | | **S** | | **S** | | | **E** |
| **5.W.2d**  Use precise language and domain-specific vocabulary to inform about or explain the topic. | * **Identify precise language and domain-specific vocabulary** | | **R** | | **S** | | **S** | | | **E** |
| * **Identify concluding statement or section** | | **R** | | **S** | | **S** | | | **E** |
| * **Write an informative/explanatory texts that include precise language and domain-specific vocabulary** | | **R** | | **S** | | **S** | | | **E** |
| **5.W.2e** Provide a concluding statement or section related to the information or explanation presented. | * **Determine a concluding statement or section** | | **R** | | **S** | | **S** | | | **E** |
| * **Write an informative/explanatory texts that include a concluding statement** | | **R** | | **S** | | **S** | | | **E** |
| * **Write an informative/explanatory** | | **R** | | **S** | | **S** | | | **E** |
| **5.W.**3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences**.** | | | | | | | | | | |
| **5.W.3a**  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | * **Describe the use of story elements in narratives** | | **S** | | **S** | | **E** | | | **E** |
| * **Establish a situation, narrator, and/or characters** | | **S** | | **S** | | **E** | | | **E** |
| * **Write a narrative that establishes a situation** | | **S** | | **S** | | **E** | | | **E** |
| **5.W.3b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | * **Describe the use of story elements in narratives** | | **S** | | **S** | | **E** | | | **E** |
| * **Describe the characteristics of narratives.** | | **S** | | **S** | | **E** | | | **E** |
| * **Describe narrative techniques (dialogue, description, and pacing)** | | **S** | | **S** | | **E** | | | **E** |
| * **Use dialogue and description to develop experiences and events** | | **S** | | **S** | | **E** | | | **E** |
| * **Develop characters through dialogue, description, actions, and reactions** | | **S** | | **S** | | **E** | | | **E** |
| * **Write a narrative that uses dialogue, descriptions, and proper pacing** | | **S** | | **S** | | **E** | | | **E** |
| **5.W.3c**  Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | * **Explain how the sequence of events affects the story’s conclusion** | |  | | **I** | | **R** | | | **S** |
| * **Recognize the transitional words** | |  | | **I** | | **R** | | | **S** |
| * **Explain how transitional words, phrases, and clauses advance the sequence of events** | |  | | **I** | | **R** | | | **S** |
| * **Sequence events logically resulting in a conclusion** | |  | | **I** | | **R** | | | **S** |
| * **Use a variety of transitions** | |  | | **I** | | **R** | | | **S** |
| * **Write a narrative that uses transitional words or phrases** | |  | | **I** | | **R** | | | **S** |
| **5.W.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely. | * **Use concrete and/or sensory details to develop experiences or events** | | **S** | | **S** | | **E** | | | **E** |
| * **Write a narrative that uses concrete, and/or sensory details** | | **S** | | **S** | | **E** | | | **E** |
| **5.W.3e**  Provide a conclusion that follows from the narrated experiences or events. | * **Write a narrative that provides a conclusion** | | **S** | | **S** | | **E** | | | **E** |
| **5.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | * **Analyze the reason for writing to decide the task, purpose, and audience** | | **R** | | **R** | | **R** | | | **S** |
| * **Determine suitable idea development strategies appropriate to task, purpose, and audience** | | **R** | | **R** | | **R** | | | **S** |
| * **Determine suitable organization appropriate to task, purpose, and audience.** | | **R** | | **R** | | **R** | | | **S** |
| * **Produce a writing piece with clear, coherent ideas development and organization** | | **R** | | **R** | | **R** | | | **S** |
| **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. | * **With guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite, and try a new approach to writing** | | **R** | | **R** | | **R** | | | **R** |
| * **With guidance and support from peers and adults, know how to edit for conventions** | | **R** | | **R** | | **R** | | | **R** |
| * **With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach** | | **R** | | **R** | | **R** | | | **R** |
| **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. | * **With some guidance and support from adults, use keyboarding skills** | | **R** | | **R** | | **R** | | | **S** |
| * **With some guidance and support from adults, use word processing to produce and publish writing** | | **R** | | **R** | | **R** | | | **S** |
| * **With some guidance and support from adults, use the Internet to communicate with others** | | **R** | | **R** | | **R** | | | **S** |
| * **With some guidance and support from adults, evaluate the technology tools for producing and publishing writing** | | **R** | | **R** | | **R** | | | **S** |
| * **With some guidance and support from adults, evaluate the technology for collaborating with others** | | **R** | | **R** | | **R** | | | **S** |
| * **With some guidance and support from adults, use technology to develop, revise, edit, and publish writing** | | **R** | | **R** | | **R** | | | **S** |
| * **With some guidance and support from adults, use technology to communicate and collaborate** | | **R** | | **R** | | **R** | | | **S** |
| * **With some guidance and support from adults, use keyboarding skills to type one page** | | **R** | | **R** | | **R** | | | **S** |
| **5.W.7**  Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | * **Identify various research sources** | | **S** | | **E** | | **E** | | | **E** |
| * **Identify the different aspects of a topic** | | **I** | | **R** | | **R** | | | **S** |
| * **Discriminate between various research sources** | | **I** | | **R** | | **R** | | | **S** |
| * **Compare/contrast information from various research sources** | | **I** | | **R** | | **R** | | | **S** |
| * **Interpret information derived from various sources** | | **I** | | **R** | | **R** | | | **S** |
| * **Conduct short research projects investigating different aspects** | | **I** | | **R** | | **R** | | | **S** |
| * **Participate in short research and writing projects** | | **I** | | **R** | | **R** | | | **S** |
| * **Conduct investigations on different topical aspects** | | **I** | | **R** | | **R** | | | **S** |
| * **Question information to build topical knowledge** | | **I** | | **R** | | **R** | | | **S** |
| **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. | * **Define summarize** | | **I** | | **R** | | **R** | | | **S** |
| * **Define paraphrase** | | **I** | | **R** | | **R** | | | **S** |
| * **Recall and gather relevant information from print and digital sources** | | **I** | | **R** | | **R** | | | **S** |
| * **Identify source list** | | **I** | | **R** | | **R** | | | **S** |
| * **Summarize information in notes and finished work** | | **I** | | **R** | | **R** | | | **S** |
| * **Paraphrase information in notes and finished work** | | **I** | | **R** | | **R** | | | **S** |
| **5.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | | | | | |
| **5.W.9a** 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]”). | * **Identify key ideas and details to support conclusions** | | **S** | | **S** | | **E** | | | **E** |
| * **Cite textual evidence to analyze explicit text** | | **S** | | **S** | | **E** | | | **E** |
| * **Draw evidence as support for research** | | **S** | | **S** | | **E** | | | **E** |
| * **Analyze key ideas and details as evidence of understanding text** | | **S** | | **S** | | **E** | | | **E** |
| * **Reflect on key ideas and details as evidence of understanding text** | | **S** | | **S** | | **E** | | | **E** |
| **5.W.9b**  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 point[s]”). | * **Identify key ideas and details to support conclusions** | | **I** | **R** | **S** | | **S** | | | **S** |
| * **Cite textual evidence to analyze explicit text** | | **I** | **R** | **S** | | **S** | | | **S** |
| * **Draw evidence as support for research** | | **I** | **R** | **S** | | **S** | | | **S** |
| * **Analyze key ideas and details as evidence of understanding text** | | **I** | **R** | **S** | | **S** | | | **S** |
| * **Reflect on key ideas and details as evidence of understanding text** | | **I** | **R** | **S** | | **S** | | | **S** |
| **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. | * **Identify the various purposes for writing** | | **R** | | **R** | | **R** | | | **S** |
| * **Identify and understand various organizational structures** | | **R** | | **R** | | **R** | | | **S** |
| * **Identify and understand different genres or purposes for writing** | | **R** | | **R** | | **R** | | | **S** |
| * **Determine when to write for short or extended time frames** | | **R** | | **R** | | **R** | | | **S** |
| * **Determine the appropriate organizational structure for specific audiences and purposes** | | **R** | | **R** | | **R** | | | **S** |
| * **Write for various purposes and to various audiences for short or extended time frames** | | **R** | | **R** | | **R** | | | **S** |
| * **Write for a range of discipline specific tasks, purposes, and audiences** | | **R** | | **R** | | **R** | | | **S** |
| **Speaking and Listening** | Instructional Targets/Learning Expectations | | Quarter 1 | | Quarter 2 | | Quarter 3 | | | Quarter 4 |
| **5.SL.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. | | | | | | | | | | |
| **5.SL.1a** Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | * **Identify key ideas from reading material** | | **R** | | **R** | | **R** | | | **R** |
| * **Relate information read to discussion topics** | | **R** | | **R** | | **R** | | | **R** |
| * **Engage in discussions by sharing knowledge** | | **R** | | **R** | | **R** | | | **R** |
| **5.SL.1b** Follow agreed-upon rules for discussions and carry out assigned roles. | * **Identify ways to listen effectively** | | **R** | | **R** | | **R** | | | **R** |
| * **Describe discussion rules and roles** | | **R** | | **R** | | **R** | | | **R** |
| * **Identify key ideas presented during discussion** | | **R** | | **R** | | **R** | | | **R** |
| * **Evaluate implementation of discussion rules and roles** | | **R** | | **R** | | **R** | | | **R** |
| * **Listen actively to discussions and presentations** | | **R** | | **R** | | **R** | | | **R** |
| * **Follow agreed-upon rules during discussion** | | **R** | | **R** | | **R** | | | **R** |
| * **Carry out assigned roles during discussions** | | **R** | | **R** | | **R** | | | **R** |
| **5.SL.1c** Pose and respond to specific questions by making comments that contributes to the discussion and elaborate on the remarks of others. | * **Know how to pose questions and provide feedback** | | **R** | | **R** | | **R** | | | **R** |
| * **Formulate questions and responses based on discussion** | | **R** | | **R** | | **R** | | | **R** |
| * **Justify responses with evidence to support reasoning** | | **R** | | **R** | | **R** | | | **R** |
| * **Pose and respond to specific questions to clarify understanding** | | **R** | | **R** | | **R** | | | **R** |
| * **Connect comments to others’ remarks.** | | **R** | | **R** | | **R** | | | **R** |
| **5.SL.1d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | * **Explain topics using personal ideas, opinions, and reasoning** | | **R** | | **R** | | **R** | | | **R** |
| * **Express ideas clearly** | | **R** | | **R** | | **R** | | | **R** |
| **5.SL.2**  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | * **Define summarize** | | **I** | | **R** | | **R** | | | **S** |
| * **Summarize a written text read aloud** | | **I** | | **R** | | **R** | | | **S** |
| * **Summarize information presented in diverse media visually, quantitatively, and orally** | | **I** | | **R** | | **R** | | | **S** |
| **5.SL.3**  Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | * **Identify speaker’s points, claims, reasons, or evidence** | | **R** | | **S** | | **S** | | | **S** |
| * **Define summarize** | | **R** | | **S** | | **S** | | | **S** |
| * **Summarize speaker’s points** | | **R** | | **S** | | **S** | | | **S** |
| * **Explain how a speaker’s claim is supported** | | **R** | | **S** | | **S** | | | **S** |
| **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. | * **Identify topic of a text** | | **I** | | **R** | | **R** | | | **S** |
| * **Identify an opinion and facts** | | **I** | | **R** | | **R** | | | **S** |
| * **Identify descriptive details** | | **I** | | **R** | | **R** | | | **S** |
| * **Clearly pronounce and enunciate words at an understandable pace** | | **I** | | **R** | | **R** | | | **S** |
| * **Sequence ideas logically** | | **I** | | **R** | | **R** | | | **S** |
| * **Determine appropriate facts and details to support ideas or themes** | | **I** | | **R** | | **R** | | | **S** |
| * **Speak clearly at an understandable pace while reporting on a topic or text** | |  | | **I** | | **R** | | | **S** |
| * **Speak clearly at an understandable pace while presenting an opinion.** | |  | | **I** | | **R** | | | **S** |
| * **Use logical sequencing and appropriate facts and relevant, descriptive details that support the main idea while speaking** | |  | | **I** | | **R** | | | **S** |
| **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. | * **Define multimedia components** | | **I** | | **R** | | **R** | | | **S** |
| * **Determine when it is appropriate to add graphics, sound, or visual displays** | | **I** | | **R** | | **R** | | | **S** |
| * **Add graphics, sound, and visual displays to enhance the main idea or theme** | | **I** | | **R** | | **R** | | | **S** |
| **5.SL.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (Seegrade 5 Language standards 1 and 3 for specific expectations.) | * **Identify audience, task, and situation** | | **I** | | **R** | | **S** | | | **E** |
| * **Identify characteristics of formal and informal speaking** | | **I** | | **R** | | **S** | | | **E** |
| * **Distinguish between formal and informal speech** | | **I** | | **R** | | **S** | | | **E** |
| * **Analyze situation to determine appropriate speech use** | | **I** | | **R** | | **S** | | | **E** |
| * **Use formal and informal speech appropriately** | | **I** | | **R** | | **S** | | | **E** |
| **Language** | Instructional Targets/Learning Expectations | | Quarter 1 | | Quarter 2 | | Quarter 3 | | | Quarter 4 |
| **5.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | | | | | |
| **5.L.1a**  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | * **Identify relative conjunctions & correlative conjunctions, and interjections** | | **I** | | **R** | | **S** | | | **E** |
| * **Explain the function of conjunctions, prepositions, and interjections** | | **I** | | **R** | | **S** | | | **E** |
| **5.L.1b**  Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. | * **Recognize perfect verb tenses** | | **I** | | **R** | | **S** | | | **E** |
| * **Determine when/how to form perfect verb tense** | | **I** | | **R** | | **S** | | | **E** |
| * **Use perfect verb tenses** | | **I** | | **R** | | **S** | | | **E** |
| **5.L.1c** Use verb tense to convey various times, sequences, states, and conditions. | * **Recognize inappropriate changes in verb tense** | | **I** | | **R** | | **R** | | | **S** |
| * **Use verb tense to convey various times, sequences, states, or conditions** | | **I** | | **R** | | **S** | | | **S** |
| **5.L.1d**  Recognize and correct inappropriate shifts in verb tense. | * **Correct inappropriate changes in verb tense** | | **I** | | **R** | | **R** | | | **S** |
| **5.L.1e**  Use correlative conjunctions (e.g., either/or, neither/nor). | * **Use correlative conjunctions** | | **I** | | **R** | | **S** | | | **S** |
| **5.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | | | | | | |
| **5.L.2a** Use a punctuation to separate items in a series. | * **Apply correct capitalization in writing** | | **I** | | **R** | | **S** | | | **S** |
| * **Use commas to separate items in a series** | | **I** | | **R** | | **S** | | | **S** |
| **5.L.2b** Use a comma to separate an introductory element from the rest of the sentence. | * **Apply correct punctuation in writing** | | **I** | | **R** | | **S** | | | **S** |
| * **Use comma to separate introductory element from the sentence** | | **I** | | **R** | | **S** | | | **S** |
| **5.L.2c** 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?). | * **Apply correct spelling in writing** | | **I** | | **R** | | **S** | | | **E** |
| * **Use comma to set off the words yes and no** | | **I** | | **R** | | **S** | | | **E** |
| * **Use a comma to set off a tag question from the sentence** | | **I** | | **R** | | **S** | | | **E** |
| **5.L.2d** Use underlining, quotation marks, or italics to indicate titles of works. | * **Know use of underlining and italics** | |  | | **I** | | **R** | | | **S** |
| * **Use underlining quotation marks, or italics to indicate titles** | |  | | **I** | | **R** | | | **S** |
| **5.L.2e** Spell grade-appropriate words correctly, consulting references as needed. | * **Recall and apply spelling rules.** | | **I** | | **R** | | **S** | | | **S** |
| * **Identify and correct misspelled words.** | | **I** | | **R** | | **S** | | | **S** |
| * **Consult references as needed** | | **R** | | **R** | | **R** | | | **R** |
| **5.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | | | | | | | | |
| **5.L.3a** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | * **Recognize language conventions for reading, writing, listening, and speaking** | **I** | | | **R** | | **S** | | | **S** |
| * **Recognize various sentence structures** | **I** | | | **R** | | **S** | | | **S** |
| * **Apply knowledge of language conventions when reading, writing, and listening** |  | | | **I** | | **R** | | | **S** |
| * **Use knowledge of language conventions when speaking** |  | | |  | | **I** | | | **R** |
| * **Expand, combine, and reduce sentences for meaning, interest, or style** |  | | |  | | **I** | | | **R** |
| **5.L.3b** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | * **Recognize language conventions for reading, writing, listening, and speaking** | **I** | | | **R** | | **S** | | | **S** |
| * **Recognize varieties of English used in stories, dramas, or poems** | **I** | | | **R** | | **S** | | | **S** |
| * **Apply knowledge of language conventions when reading, writing, and listening** |  | | | **I** | | **R** | | | **S** |
| * **Compare/contrast the varieties of English used in stories, dramas, or poems** |  | | | **I** | | **R** | | | **R** |
| * **Use knowledge of language conventions when speaking** |  | | |  | | **R** | | | **R** |
| **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.4.a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | * **Identify common context clues** | **R** | | | **R** | | **R** | | | **S** |
| * **Determine the meaning of words by examining a text** | **R** | | | **R** | | **R** | | | **S** |
| **5.L.4.b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). | * **Identify and define Greek and Latin affixes and roots** | **I** | | | **R** | | **R** | | | **S** |
| * **Determine the meaning of words using Greek and Latin affixes and roots** | **I** | | | **R** | | **R** | | | **S** |
| * **Choose from a range of vocabulary strategies to determine a word’s meaning** | **R** | | | **R** | | **R** | | | **S** |
| **5.L.4c** 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. | * **Use common reference materials (print and digital) (e.g., dictionaries, glossaries, thesauruses)** | **R** | | | **R** | | **S** | | | **E** |
| * **Use reference materials to find pronunciation** | **R** | | | **R** | | **S** | | | **E** |
| **5.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | | | | | | | |
| **5.L.5a**  Interpret figurative language, including similes and metaphors, in context. | * **Identify similes and metaphors** | | **R** | | **R** | | **R** | | | **S** |
| * **Interpret figurative language using similes and metaphors** | | **R** | | **R** | | **R** | | | **S** |
| **5.L5b** Recognize and explain the meaning of common idioms, adages, and proverbs. | * **Recognize idioms, adages, and proverbs** | | **R** | | **R** | | **R** | | | **S** |
| * **Explain the meanings of idioms, adages, and proverbs** | | **R** | | **R** | | **R** | | | **S** |
| **5.L5c**  Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | * **Define homograph** | | **I** | | **I** | **R** | **S** | | | **S** |
| * **Identify synonyms, antonyms, and homographs** | | **I** | | **I** | **R** | **S** | | | **S** |
| * **Utilize synonyms, antonyms, and homographs** | | **I** | | **I** | **R** | **S** | | | **S** |
| **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). | * **Acquire grade appropriate general academic words and domain-specific academic words** | | **I** | | **R** | | **R** | | | **S** |
| * **Know words that signal contrast, addition, and logical relationships** | | **I** | | **R** | | **R** | | | **R** |
| * **Use grade appropriate general and domain-specific academic words** | |  | | **I** | | **R** | | | **R** |
| * **Use vocabulary that signals contrast, addition, and other logical relationships** | |  | | **I** | | **R** | | | **R** |
| * **Use general and domain-specific academic words and phrases** | |  | |  | | **I** | | | **R** |
| * **Use words that signal contrast, addition, and other logical relationships** | |  | |  | | **I** | | | **R** |