

# Jones County School District Pacing Guide Fifth Grade English Language Arts (ELA) First Nine Weeks

Date  
Introduced

Date  
Assessed

**(I):** Introduced  
**(A):** Assessed (Formative and/or Summative) (Assessed statements in bold.)

## Reading Standards for Literature Standards

### Key Ideas and Details

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

I Can:

- RL.5.1.1 Use clues to draw inferences in the text. (I)
- RL.5.1.2 Analyze by uncovering the meaning of a selected passage. (I)
- RL.5.1.3 Prove in discussion my inference by stating the line in the text that supports my findings. (I)

**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.

I Can:

- RL.5.2.1 Recognize the problem in a story or drama. (I)
- RL.5.2.2 Summarize the text by listing, organizing, and restating the main ideas of a story. (I)
- RL.5.2.3 Find details in a text that show me the theme. (I)
- RL.5.2.4 Explain how characters react to a problem. (I)
- RL.5.2.5 Identify the speaker in a poem. (I)
- RL.5.2.6 Discuss the speaker of the poem's thoughts. (I)

**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 (e.g., how characters interact).

<p><b>RL.5.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• RL.5.4.1 Identify and explain figurative language - onomatopoeia, simile, metaphor, hyperbole, personification, idiom, alliteration, assonance, imagery, rhyme. (I)</li> <li>• RL.5.4.2 Locate unfamiliar words and phrases. (I)</li> <li>• RL.5.4.3 Identify and explain multiple meaning words using context clues. (I)</li> <li>• RL.5.4.4 Use context clues that give meaning to unfamiliar words and phrases. (I)</li> </ul>		
<p><b>RL.5.5.</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• RL.5.5.1 Determine the plot elements of a story or drama/play. (I)</li> <li>• RL.5.5.2 Explain and give examples in which chapter or act/scene the different plot elements occur. (I)</li> <li>• RL.5.5.3 Justify the chronological order of the story or drama/play by fitting together the series of chapters or acts/scenes. (I)</li> <li>• RL.5.5.4 Determine the focus of each verse/stanza of a poem by referring to specific lines or implied meaning in a poem. (I)</li> <li>• RL.5.5.5 Justify the overall structure of a poem by connecting the focal points of each verse/stanza (compare/contrast, sequential order, chronological order, cause/effect). (I)</li> </ul>		
<p><b>RL.5.6.</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• RL.5.6.1 Determine if a text is written in first person or third person. (I)</li> <li>• RL.5.6.2 Determine if the narrator or speaker is connected to the events. (I)</li> <li>• RL.5.6.3 Give details of how the narrator or speaker’s point of view/feelings influenced the description of events. (I)</li> </ul>		
<p><b>RL.5.7.</b> 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, and poem).</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• RL.5.7.1 Examine how photos, drawings, videos, or music affect the meaning of a text. (I)</li> <li>• RL.5.7.2 Examine how photos, drawings, videos, or music affect the tone of a text. (I)</li> <li>• RL.5.7.3 Examine how photos, drawings, videos, or music contribute to the textual imagery. (I)</li> </ul>		
<p><b>RL.5.9.</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>RL.5.9.1 Identify the genre of the stories. (I, A)</b></li> </ul>		

<ul style="list-style-type: none"> <li>• RL.5.9.2 Compare and contrast two stories in the same genre. (I)</li> <li>• RL.5.9.3 Uncover how two stories of the same genre approach similar themes. (I)</li> <li>• RL.5.9.4 Uncover how two stories of the same genre approach similar topics. (I)</li> </ul>		
<p><b>RL.5.10.</b> By the end of the year students read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>RL.5.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (I, A)</b></li> <li>• <b>RL.5.10.2 Read and comprehend literature with increasing text complexity and proficiency. (I, A)</b></li> <li>• <b>RL.5.10 Read closer to the high end of the Lexile score 740-1010. (I, A)</b></li> </ul>		
<b>Reading Standards for Informational Text Standards</b>		
<b>Key Ideas and Details</b>		
<p><b>RI.5.1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• RI.5.1.1 Use clues to draw inferences in the text. (I)</li> <li>• RI.5.1.2 Prove my inference by stating the lines in a text that support my findings. (I)</li> <li>• RI.5.1.3 Analyze by uncovering the meaning of a selected passage. (I)</li> </ul>		
<p><b>RI.5.2.</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. I Can:</p> <ul style="list-style-type: none"> <li>• <b>RI.5.2.1 Recall two or more main ideas of informational text/article. (I, A)</b></li> <li>• <b>RI.5.2.2 Identify details that support the main ideas of informational text/article. (I, A)</b></li> </ul>		
<p><b>RI.5.3.</b> 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.</p>		
<p><b>RI.5.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• RI.5.4.1 Use context clues to figure out the meaning of words or phrases in a text including general and specialized vocabulary. (I)</li> <li>• RI.5.4.2 Use reference materials (dictionary, thesaurus, glossary, internet, teacher, or peers) to determine meanings to unfamiliar words and phrases. (I)</li> <li>• RI.5.4.3 Explain words and phrases that refer to grade 5 informational text. (I)</li> </ul>		
<p><b>RI.5.5.</b> 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• RI.5.5.1 Determine if the structure of the text is organized by compare and contrast, problem/solution (conflict/resolution), chronological (time) order, order of importance or cause and effect. (I)</li> </ul>		

<p><b>RI.5.6.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. I Can:</p> <ul style="list-style-type: none"> <li>• RI.5.6.1 Identify who is giving the information/point of view in the texts/articles. (I)</li> </ul>		
<p><b>RI.5.7.</b> 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.</p>		
<p><b>RI.5.8.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). I Can:</p> <ul style="list-style-type: none"> <li>• RI.5.8.1 Identify the important points the author makes in a text. (I)</li> <li>• RI.5.8.2 State the details the author uses to back up his important points. (I)</li> <li>• <b>RI.5.8.3 Identify the author's purpose (entertain, persuade, or inform). (I, A)</b></li> </ul>		
<p><b>RI.5.9.</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. I Can:</p> <ul style="list-style-type: none"> <li>• <b>RI.5.9.2 Determine which important information will be used to present in writing or orally. (I, A)</b></li> </ul>		
<p><b>RI.5.10.</b> 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. I Can:</p> <ul style="list-style-type: none"> <li>• <b>RI.5.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (I, A)</b></li> <li>• <b>RI.5.10.2 Read and understand text (informational text) between Lexile scores 740-1010. (I, A)</b></li> <li>• <b>RI.5.10.3 Read closer to the high end of the Lexile score 740-1010. (I, A)</b></li> </ul>		
<b>Reading Foundational Skills Standards</b>		
<p><b>RF.5.3</b> 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. I Can:</p> <ul style="list-style-type: none"> <li>• <b>RF.5.3.1 Find the prefix, suffix, and root of a word. (dis-, non-, -able, -ment, trans-, over-, anti-, super-, semi-, -tion, -or, -ion, -ity, -ic, -ian, -ist, -ous, -eous, -ious, etc.). (I, A)</b></li> <li>• <b>RF.5.3.2 Use consonant/vowel patterns (CVC, VCCV, etc.) to read a word with more than one syllable. (I, A)</b></li> </ul>		

<p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p>I Can:</p> <ul style="list-style-type: none"> <li><b>RF.5.4.a.1 Read grade-level text fluently with purpose and understanding. (I, A)</b></li> <li>RF.5.4.b.1 Orally read prose and poetry. (I)</li> <li>RF.5.4.c.1 Use context clues to correct myself when reading. (I)</li> </ul>		
<b>Writing Standards</b>		
<p><b>W.5.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>		
<p><b>W.5.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> <p>I can:</p> <ul style="list-style-type: none"> <li><b>W.5.2a1. Use a paragraph with a topic sentence in supporting details to let my readers know what I am writing about. (I,A)</b></li> <li><b>W.5.2.a.2. Use illustrations, heading, or a powerpoint to help my audience understand my writing. (I, A)</b></li> <li><b>W.5.2.b.1. Create my topic by including facts, definitions, exact details, quotations, or examples in my writing. (I,A)</b></li> <li><b>W.5.2.c.1 Use transitional words to link my writing and make it flow smoothly. (I,A)</b></li> <li><b>W.5.2.d.1 Use exact vocabulary and content specific terms (science, math, and etc.) in my writing. (I, A)</b></li> <li><b>W.5.2.e.1 Write a conclusion (sum up) defending my topic in a sentence or paragraph. (I,A)</b></li> </ul>		

<p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally.</p>		
<p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>W.5.4.1 Decide on my purpose for writing and determine my audience. (I, A)</b></li> <li>• <b>W.5.4.2 Create a writing piece that is easy to follow and understand by intended reader. (I, A)</b></li> <li>• <b>W.5.4.3 Create a writing piece that is easy to follow and understand for a specific purpose. (I, A)</b></li> </ul>		
<p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>W.5.5.1 With guidance and support from peers and adults, make my writing stronger and better with help from my peers and my teacher using the writing process. (I, A)</b></li> <li>• <b>W.5.5.2 With guidance and support from peers and adults, make my writing stronger and better by writing parts of it in a new way. (I, A)</b></li> </ul>		
<p><b>W.5.6</b> 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• W.5.6.1 With help from adults I can use technology, including the internet, to produce and publish writing. (I)</li> <li>• W.5.6.3 With help from adults I can use technology, including the internet, to interact and collaborate with others. (I)</li> </ul>		
<p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		
<p><b>W.5.8</b> 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.</p>		

<p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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]”).</p> <p>b. 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 points.”)</p> <p>I can:</p> <ul style="list-style-type: none"> <li>• W.5.9.1 Draw details or examples from the literature text to prove my conclusions about the characters, setting, or events from a story or drama. (I)</li> <li>• W.5.9.2 Draw details or examples from informational text to prove my conclusions about the characters, setting, or events from a story or drama. (I)</li> <li>• W.5.9.a.1 Compare/Contrast two or more characters, settings, or events in a story/drama drawing on specific details in the text. (I)</li> <li>• W.5.9.b.1 Use informational text to tell where I gained information in my research. (I)</li> </ul>		
<p>W.5.10 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>W.5.10.1 Routinely write for a specific reason and audience. (I, A)</b></li> <li>• <b>W.5.10.2 Use several writing sessions to research, reflect, and revise a piece of writing for various audiences. (I, A)</b></li> <li>• <b>W.5.10.3 Compose short pieces of writing for various audiences. (I, A)</b></li> </ul>		
<b>Speaking and Listening Standards</b>		
<p><b>SL.5.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>I Can:</p>		

<ul style="list-style-type: none"> <li>• <b>SL.5.1 Discuss within collaborative groups grade 5 topics and text building on other’s ideas and telling my own clearly. (I, A)</b></li> <li>• <b>SL.5.1.a.1 Come to class prepared to add to the daily discussion on a given topic. (I, A)</b></li> <li>• <b>SL.5.1.b.1 Perform my role and follow group rules within my group to add to group discussion. (I, A)</b></li> <li>• <b>SL.5.1.c.1 Ask/answer a specific question to add to group/class discussions. (I, A)</b></li> <li>• <b>SL.5.1.c.2 Discuss questions asked or comments made during class/group discussions. (I, A)</b></li> <li>• <b>SL.5.1.d.1 Identify and explain important ideas stated. (I, A)</b></li> <li>• <b>SL.5.1.d.2 Use information and knowledge gained from the discussions to tell what may (will) happen. (I, A)</b></li> <li>• <b>SL.5.1.d.3 Tell how each claim is supported by reasons and evidence from a speaker. (I, A)</b></li> </ul>		
<p><b>SL.5.2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
<p><b>SL.5.3.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. I Can:</p> <ul style="list-style-type: none"> <li>• <b>SL.5.3.1 Listen to a speaker. (I)</b></li> </ul>		
<p><b>SL.5.4.</b> 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>SL.5.4.1 Present a report or an opinion on a topic. (I, A)</b></li> <li>• <b>SL.5.4.2 Sequence ideas logically in a report. (I, A)</b></li> <li>• <b>SL.5.4.3 Include appropriate facts and descriptive details that support the main idea or theme in a report. (I, A)</b></li> <li>• <b>SL.5.4.4 Speak clearly at an understandable pace. (I)</b></li> </ul>		
<p><b>SL.5.5.</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>SL.5.5.1 Use visual displays and multimedia to reinforce the main idea and themes of my presentations. (I, A)</b></li> </ul>		
<p><b>SL.5.6.</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. I Can:</p> <ul style="list-style-type: none"> <li>• <b>SL.5.6.1 Use proper grammar when appropriate when I speak and/or write. (I, A)</b></li> </ul>		
<b>Language Standards</b>		
<p><b>L.5.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p>		

<p>c. Use verb tense to convey various times, sequences, states, and conditions.  d. Recognize and correct inappropriate shifts in verb tense.*  e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). I Can:</p> <ul style="list-style-type: none"> <li>• <b>L.5.1.a.1 Identify and explain the purpose of a chosen interjections in a specific sentence. (I, A)</b></li> <li>• <b>L.5.1.a.2 Identify and explain the purpose of a chosen conjunctions in a specific sentence. (I, A)</b></li> <li>• <b>L.5.1.a.3 Identify and explain the purpose of chosen prepositions in a specific sentence. (I, A)</b></li> <li>• <b>L.5.1.e.1 Identify and use the correlative conjunctions correctly in a sentence and in speech. (I, A)</b></li> </ul>		
<p><b>L.5.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*  b. Use a comma to separate an introductory element from the rest of the sentence.  c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g. <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).  d. Use underlining, quotation marks, or italics to indicate titles of works.  e. Spell grade-appropriate words correctly, consulting references as needed. I Can:</p> <ul style="list-style-type: none"> <li>• <b>L.5.2.a.1 Use commas to separate items in a series. (I, A)</b></li> <li>• <b>L.5.2.b.1 Identify prepositional phrases. (I, A)</b></li> <li>• <b>L.5.2.b.2 Use a comma after a prepositional phrase at the beginning of a sentence. (I, A)</b></li> <li>• <b>L.5.2.c.1 Use a comma to set off the words “yes” and “no” in a sentence. (I, A)</b></li> <li>• <b>L.5.2.c.4 Identify the direct address in a sentence. (I, A)</b></li> <li>• <b>L.5.2.c.5 Use a comma to set off words in a direct address. (I, A)</b> <ul style="list-style-type: none"> <li>• L.5.2.d.1 Identify and use underlining (handwriting) italics (typed) to punctuate titles (books, movies, magazines, newspapers and plays). (I)</li> </ul> </li> <li>• L.5.2.d.2 Identify and use quotation marks to punctuate titles (chapters, articles, poems, short stories and songs). (I)</li> <li>• <b>L.5.2.e.1 Spell words on my grade level and using a dictionary as needed to look up unknown words. (I, A)</b></li> </ul>		
<p><b>L.5.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  I Can:</p> <ul style="list-style-type: none"> <li>• <b>L.5.3.1 Identify the audience. (I, A)</b></li> <li>• <b>L.5.3.a.1 Use my vocabulary to suit my audience. (I, A)</b></li> <li>• L.5.3.a.2 Use my sentence types to suit my audience (simple, compound and complex). (I)</li> <li>• L.5.3.a.3 Decide if the text or speaker used the correct sentence type and vocabulary for the audience. (I)</li> <li>• <b>L.5.3.b.1 Identify types of registers. (I, A)</b></li> <li>• <b>L.5.3.b.3 Identify different dialects in text. (I, A)</b></li> </ul>		

<p><b>L.5.4.</b> 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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. 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.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• L.5.4.a.1 Identify the structure of the text to determine the meaning of unknown and multiple meaning words or phrases. (I)</li> <li>• L.5.4.b.1 Determine and explain the meaning of words by using Greek and Latin prefixes and suffixes. (I)</li> <li>• L.5.4.b.2 Learn the meaning of grade appropriate Greek and Latin affixes (See RF.5.3 for Greek and Latin affixes). (I)</li> <li>• L.5.4.b.3 Learn the meaning of grade appropriate Greek and Latin roots. (I)</li> <li>• L.5.4.b.4 Determine and explain the meaning of words by using Greek and Latin roots. (I)</li> <li>• L.5.4.c.1 Locate and determine the pronunciation and exact meanings of important words using online and printed dictionaries, glossaries, and thesauruses. (I)</li> </ul>		
<p><b>L.5.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• L.5.5.1 Tell in my own words the nuances in word meaning. (I)</li> <li>• L.5.5.a.1. Explain the meaning of figurative language. (I)</li> <li>• L.5.5.a.2. Identify figurative language e.g. similes, metaphors, personification, and hyperbole. (I)</li> <li>• L.5.5.b.1. Identify idioms, adages, and proverbs. (I)</li> <li>• L.5.5.b.2. Explain the meaning of idioms, adages, and proverbs. (I)</li> <li>• L.5.5.c.1. Explain the relationship between a given word and its synonyms, antonyms, and homograph. (I)</li> <li>• L.5.5.c.2. Replace a word with its synonym, antonym, and homograph. (I)</li> </ul>		
<p><b>L.5.6.</b> 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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p> <p>I Can:</p> <ul style="list-style-type: none"> <li>• <b>L.5.6.1 Use a 5<sup>th</sup> grade academic vocabulary word that will make sense in my writing. (I, A)</b></li> <li>• <b>L.5.6.2 Use 5<sup>th</sup> grade domain specific (related to Science/Social Studies etc.) words that will make sense in my</b></li> </ul>		

<p>writing. (I, A)</p> <ul style="list-style-type: none"> <li>L.5.6.3 Use words in my writing that show relationships and help my writing flow (e.g. however, although, nevertheless, similarly, moreover, in addition). (I, A)</li> </ul>		
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**Assessed**

**RL.5.9.1 Identify the genre of the stories. (I, A)**

**RL.5.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (I, A)**

**RL.5.10.2 Read and comprehend literature with increasing text complexity and proficiency. (I, A)**

**RL.5.10 Read closer to the high end of the Lexile score 740-1010. (I, A)**

**RI.5.2.1 Recall two or more main ideas of informational text/article. (I, A)**

**RI.5.2.2 Identify details that support the main ideas of informational text/article. (I, A)**

**RI.5.8.3 Identify the author's purpose (entertain, persuade, or inform). (I, A)**

**RI.5.9.2 Determine which important information will be used to present in writing or orally. (I, A)**

**RI.5.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (I, A)**

**RI.5.10.2 Read and understand text (informational text) between Lexile scores 740-1010. (I, A)**

**RI.5.10.3 Read closer to the high end of the Lexile score 740-1010. (I, A)**

**RF.5.3.1 Find the prefix, suffix, and root of a word. (dis-, non-, -able, -ment, trans-, over-, anti-, super-, semi-, -tion, -or, -ion, -ity, -ic, -ian, -ist, -ous, -eous, -ious, etc.). (I, A)**

**RF.5.3.2 Use consonant/vowel patterns (CVC, VCCV, etc.) to read a word with more than one syllable. (I, A)**

**RF.5.4.a.1 Read grade-level text fluently with purpose and understanding. (I, A)**

**W.5.2.a.1. Use a paragraph with a topic sentence in supporting details to let my readers know what I am writing about. (I,A)**

**W.5.2.a.2. Use illustrations, heading, or a powerpoint to help my audience understand my writing. (I, A)**

**W.5.2.b.1. Create my topic by including facts, definitions, exact details, quotations, or examples in my writing. (I,A)**

**W.5.2.c.1 Use transitional words to link my writing and make it flow smoothly. (I,A)**

**W.5.2.d.1 Use exact vocabulary and content specific terms (science, math, and etc.) in my writing. (I, A)**

W.5.2.e.1 Write a conclusion (sum up) defending my topic in a sentence or paragraph. (I,A)

W.5.4.1 Decide on my purpose for writing and determine my audience. (I, A)

W.5.4.2 Create a writing piece that is easy to follow and understand by intended reader. (I, A)

W.5.4.3 Create a writing piece that is easy to follow and understand for a specific purpose. (I, A)

W.5.5.1 With guidance and support from peers and adults, make my writing stronger and better with help from my peers and my teacher using the writing process. (I, A)

W.5.5.2 With guidance and support from peers and adults, make my writing stronger and better by writing parts of it in a new way. (I, A)

W.5.10.1 Routinely write for a specific reason and audience. (I, A)

W.5.10.2 Use several writing sessions to research, reflect, and revise a piece of writing for various audiences. (I, A)

W.5.10.3 Compose short pieces of writing for various audiences. (I, A)

SL.5.1 Discuss within collaborative groups grade 5 topics and text building on other's ideas and telling my own clearly. (I, A)

SL.5.1.a.1 Come to class prepared to add to the daily discussion on a given topic. (I, A)

SL.5.1.b.1 Perform my role and follow group rules within my group to add to group discussion. (I, A)

SL.5.1.c.1 Ask/answer a specific question to add to group/class discussions. (I, A)

SL.5.1.c.2 Discuss questions asked or comments made during class/group discussions. (I, A)

SL.5.1.d.1 Identify and explain important ideas stated. (I, A)

SL.5.1.d.2 Use information and knowledge gained from the discussions to tell what may (will) happen. (I, A)

SL.5.1.d.3 Tell how each claim is supported by reasons and evidence from a speaker. (I, A)

SL.5.4.1 Present a report or an opinion on a topic. (I, A)

SL.5.4.2 Sequence ideas logically in a report. (I, A)

SL.5.4.3 Include appropriate facts and descriptive details that support the main idea or theme in a report. (I, A)

SL.5.5.1 Use visual displays and multimedia to reinforce the main idea and themes of my presentations. (I, A)

SL.5.6.1 Use proper grammar when appropriate when I speak and/or write. (I, A)

L.5.1.a.1 Identify and explain the purpose of a chosen interjections in a specific sentence. (I, A)

L.5.1.a.2 Identify and explain the purpose of a chosen conjunctions in a specific sentence. (I, A)

L.5.1.a.3 Identify and explain the purpose of chosen prepositions in a specific sentence. (I, A)

L.5.1.e.1 Identify and use the correlative conjunctions correctly in a sentence and in speech. (I, A)

L.5.2.a.1 Use commas to separate items in a series. (I, A)

L.5.2.b.1 Identify prepositional phrases. (I, A)

L.5.2.b.2 Use a comma after a prepositional phrase at the beginning of a sentence. (I, A)

L.5.2.c.1 Use a comma to set off the words “yes” and “no” in a sentence. (I, A)

L.5.2.c.4 Identify the direct address in a sentence. (I, A)

L.5.2.c.5 Use a comma to set off words in a direct address. (I, A)

L.5.2.e.1 Spell words on my grade level and using a dictionary as needed to look up unknown words. (I, A)

L.5.3.1 Identify the audience. (I, A)

L.5.3.a.1 Use my vocabulary to suit my audience. (I, A)

L.5.3.b.1 Identify types of registers. (I, A)

L.5.3.b.3 Identify different dialects in text. (I, A)

L.5.6.1 Use a 5<sup>th</sup> grade academic vocabulary word that will make sense in my writing. (I, A)

L.5.6.2 Use 5<sup>th</sup> grade domain specific (related to Science/Social Studies etc.) words that will make sense in my writing. (I, A)

L.5.6.3 Use words in my writing that show relationships and help my writing flow (e.g. however, although, nevertheless, similarly, moreover, in addition). (I, A)