## **Prairie - Hills Elementary School District 144**

# 5th Grade ELA Curriculum Map (1st Quarter)

\*RI.5.3; RI.5.7; RI.5.9; RL.5.7 are ongoing standards that need to be incorporated throughout the year. (Resources can be found in Savvas week 6 lessons, and the iReady Connect-It lessons)

### Cluster:

- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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 (e.g., however, although, nevertheless, similarly, moreover, in addition).
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.8 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.
- 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.

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Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Analyze main idea & details		Savvas Unit 1 Week 1	Savvas Assessments	
Making reading/writing connections	main idea, key details, quote, summarize,	iReady Lessons 5, 6	Exit Ticket	5-10
Write a personal narrative	demonstrate, sources, figurative language, narrative, paraphrase	iReady Language Lessons 18-21	iReady Assessments	5-10

#### Cluster:

Standard(s) Ri.5.1 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.

- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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 (e.g., however, although, nevertheless, similarly, moreover, in addition).
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Identify and explain cause & effect relationships		Savvas Unit 1 Week 2	Savvas Assessments	
Making reading/writing connections	relationship, interaction, historical, scientific,	iReady Lesson 7	Exit Ticket	F 40
Write a personal narrative	technical	iReady Language Lessons 18-21	iReady Assessments	5-10
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#### Cluster:

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- L.5.4 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.
- W.5.3 Write narratives to develop real or imagined experiences
- or events using effective technique, descriptive details, and clear event sequences.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Learning Targets: Academic Vocabulary Resources Assessments Days Making Inferences Savvas Unit 1 Week 3 Savvas Assessments inferences, quotes, accurate, main idea, key **Quoting Accurately** iReady Lesson 8 Exit Ticket 5-10 details, analyze, historical, Making reading/writing connections iReady Assessments Write a personal narrative 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.5.1 Quote accurately from a text when explaining what thetext says explicitly and when drawing inferences from 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 thetext (e.g., how characters interact)

RL.5.4 Determine the meaning of words and phrases as they areused in a text, including figurative language such as metaphorsand similes.

"L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings."

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Summarize a story		Savvas Unit 1 Week 4	Savvas Assessments	
Identify Key Details	Quoting accurately, theme, inference, story,	iReady Lesson 1,2	Exit Ticket	5.40
Determine the theme of a poem/story	drama, poem, summarize, characters, speaker		iReady Assessments	5-10
Making reading/writing connections				
Write a personal narrative				SIEL OF THE

### 5th Grade ELA Curriculum Map (2nd Quarter)

\*RI.5.3; RI.5.7; RI.5.9; RL.5.7 are ongoing standards that need to be incorporated throughout the year. (Resources can be found in Savvas week 6 lessons, and the iReady Connect-It lessons)

#### Standard(s)

- RL.5.1 Quote accurately from a text when explaining what thetext 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 thetext (e.g., how characters interact)
- RL.5.4 Determine the meaning of words and phrases as they areused in a text, including figurative language such as metaphorsand similes.
- "L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings."
- W.5.3 Write narratives to develop real or Imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Making Inferences		Savvas Unit 1 Week 5	Savvas Assessments	
Quoting Accurately	compare/contrast, quote, theme, characters,	iReady Lesson 3	Exit Ticket	5-10
Making reading/writing connections	determine		iReady Assessments	5-10
Write a personal narrative		V		
Cluster:				

Standard(s) RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in thetext (e.g., how characters interact)

RL.5.1 Quote accurately from a text when explaining what thetext 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.

"L.5.5 Demonstrate understanding of figurative language,

word relationships, and nuances in word meanings."

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Determine Character Traits		.Savvas Unit 1 Week 6	Savvas Assessments	
Compare/Contrast Characters	contrast/compare, characters, settings, events,	iReady Lesson 4	Exit Ticket	5-10
Making reading/writing connections	drama, quote, determine, theme, inference		iReady Assessments	5-10
Write a personal narrative				

Standard(s) RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Standard(s) RI.5.1 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.

- L.5.6 Acquire and use accurately grade-appropriate generalacademic and domain-specific words and phrases, includingthose that signal contrast, addition, and other logical relationships
- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 readingand content, choosing flexibly from a range of strategies
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W.5.4 Produce clear and coherent writing in which thedevelopment and organization are appropriate to task, purpose, and audience.
- W.5.10 Write routinely over extended time frames (time forresearch, reflection, and revision) and shorter time frames (asingle sitting or a day or two) for a range of discipline-specifictasks, purposes, and audiences

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Identify/explain reasons and evidence that support the author	7	.Savvas Unit 2 Week 1	Savvas Assessments	
Making reading/writing connections	explain, reasons, evidence, support, informative,	iReady Lesson 15	Exit Ticket	5.40
Write and explanatory essay	explanatory		iReady Assessments	5-10

Standard(s) RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- RI.5.2 Determine two or more main Ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Standard(s) RI.5.1 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.

- L.5.6 Acquire and use accurately grade-appropriate generalacademic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships
- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 readingand content, choosing flexibly from a range of strategies

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W.5.2 Write informative/explanatory texts to examine a topic a				
W.5.4 Produce clear and coherent writing in which thedevelop				
W.5.10 Write routinely over extended time frames (time forces discipline-specifictasks, purposes, and audiences	search, reflection, and revision) and shorter time fram	mes (asingle sitting or a d	ay or two) for a range of	
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Determine author's point of view		.Savvas Unit 2 Week 2	Savvas Assessments	
Compare first-hand and second-hand accounts of the same topic	explain, reasons, evidence, support, informative, explanatory, point of view, analyze, first-hand	iReady Lesson 16	Exit Ticket	5-10
Making reading/writing connections	account, second-hand account		iReady Assessments	3-10
Write and explanatory essay				
5t	h Grade ELA Curriculum Map (3rd	Quarter)		
*RI.5.3; RI.5.7; RI.5.9; RL.5.7 are ongoing	g standards that need to be incorp	orated through	out the year. (Resour	ces can be
	as week 6 lessons, and the iReady	_		
Standard(s)	ras week o lessons, and the meady	Connect it iesse	71157	
RL.5.1 Quote accurately from a text when explaining what the	etext says explicitly and when drawing inferences fro	om the text		
RL.5.9 Compare and contrast stories in the same genre(e.g.,			onice	
RL.5.4 Determine the meaning of words and phrases as they				
	areused in a text, including ligurative language such	n as metaphorsano simile	<del>i</del> 5.	
"L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings."				
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear			The State of the S	
event sequences.				
event sequences.	d strengthen writing as needed by planning, revising, edition	ing, rewriting, or trying a nev	w approach.	
	d strengthen writing as needed by planning, revising, editi	ing, rewriting, or trying a new	w approach.	
event sequences.  W.5.5 With guidance and support from peers and adults, develop an W.5.9 Draw evidence from literary or informational texts to	d strengthen writing as needed by planning, revising, editi  Academic Vocabulary	ing, rewriting, or trying a new	w approach.  Assessments	Days
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.				Days
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Learning Targets:	Academic Vocabulary			Days
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction	Academic Vocabulary  compare/contrast, historical fiction, analyze,	Resources	Assessments	
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story	Academic Vocabulary	Resources Savvas Unit 2 Week 3	Assessments Savvas Assessments	Days 5-10
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story	Academic Vocabulary  compare/contrast, historical fiction, analyze,	Resources Savvas Unit 2 Week 3	Assessments Savvas Assessments Exit Ticket	
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story  Making reading/writing connections	Academic Vocabulary  compare/contrast, historical fiction, analyze,	Resources Savvas Unit 2 Week 3	Assessments Savvas Assessments Exit Ticket	
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story  Making reading/writing connections  Write a personal narrative  Cluster:	Academic Vocabulary  compare/contrast, historical fiction, analyze, theme, topics	Resources Savvas Unit 2 Week 3 iReady Lesson 17	Assessments Savvas Assessments Exit Ticket iReady Assessments	
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story  Making reading/writing connections  Write a personal narrative  Cluster:  Standard(s) RL.5.4 Determine the meaning of words and phrase	Academic Vocabulary  compare/contrast, historical fiction, analyze, theme, topics  ses as they areused in a text, including figurative languages.	Resources Savvas Unit 2 Week 3 iReady Lesson 17	Assessments Savvas Assessments Exit Ticket iReady Assessments	
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or Informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story  Making reading/writing connections  Write a personal narrative  Cluster:  Standard(s) RL.5.4 Determine the meaning of words and phrase RL.5.1 Quote accurately from a text when explaining what the	Academic Vocabulary  compare/contrast, historical fiction, analyze, theme, topics  sees as they areused in a text, including figurative languages as they areused in a text, including inferences from the second contract of the sec	Resources Savvas Unit 2 Week 3 iReady Lesson 17	Assessments Savvas Assessments Exit Ticket iReady Assessments	
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story  Making reading/writing connections  Write a personal narrative  Cluster:  Standard(s) RL.5.4 Determine the meaning of words and phrase RL.5.1 Quote accurately from a text when explaining what the "L.5.5 Demonstrate understanding of figurative language, word relative support and support from the support of the	Academic Vocabulary  compare/contrast, historical fiction, analyze, theme, topics  ses as they areused in a text, including figurative languages as they areused in a text, including inferences from the says explicitly and when drawing inference	Resources  Sawas Unit 2 Week 3 iReady Lesson 17  guage such as metaphors om the text	Assessments Savvas Assessments Exit Ticket iReady Assessments	
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story  Making reading/writing connections  Write a personal narrative  Cluster:  Standard(s) RL.5.4 Determine the meaning of words and phrase RL.5.1 Quote accurately from a text when explaining what the "L.5.5 Demonstrate understanding of figurative language, word related W.5.3 Write narratives to develop real or imagined experiences or events."	Academic Vocabulary  compare/contrast, historical fiction, analyze, theme, topics  ses as they areused in a text, including figurative language as they areused in a text, including figurative language as they areused in a text, including figurative language as they areused in a text, including figurative language as they areused in a text, including figurative language as they are used in a text, including figurative language as the used in a text, including figurative language as the used in a text, including figurative language as the used in a text, including figurative language as the used in a text, including figurative language as the used in a text, including figurative language as the used in a	Resources  Savvas Unit 2 Week 3 iReady Lesson 17  guage such as metaphors om the text har event sequences.	Assessments Savvas Assessments Exit Ticket iReady Assessments	
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story  Making reading/writing connections  Write a personal narrative  Cluster:  Standard(s) RL.5.4 Determine the meaning of words and phrase RL.5.1 Quote accurately from a text when explaining what the "L.5.5 Demonstrate understanding of figurative language, word relat W.5.3 Write narratives to develop real or imagined experiences or even w.5.5 With guidance and support from peers and adults, develop and	Academic Vocabulary  compare/contrast, historical fiction, analyze, theme, topics  ses as they areused in a text, including figurative language as they areused in a text, including figurative language as they areused in a text, including figurative language as they areused in a text, including figurative language as they areused in a text, including figurative language as they are as they areused in a text, including figurative language as they are as they a	Resources  Savvas Unit 2 Week 3 iReady Lesson 17  guage such as metaphors om the text har event sequences.	Assessments Savvas Assessments Exit Ticket iReady Assessments	
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story  Making reading/writing connections  Write a personal narrative  Cluster:  Standard(s) RL.5.4 Determine the meaning of words and phrase RL.5.1 Quote accurately from a text when explaining what the "L.5.5 Demonstrate understanding of figurative language, word related W.5.3 Write narratives to develop real or imagined experiences or events."	Academic Vocabulary  compare/contrast, historical fiction, analyze, theme, topics  ses as they areused in a text, including figurative language as they areused in a text, including figurative language as they areused in a text, including figurative language as they areused in a text, including figurative language as they areused in a text, including figurative language as they are as they areused in a text, including figurative language as they are as they a	Resources  Savvas Unit 2 Week 3 iReady Lesson 17  guage such as metaphors om the text har event sequences.	Assessments Savvas Assessments Exit Ticket iReady Assessments and similes.	5-10
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story  Making reading/writing connections  Write a personal narrative  Cluster:  Standard(s) RL.5.4 Determine the meaning of words and phrase RL.5.1 Quote accurately from a text when explaining what the "L.5.5 Demonstrate understanding of figurative language, word relat W.5.3 Write narratives to develop real or imagined experiences or ev W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support as	Academic Vocabulary  compare/contrast, historical fiction, analyze, theme, topics  des as they areused in a text, including figurative language text says explicitly and when drawing inferences from the says explicitly and	Resources  Sawas Unit 2 Week 3 iReady Lesson 17  guage such as metaphors om the text ear event sequences. ing, rewriting, or trying a new	Assessments Savvas Assessments Exit Ticket iReady Assessments and similes.	
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story  Making reading/writing connections  Write a personal narrative  Cluster:  Standard(s) RL.5.4 Determine the meaning of words and phrase RL.5.1 Quote accurately from a text when explaining what the "L.5.5 Demonstrate understanding of figurative language, word related W.5.3 Write narratives to develop real or imagined experiences or even W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support a Learning Targets:	Academic Vocabulary  compare/contrast, historical fiction, analyze, theme, topics  ses as they areused in a text, including figurative language at the contract of the contrac	Resources  Savvas Unit 2 Week 3 iReady Lesson 17  guage such as metaphors om the text har event sequences. ing, rewriting, or trying a new Resources .Savvas Unit 2 Week 3	Assessments  Savvas Assessments Exit Ticket iReady Assessments  and similes.  w approach.  Assessments Savvas Assessments	5-10 Days
event sequences.  W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  Learning Targets:  Compare/Contrast historical fiction  Analyze elements of a historical fiction story  Determine theme of a historical fiction story  Making reading/writing connections  Write a personal narrative  Cluster:  Standard(s) RL.5.4 Determine the meaning of words and phrase RL.5.1 Quote accurately from a text when explaining what the "L.5.5 Demonstrate understanding of figurative language, word related W.5.3 Write narratives to develop real or imagined experiences or even W.5.5 With guidance and support from peers and adults, develop and W.5.9 Draw evidence from literary or informational texts to support a Learning Targets:  Identify figurative language in poetry	Academic Vocabulary  compare/contrast, historical fiction, analyze, theme, topics  des as they areused in a text, including figurative language text says explicitly and when drawing inferences from the says explicitly and	Resources  Savvas Unit 2 Week 3 iReady Lesson 17  guage such as metaphors om the text ear event sequences. ing, rewriting, or trying a new	Assessments Savvas Assessments Exit Ticket iReady Assessments and similes.	5-10

Standard(s) RI.5.2 Determine two or more main Ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Standard(s) RI.5.1 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.

- L.5.6 Acquire and use accurately grade-appropriate generalacademic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships
- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 readingand content, choosing flexibly from a range of strategies
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W.5.4 Produce clear and coherent writing in which thedevelopment and organization are appropriate to task, purpose, and audience.
- W.5.10 Write routinely over extended time frames (time forresearch, reflection, and revision) and shorter time frames (asingle sitting or a day or two) for a range of discipline-specifictasks, purposes, and audiences

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Make an inferences		.Savvas Unit 2 Week 4	Savvas Assessments	
Use direct quotations	inferences, main idea, key details, quote,	iReady Lesson 10	Exit Ticket	5-10
Making reading/writing connections	accurate, summarize		iReady Assessments	5-10
Write and explanatory essay				ĺ

Standard(s) RI.5.5 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 RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Standard(s) RI.5.1 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.

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- L.5.6 Acquire and use accurately grade-appropriate generalacademic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships
- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 readingand content, choosing flexibly from a range of strategies
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W.5.4 Produce clear and coherent writing in which thedevelopment and organization are appropriate to task, purpose, and audience.
- W.5.10 Write routinely over extended time frames (time forresearch, reflection, and revision) and shorter time frames (asingle sitting or a day or two) for a range of discipline-specifictasks, purposes, and audiences

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Analyze how information is organized in different text structures		.Savvas Unit 2 Week 5	Savvas Assessments	
Compare two text structures	analyze, text structure, compare/contrast, cause/effect, problem/solution, chronological,	iReady Lesson 11, 12	Exit Ticket	5-10
Making reading/writing connections	description		iReady Assessments	5-10
Write and explanatory essay				1

### 5th Grade ELA Curriculum Map (4th Quarter)

\*RI.5.3; RI.5.7; RI.5.9; RL.5.7 are ongoing standards that need to be incorporated throughout the year. (Resources can be found in Savvas week 6 lessons, and the iReady Connect-It lessons)

Standard(s) 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.5.5 Explain how a series of chapters, scenes, or stanzas fitstogether to provide the overall structure of a particular story drama, or poem.
- RL.5.1 Quote accurately from a text when explaining what thetext says explicitly and when drawing inferences from the text
- RL.5.4 Determine the meaning of words and phrases as they areused in a text, including figurative language such as metaphorsand similes.
- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 readingand content, choosing flexibly from a range of strategies
- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

W.5.1 Write opinion pieces on topics or texts, supporting a point of v	riew with reasons and information.				
Learning Targets:	Academic Vocabulary	Resources	Assessments	Days	
dentify key elements of story structure					
Explain how a stories conflict builds	story structure, key elements, setting, characters,	Savvas Unit 3 Week 1	Savvas Assessments		
Making reading/writing connections	conflict, plot, rising action, resolution	iReady Lesson 13	iReady Assessments	5-10	
Write an opinion essay					
Standard(s) RL.5.2 Determine a theme of a story, drama, or poem fro reflects upon a topic; summarize the text.	m details in the text, including how characters	In a story or drama respo	and to challenges or how the sp	eaker in a po	
RL.5.6 Describe how a narrator's or speaker's point of viewinfluence	es how events are described.	HE ISOURINES IN			
RL.5.4 Determine the meaning of words and phrases as they areus	ed in a text, including figurative language such	n as metaphorsand simile	es.		
RL.5.1 Quote accurately from a text when explaining what thetext s					
L.5.5 Demonstrate understanding of figurative language, word relationship					
W.5.3 Write narratives to develop real or imagined experiences or events us		ar event sequences.			
W.5.5 With guidance and support from peers and adults, develop and stren			y approach.		
W.5.9 Draw evidence from literary or informational texts to support analysis					
earning Targets:	Academic Vocabulary	Resources	Assessments	Days	
dentify the point of view in a story and the perspective of characters	Taint of view identify tout avidence "commenting	.Savvas Unit 3 Week 2	Savvas Assessments		
Recognize how a narrator's point of view affects the way in which events are described		iReady Lesson 14	Exit Ticket	5-10	
A-1-!					
Making reading/writing connections			iReady Assessments		
Write a personal narrative			iReady Assessments		
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