

## 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.

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

#### 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	relationship, interaction, historical, scientific, technical	Savvas Unit 1 Week 2	Savvas Assessments	5-10
Making reading/writing connections		<a href="#">iReady Lesson 7</a>	Exit Ticket	
Write a personal narrative		<a href="#">iReady Language Lessons 18-21</a>	iReady Assessments	

#### 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	inferences, quotes, accurate, main idea, key details, analyze, historical,	Savvas Unit 1 Week 3	Savvas Assessments	5-10
Quoting Accurately		iReady Lesson 8	Exit Ticket	
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 the text 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 the text (e.g., how characters interact)				
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and 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	Quoting accurately, theme, inference, story, drama, poem, summarize, characters, speaker	Savvas Unit 1 Week 4	Savvas Assessments	5-10
Identify Key Details		iReady Lesson 1,2	Exit Ticket	
Determine the theme of a poem/story			iReady Assessments	
Making reading/writing connections				
Write a personal narrative				
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 the text says explicitly and when drawing inferences from the text				
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.				
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)				
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and 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	compare/contrast, quote, theme, characters, determine	Savvas Unit 1 Week 5	Savvas Assessments	5-10
Quoting Accurately		iReady Lesson 3	Exit Ticket	
Making reading/writing connections			iReady Assessments	
Write a personal narrative				

### 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 the text (e.g., how characters interact)**

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

**RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**"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	contrast/compare, characters, settings, events, drama, quote, determine, theme, inference	Savvas Unit 1 Week 6	Savvas Assessments	5-10
Compare/Contrast Characters		iReady Lesson 4	Exit Ticket	
Making reading/writing connections			iReady Assessments	
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 general academic 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 reading and 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 the development and organization are appropriate to task, purpose, and audience.

**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

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

**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 general academic 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 reading and 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 the development and organization are appropriate to task, purpose, and audience.**

**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**

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Determine author's point of view	explain, reasons, evidence, support, informative, explanatory, point of view, analyze, first-hand account, second-hand account	Savvas Unit 2 Week 2	Savvas Assessments	5-10
Compare first-hand and second-hand accounts of the same topic		iReady Lesson 16	Exit Ticket	
Making reading/writing connections			iReady Assessments	
Write and explanatory essay				

### 5th Grade ELA Curriculum Map (3rd 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 the text says explicitly and when drawing inferences from the text**

**RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**

**RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and 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
Compare/Contrast historical fiction	compare/contrast, historical fiction, analyze, theme, topics			5-10
Analyze elements of a historical fiction story		Savvas Unit 2 Week 3	Savvas Assessments	
Determine theme of a historical fiction story		iReady Lesson 17	Exit Ticket	
Making reading/writing connections			iReady Assessments	
Write a personal narrative				

#### Cluster:

**Standard(s) RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**

**RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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
Identify figurative language in poetry	personification, simile, metaphor, figurative language, poetry	Savvas Unit 2 Week 3	Savvas Assessments	5-10
Determine the meaning of figurative language in poetry		iReady Lesson 9	Exit Ticket	
Making reading/writing connections			iReady Assessments	
Write a personal narrative				



<b>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.</b>				
<b>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.</b>				
<b>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.</b>				
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				
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.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly				
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
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				
<b>Learning Targets:</b>	<b>Academic Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>	<b>Days</b>
Make an inferences	inferences, main idea, key details, quote, accurate, summarize	.Savvas Unit 2 Week 4	Savvas Assessments	5-10
Use direct quotations		iReady Lesson 10	Exit Ticket	
Making reading/writing connections			iReady Assessments	
Write and explanatory essay				
<b>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</b>				
<b>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</b>				
<b>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.</b>				
<b>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.</b>				
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				
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.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly				
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
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				
<b>Learning Targets:</b>	<b>Academic Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>	<b>Days</b>
Analyze how information is organized in different text structures	analyze, text structure, compare/contrast, cause/effect, problem/solution, chronological, description	.Savvas Unit 2 Week 5	Savvas Assessments	5-10
Compare two text structures		iReady Lesson 11, 12	Exit Ticket	
Making reading/writing connections			iReady Assessments	
Write and explanatory essay				
<b>5th Grade ELA Curriculum Map (4th Quarter)</b>				
<b>*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)</b>				
<b>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.</b>				
RL.5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.				
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text				
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.				
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				
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 view with reasons and information.**

**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.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**

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

**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.**

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Identify the point of view in a story and the perspective of characters	point of view, identify, text evidence, perspective, narrator, 1st person, 3rd person	.Savvas Unit 3 Week 2	Savvas Assessments	5-10
Recognize how a narrator's point of view affects the way in which events are described		iReady Lesson 14	Exit Ticket	
Making reading/writing connections			iReady Assessments	
Write a personal narrative				
