September

Common Core ELA

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| 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). |  |  |
| 5.RI.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |  |  |
| 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. |  |  |
| 5.RI.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |  |  |
| 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. |  |  |
| 5.SL.1.a | 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 othersí ideas and expressing their own clearly. 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. |  |  |
| 5.SL.1.b | 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 othersí ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. |  |  |
| 5.SL.1.c | 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 othersí ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |  |  |
| 5.SL.1.d | 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 othersí ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |  |  |
| 5.W.2.a | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. |  |  |
| 5.W.2.b | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |  |  |

October

Common Core ELA

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| 5.L.1.b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |  |  |
| 5.L.1.c | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions. |  |  |
| 5.L.1.d | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.\* |  |  |
| 5.RF.4.a | Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. |  |  |
| 5.RI.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |
| 5.RI.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. |  |  |
| 5.RL.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |
| 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). |  |  |
| 5.SL.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |
| 5.SL.3 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |  |  |
| 5.W.3.a | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |  |  |
| 5.W.3.b | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |  |  |

November

Common Core ELA

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| 5.L.1.a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |  |  |
| 5.L.1.e | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., either/or, neither/nor). |  |  |
| 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. |  |  |
| 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. |  |  |
| 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. |  |  |
| 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). |  |  |
| 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. |  |  |
| 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. |  |  |
| 5.W.3.c | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |  |  |
| 5.W.3.d | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely. |  |  |
| 5.W.3.e | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events. |  |  |
| 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. |  |  |

December

Common Core ELA

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| 5.L.2.a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.\* |  |  |
| 5.L.2.b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence. |  |  |
| 5.L.2.c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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., Itís true, isnít it?), and to indicate direct address (e.g., Is that you, Steve?). |  |  |
| 5.L.2.c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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., Itís true, isnít it?), and to indicate direct address (e.g., Is that you, Steve?). |  |  |
| 5.RI.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |  |  |
| 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). |  |  |
| 5.RL.6 | Describe how a narrator's or speaker's point of view influences how events are described. |  |  |
| 5.SL.6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |  |  |
| 5.W.1.a | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writerís purpose. |  |  |
| 5.W.1.b | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide logically ordered reasons that are supported by facts and details. |  |  |
| 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. |  |  |
| 5.W.9.b | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., ìExplain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]î). |  |  |
| 5.W.9.b | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., ìExplain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]î). |  |  |

January

Common Core ELA

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| 5.L.2.d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use underlining, quotation marks, or italics to indicate titles of works. |  |  |
| 5.L.2.e | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. |  |  |
| 5.L.3.a | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |  |  |
| 5.L.4.c | 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. 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. |  |  |
| 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. |  |  |
| 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. |  |  |
| 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. |  |  |
| 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. |  |  |
| 5.W.1.c | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |  |  |
| 5.W.1.d | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented. |  |  |
| 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. |  |  |

February

Common Core ELA

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| 5.L.3.b | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |  |  |
| 5.L.4.a | 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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |  |  |
| 5.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. 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. |  |  |
| 5.RI.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |
| 5.RI.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |  |  |
| 5.RI.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |  |  |
| 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. |  |  |
| 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. |  |  |
| 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. |  |  |
| 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. |  |  |
| 5.W.2.c | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |  |  |
| 5.W.2.d | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |  |
| 5.W.2.e | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented. |  |  |

March

Common Core ELA

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| 5.L.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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |  |  |
| 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. |  |  |
| 5.RI.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. |  |  |
| 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). |  |  |
| 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). |  |  |
| 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. |  |  |
| 5.W.2.a | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. |  |  |
| 5.W.2.b | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |  |  |
| 5.W.2.c | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |  |  |
| 5.W.2.d | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |  |
| 5.W.2.e | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented. |  |  |
| 5.W.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |  |  |
| 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. |  |  |

April

Common Core ELA

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| 5.L.5.a | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context. |  |  |
| 5.RF.4.c | Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |
| 5.RL.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |
| 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). |  |  |
| 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. |  |  |
| 5.W.3.a | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |  |  |
| 5.W.3.b | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |  |  |
| 5.W.3.c | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |  |  |
| 5.W.3.d | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely. |  |  |
| 5.W.3.e | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events. |  |  |
| 5.W.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  |  |
| 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. |  |  |
| 5.W.9.a | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., ìCompare 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]î). |  |  |
| 5.W.9.a | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., ìCompare 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]î). |  |  |
| 5.W.9.a | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., ìCompare 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]î). |  |  |

May

Common Core ELA

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| 5.L.5.b | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs. |  |  |
| 5.L.5.c | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |  |  |
| 5.RF.4.b | Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |  |  |
| 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 4ñ5 text complexity band independently and proficiently. |  |  |
| 5.RI.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |  |  |
| 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 4ñ5 text complexity band independently and proficiently. |  |  |
| 5.RL.6 | Describe how a narrator's or speaker's point of view influences how events are described. |  |  |
| 5.W.1.a | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writerís purpose. |  |  |
| 5.W.1.b | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide logically ordered reasons that are supported by facts and details. |  |  |
| 5.W.1.c | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |  |  |
| 5.W.1.d | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented. |  |  |
| 5.W.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  |  |
| 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. |  |  |