

Quarter 1 Priority Standards and Skills

Standards	Skills	Notes
5.KI.1 - Literature	Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
5.KI.3 - Literature	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, how conflicts are resolved).	
5.IK.9 - Literature	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.	
5.KI.1 - Informational Text	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	
5.TT.3 - Writing	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).	
5.L.1 - Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
5.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(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 yes and no), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (e) Spell grade-appropriate words correctly, consulting references as needed.
5.L.4 - Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading	(b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,

	and content, choosing flexibly from a range of strategies.	photograph, photosynthesis). (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.
5.L.5 - Language	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	(a) Interpret figurative language, including similes and metaphors, in context.

Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
5.KI.2 - Literature	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.	
5.KI.2 - Informational Text	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate	
5.TT.2 - Writing	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
5.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(d) Use underlining, quotation marks, or italics to indicate titles of works. (e) Spell grade-appropriate words correctly, consulting references as needed.
5.L.5 - Language	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Quarter 3 Priority Standards and Skills

Standards	Skills	Notes
5.CS.5 - Literature	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
5.CS.5 - Informational Text	Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
5.TT.1 - Writing	Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.	
5.L.1 - Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
5.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(e) Spell grade-appropriate words correctly, consulting references as needed.
5.L.5 - Language	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
5.IK.9 - Informational Text	Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
5.L.1 - Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	(b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (c) Use verb tense to convey various times, sequences, states, and conditions. (d) Recognize and correct inappropriate shifts in verb tense.*
5.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(b) Use a comma to separate an introductory element from the rest of the sentence. (e) Spell grade-appropriate words correctly, consulting references as needed.
5.L.4 - Language	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.	(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (b) Recognize and explain the meaning of common idioms, adages, and proverbs.

Supporting Standards:

Standards that are not highly assessed but should be presented if not mastered over the course of a year (or the course)

5.RR.10 - Literature	By the end of the year, read and comprehend a range of literature from a variety of cultures, within complexity bad appropriate to grade three (upper grade 4 to grade 6)	
5.CC.1 - Speaking and Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly	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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5.RB.7 - Writing	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	
5.RB.8 - Writing	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	
5.IK.7 - Informational Text	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.	