

Franklin County: 5th Grade ELA Curriculum Map and Pacing Guide 2018-2019

	Standards (Priority Standards are highlighted)
r	RL1 (Quote Accurately) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RL2 (Theme/Summarize) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	RL3 (Compare/Contrast) 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).
	RL4 (Meaning of Words) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	RL6 (Point of View) Describe how a narrator's or speaker's point of view influences how events are described.
	RI10 (Read & Comp) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
	RF4 (Fluency) Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	RI1 (Quote Accurately) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI2 (Main Idea/Summarize) Determine two or more main ideas of a text and explain how they are supported by key details; analyze how specific details within the text contribute to the overall meaning and style of the text.
	RI3 (Explain Concepts in the text) Explain the relationships or interactions between two or more individuals, events, ideas, or issues in a historical, scientific, or technical text based on specific information in the text.

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RI4 (Meaning of Words) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.

RI5 (Compare & Contrast Structure) 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.

RI6 (Point of View) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the view they represent.

RI10 (Read & Comp) By the end of the year, read and comprehend informational texts, including history/social studies, scientific, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that is logically and smoothly developed; use appropriate transitions and descriptive details to clarify events, establish a coherent and convincing narrative, and provide a conclusion that follows from the narrated experiences or events.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

W4 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.)

W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)

W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a text.”)

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drama, drawing on specific details in the text [e.g., how characters interact]”).

W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single day or two) for a range of discipline-specific tasks, purposes, and audiences.

L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

******First two weeks of Reading Differentiation, will be used for Shared Reading Response expectations and Grammar Bo Standards below.******

L1 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.

b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb aspects.

c. Use verb tense and aspect to convey various times, sequences, states, and conditions.

d. Recognize and correct inappropriate shifts in verb tense and aspect.*

e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

L2 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* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (*isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

d. Use underlining, quotation marks, or italics to indicate titles of works.

e. Spell grade-appropriate words correctly, consulting references as needed.

L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and con* 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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*,

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photosynthesis).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and or clarify the precise meaning of key words and phrases.

RI1 (Quote Accurately) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI2 (Main Idea/Summarize) Determine two or more main ideas of a text and explain how they are supported by key details; cite relevant text.

RI3 (Explain Concepts in the text) Explain the relationships or interactions between two or more individuals, events, ideas, or issues in a historical, scientific, or technical text based on specific information in the text.

RI4 (Meaning of Words) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the topic or subject area.

RI5 (Compare & Contrast Structure) 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.

RI6 (Point of View) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI10 (Read & Comp) By the end of the year, read and comprehend informational texts, including history/social studies, science/technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RF4 (Fluency) Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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RL1 (Quote Accurately) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text.

RL2 (Theme/Summarize) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL3 (Compare/Contrast) 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).

RL4 (Meaning of Words) Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.

RL6 (Point of View) Describe how a narrator's or speaker's point of view influences how events are described.

RI10 (Read & Comp) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high school/college-readiness text complexity band independently and proficiently.

RF4 (Fluency) Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W2 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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W4 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.)

W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)

W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W8 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.

W10 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.

L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

RL1 (Quote Accurately) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL2 (Theme/Summarize) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL3 (Compare/Contrast) 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).

RL4 (Meaning of Words) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL6 (Point of View) Describe how a narrator's or speaker's point of view influences how events are described.

RL9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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topics.

RL10 (Read & Comp) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

RF4 (Fluency) Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RI1 (Quote Accurately) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI2 (Main Idea/Summarize) Determine two or more main ideas of a text and explain how they are supported by key details; analyze how one or more main ideas and supporting details are developed in the text.

RI3 (Explain Concepts in the text) Explain the relationships or interactions between two or more individuals, events, ideas, or issues as presented in a historical, scientific, or technical text based on specific information in the text.

RI4 (Meaning of Words) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the subject area.

RI5 (Compare & Contrast Structure) 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.

RI6 (Point of View) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the way the views they represent.

RI10 (Read & Comp) By the end of the year, read and comprehend informational texts, including history/social studies, science/technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RF4 (Fluency) Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.

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- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. 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.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W4 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.)

W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)

W8 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.

W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply *grade 5 Reading Standards* to informational texts (e.g., Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence supports which point[s]).

W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single

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day or two) for a range of discipline-specific tasks, purposes, and audiences.

L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the v

L6 Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*)

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RL6 (Point of View) Describe how a narrator's or speaker's point of view influences how events are described.

RL9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL10 (Read & Comp) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high level of complexity appropriate for grade 5.

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the grades 4-5 text complexity band independently and proficiently.

RF4 (Fluency) Read with sufficient accuracy and fluency to support comprehension.

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