Grade 5

Months Covered	Skills/Standards	Reading Selections (options)
September (Literary)	**RL.1: Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text** **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 a text.** **RL.4: Determine the meaning of words and phrases as they are used in a text**	**Rope Burn (Storytown) Line Drive (Storytown) Dog People (Storyworks Sept. 2018)**
October (Informational)	**RI.1: Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text.** **RI.2: Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text** **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.**	**Storyworks Informational: America's Deadliest Disaster (Sept 2018) The Boy Who Couldn't Smile/1,000 Reasons to Smile (Sept 2018) The Daring Nelly Bly (Storytown)** **Newsela**
November/ December (Literary)	**Continue previous standards** **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).** **RL.6: Describe how a narrator's or speaker's point of view influences how**	

	events are described in a story, myth, poem, or drama. **RL.4: Determine the meaning of words and phrases as they are used in a text; identify** *and explain the effects of figurative language such as metaphors and similes*	
January (Informational)	**Continue previous standards** **RI.3: . Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.** **RI.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.**	****Do not use this NewsELA article (we are considering it for the assessment):** NewsELA Goats Candy Corn Point of View - NewsELA
February (Literary)	**Continue previous standards** **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.** **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)**	
March (Informational)	**Continue previous standards** **RI.5: Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.** **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. **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).**	
April (Literary)		
May (Informational)		

Language Standards:

a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.

b. Recognize and correct inappropriate shifts in verb tense.

 c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.

d. Form and use perfect verb tenses.

b. Use punctuation to separate items in a series

c. Use a comma to separate an introductory element from the rest of the sentence.

d. 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., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

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

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

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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, photosynthesis).

d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).

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 words.

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).