

Quarter 1



5th Grade ELA SBCSC Instructional Guide

5th Grade ELA Frameworks

Key

123

Indicate which Checkpoint the Standard is Assessed in

* Indicates Essential for Mastery and Standard

Select a standard indicator in the left column to access the framework for that standard. Standards identified as essential for mastery level are indicated with gray shading and an "E."

Reading Foundations

[5.RF.1](#)

Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multisyllabic words in context. (E)

[5.RF.2](#)

Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension.

Reading Comprehension

[5.RC.1](#)

123Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

[5.RC.2](#)

1Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges; a poem reflects upon a topic; summarize the text. (E)

[5.RC.3](#)

1Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text and how they are related.

[5.RC.4](#)

1Describe how a narrator's or speaker's point of view influences how events are portrayed.

[5.RC.5](#)

Compare and contrast stories in the same genre on their approaches to similar themes and topics.

[5.RC.6](#)

2Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

[5.RC.7](#)

2Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, and assess its credibility.

[5.RC.8](#)

Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. (E)

[5.RC.9](#)

2Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence are most important.

[5.RC.10](#)

Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the topic.

[5.RC.11](#)

1Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meaning of words.

[5.RC.12](#)

3Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, and idioms.

[5.RC.13](#)

3Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, Latin affixes and roots, parts of speech). (E)

5.RC.14

3 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., metaphors, hyperbole, or allusion).

Writing

ILEARN Summative Performant Task Rubrics

<u>Informative Writing</u>	<u>Persuasive Writing</u>
<u>Narrative Writing</u>	<u>Research Writing</u>
<u>Summary Writing</u>	

5.W.2

Write informative compositions on a variety of topics that:

- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic and audience.
- Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for the topic or thesis.
- Connect ideas within and across categories using transition words (e.g., therefore, in addition).
- Include text features (e.g., formatting, photographs, maps, diagrams) and multimedia when useful to aid comprehension.
- Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a thesis or topic.
- Provide a concluding statement or section related to the information or explanation presented. (E)

5.W.3

Write narrative compositions in a variety of forms that:

- Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
- Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or settings.
- Use precise and expressive vocabulary and figurative language for effect.
- Provide an ending that follows from the narrated experiences or events. (E)

5.W.4

Apply the writing process to:

- Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise and edit the draft to improve the quality of ideas, organization, sentence fluency, word choice; and edit for standard English conventions.
- Use technology to interact and collaborate with others to produce and publish legible documents.

5.W.5

Conduct research assignments and tasks on a topic.

- With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?).
- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate.
- Avoid plagiarism and follow copyright guidelines for use of sources whenever appropriate (e.g., text, images, audio, video).
- Present the research information, choosing from a variety of sources. (E)

5.W.6

3 Demonstrate command of English grammar and usage, focusing on:

- Verbs –
 - Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tense and form.
 - Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
- Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.
- Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences; and using appropriate correlative conjunctions (e.g., either/or, neither/nor). (E)

5.W.7	3 Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Applying correct usage of capitalization in writing. b. Punctuation – I. Applying correct usage of apostrophes and quotation marks in writing. II. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, to indicate direct address. c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)
Communication and Collaboration	
5.CC.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
5.CC.2	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the ideas and issues. (E)
5.CC.3	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including multimedia, as appropriate to tasks and purposes. (E)
5.CC.4	Use appropriate language to present on a topic or text, or provide a narrative or opinion that organizes ideas appropriately with relevant and credible evidence, smooth transitions, and clear introductions and conclusions. Use appropriate structure, facts, and relevant, descriptive details to support main ideas and themes, using relevant vocabulary. (E)
5.CC.5	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance communication. (E)
5.CC.6	2 Review claims made in various types of media and evaluate evidence used to support these claims. (E)
5.CC.7	2 Identify the role of the media in focusing people's attention on events and in forming their opinions on issues. (E)

Quarter 1

Quarter 1 Week 1

Pacing Week of August 20 (3 Day Week)	Instructional Focus Areas	Performance Task	Standards	Academic Vocabulary	Resources
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Building Systems and ELA Routines.
Reviewing prerequisite skills. Quarter 1

Quarter 1 Week 2

Pacing Week of August 25 (5 Day Week)	Instructional Focus Areas	Performance Task	Standards	Academic Vocabulary	Resources
Day 1	Reading	I can... - Identify and define the basic elements of a poem's structure - Discuss specific poetic devices	5.RC.2* 5.RF.2 5.RC.12*	- Poem - Identify - Define - Structure - Poetic Devices - Apostrophe	* Unit 3 "To The"
	Writing	I can... Compose my own apostrophe poem	5.W.4		

Day 2	Reading	I can... Identify the tone of a poem and discuss its effect on the poem's overall message	5.RC.2* 5.RC.12*	- Tone - Poem - Effect - Message	* Unit 3 "This Is Say" and "Variatio Theme I Carlos v
	Writing	I can... Compose my own poem with emphasis on presenting two different tones	5.W.4 5.W.7*		
Day 3	Reading	I can... - Identify the poetic device anaphora - Explain how anaphora's use affects a poem's meaning	5.RC.1* 5.RC.2* 5.RC.11* 5.RC.12*	- Anaphora - Repetition - Meaning - Poem - Plan - Draft	* Unit 3 "When I Learn'd Astron
	Writing	I can... Use the poetic device anaphora to create a poem	5.W.2* 5.W.4		
Day 4	Reading	I can... Identify and make inferences about figurative language used in poems	5.RC.1* 5.RF.2 5.RC.12* 5.RC.14*	- Inferences - Identify - Figurative Language - Graphic Organizer - Characters - Compare - Contrast - Point of View	* Unit 3 "The Co Beech" a Father a Figtree"
	Writing	I can... Use a graphic organizer to compare and contrast two characters in a poem	5.W.5*		

Day 5	Reading	I can... Identify and label different rhyme schemes in poetry while analyzing a poem	5.RC.2* 5.RF.1* 5.RF.2 5.CC.2* 5.RC.11*	- Identify - Label - Rhyme Schemes - Analyze - Poetry	* Unit 3 “Snow D
	Writing	I can... Write and share original rhyming poems	5.W.4		

Quarter 1 Week 3

Pacing Week of September 1 (4 Day Week)	Instructional Focus Areas	Performance Task	Standards	Academic Vocabulary	Res
Day 1	Reading	I can... Summarize a poem's overall message and analyze how the use of figurative language affects a poem's meaning	5.RF.2 5.RC.14*	- Summarize - Message - Figurative Language - Simile - Metaphor - Plan - Draft	* Unit 3 “#359”
	Writing	I can... - Create similes and metaphors - Plan my writing - Write summaries of text	5.W.4		
Day 2	Reading	I can... Define and identify implied metaphors	5.RC.12* 5.RC.14*	- Define - Identify - Implied	* Unit 3 “Advice”

		Read and discuss poetry with my peers		- Metaphors - Revise - Simile - Draft - Plan	
	Writing	I can... - Revise my writing - Include metaphors in my writing	5.W.4		
Day 3	Reading	I can... - Identify allusions and discuss their effect on a poem - Analyze a character's action - Analyze a text's setting to make an inference - Read my poem aloud to a partner and offer positive feedback	5.RC.2* 5.RC.12* 5.RC.14* 5.CC.2*	- Allusion - Identify - Effect - Character - Setting - Inference - Feedback	* Unit 3 "Travelin'
	Writing	I can... - Create my own list poem - Go through the planning process to produce original work	5.W.4		
Day 4	Reading	I can... - Identify and define characteristics of different forms of poetry - Use textual evidence to make inferences about a poem's meaning	5.RC.1* 5.RC.2* 5.RC.11*	- Identify - Define - Poetry - Textual Evidence - Inference - Villanelle - Plan	* Unit 3 "One Ar 1 of 2)
	Writing	I can... - Compose my own villanelles with my own motto or slogan - Plan out writing using graphic organizers	5.W.4		

Quarter 1 Week 4

Pacing	Instructional	Performance Task	Standards	Academic Vocabulary	Res
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Week of September 8 (5 Day Week)	Focus Areas				
Day 1	Reading	I can... - Summarize and discuss poems - Give feedback to a partner	5.CC.1* 5.CC.3* 5.RC.12*	- Summarize - Feedback - Revise - Edit	* Unit 3 10: "One" (Lesson
	Writing	I can... Revise and edit my writing based on peer feedback	5.W.4		
Day 2	Reading	I can... - Identify parallel structure in poetry - Analyze the use of parallel structure to compare and contrast - Read my poem aloud to a partner and offer feedback	5.RC.3* 5.CC.2* 5.RC.12*	- Parallel Structure - Poetry - Analyze - Compare - Contrast - Feedback	* Unit 3 11: "Str" Patterns
	Writing	I can... - Create and share an original poem - Add parallel structure to my writing	5.W.4 5.W.5*		
Day 3	Reading	I can... Use textual evidence to compare and contrast characters' reactions	5.RC.1* 5.RC.3* 5.RC.11*	- Textual Evidence - Compare - Contrast - Character	* Unit 3 12: "Isa"
	Writing	I can... Compose an original poem in which two characters respond differently to the same circumstance	5.W.4 5.W.5*		
Day 4	Reading	I can... Analyze a poem and identify poetic devices such as personification and extended simile	5.RC.1* 5.RC.2* 5.RC.12*	- Analyze - Poetic Devices - Personification - Extended Simile	* Unit 3 13: "Cor" Rising A (#15)" (L 2)
	Writing	I can... Apply learned poetry skills to write a poem	5.W.4		
Day 5	Reading	I can... Summarize and discuss	5.CC.1* 5.CC.3*	- Summary - Revise	* Unit 3 14: "Cor"

		poems	5.RC.12*	- Edit - Feedback	Rising A (#15)" (L 2)
	Writing	I can... Revise and edit writing based on feedback	5.W.4		

Quarter 1 Week 5

Pacing Week of September 15 (5 Day Week)	Instructional Focus Areas	Performance Task	Standards	Academic Vocabulary	Res
Day 1	Unit 3: Domain Assessment				
Day 2	Pausing Point Activities				
Day 3	Pausing Point Activities				
Day 4	Reading	I can... - Identify the beginning stages of a story's plot structure - Make inferences regarding a character's personality - Determine the meaning of unknown domain-specific words and phrases in a text	5.RC.1* 5.RC.9* 5.RF.2	- Plot - Structure - Main Character - Setting - Inference - Vocabulary - Supporting Details	* Unit 4 The Life Knight
Day 5	Reading	I can... - Compare and contrast text - Consult a reference page to determine the meaning and practice and pronunciation of key terms - Distinguish between root words and words with the suffix -ness and use them correctly in sentences	5.RC.3* 5.RC.5 5.RC.10 5.RC.13*	- Reference Page - Present Tense - Noun Subjects - Action Verbs - Fact/Opinion	* Unit 4 Don Qu Journey Knight
	Writing	I can... - Identify and form sentences in the present tense and contain noun subjects and action verbs - Distinguish fact from opinion and support my decision with reasons and information	5.W.1* 5.W.6*		

Quarter 1 Week 6

Pacing Week of September 22 (5 Day Week)	Instructional Focus Areas	Performance Task	Standards	Academic Vocabulary	Res
Day 1	Reading	I can... - Identify and explain author's word choice - Consult a reference page to determine the meaning and practice pronunciation of key terms - Compare and contrast details in text	5.RF.2 5.CC.1* 5.RC.14*	- Figurative Language - Dialect - Word Choice - Opinion	* Unit 4 Quixotic
	Writing	I can... Identify the structure and parts of an opinion essay	5.W.1* 5.W.6*		
Day 2	Reading	I can... - Consult a reference page to determine the meaning of key terms - Make inferences about a character's personality and summarize key events that add to the plot's development - Identify the meanings of words with the suffix -ness and use them correctly in sentences	5.RC.1* 5.RC.7* 5.RC.12*	- Inferences - Summarize - Plot Development - Present Tense - Pronoun Subjects - Action Verbs - Textual Evidence	* Unit 4 Character Don Quixote
	Writing	I can... - Identify and form present-tense sentences containing pronoun subjects and action verbs - Respond to a prompt and write opinion statements using supporting textual evidence	5.W.1* 5.W.6*		

Day 3	Reading	I can... - Consult a reference page to determine the meaning of key terms - Identify continuing plot details	5.RC.3* 5.RC.7* 5.RC.12*	- Plot Details - Claim - Supporting Evidence	* Unit 4 Don Quixote Sancho Panza's Obstacles
	Writing	I can... Write a claim and identify the importance of supporting evidence	5.W.1*		
Day 4	Reading	I can... - Use textual evidence to describe character traits - Identify the meaning of words using the Latin root <i>vac</i> and use them correctly when completing sentences	5.RC.1* 5.RF.1* 5.RF.2 5.RC.13*	- Textual Evidence - Subject/Linking Verb Agreement - Latin Root - Character Trait	* Unit 4 The Man of La Mancha Don Quixote Sancho Panza
	Writing	I can... Write present-tense sentences in which the subject and the linking verb agree	5.W.6*		
Day 5	Reading	I can... Identify the types of irony – verbal, situational, and dramatic	5.RC.12* 5.RC.14*	- Verbal Irony - Situational Irony - Dramatic Irony - Introductory Paragraph	* Unit 4 Ironic Actions
	Writing	I can... Draft the introductory paragraph	5.W.4		

Quarter 1 Week 7

Pacing Week of September 29 (5 Day Week)	Instructional Focus Areas	Performance Task	Standards	Academic Vocabulary	Resources
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Day 1	Reading	I can... - I can examine the author's word choice, including similes and writing style - Compare and contrast details and dialect in text	5.RC.4* 5.RF.2 5.RC.12*	- Similes - Writing Style - Close Reading - Compare & Contrast - Opinion - Textual Evidence	* Unit 4 Another <i>Quixote</i> Adaptati
	Writing	I can... Provide textual evidence to support my opinions in my body paragraphs	5.W.5*		
Day 2	Reading	I can... Use textual evidence to compare and contrast the character traits of the principal characters	5.RC.3* 5.RF.2	- Present Tense - Textual Evidence - Compare & Contrast	* Unit 4 An Ideal Sancho
	Writing	I can... - Write complete sentences in the present-tense using project subject-verb agreement - Correctly form complete sentences using words with the root vac	5.W.2* 5.W.3* 5.W.4		
Day 3	Reading	I can... Provide text evidence about character traits	5.RC.3* 5.RF.2	- Textual Evidence - Character Traits - Body Paragraphs	* Unit 4 10: A Re Don Qui
	Writing	I can... Draft two body paragraphs of my opinion essay	5.W.1* 5.W.6*		
Day 4	Reading	I can... Explain and describe a character	5.RC.2* 5.RC.13*	- Compare & Contrast - Character Traits	* Unit 4 11: The Success Govern

	Writing	I can... Create sentences using words and phrases that compare and contrast	5.W.7*		
Day 5	Reading	I can... Explain and describe a character	5.RC.2* 5.RF.2 5.RC.12*	- Character Traits - Concluding Paragraph	* Unit 4 12 - Rev Sancho
	Writing	Draft a concluding paragraph	5.W.1* 5.W.5*		

Quarter 1 Week 8

Pacing Week of October 6 (5 Day Week)	Instructional Focus Areas	Performance Task	Standards	Academic Vocabulary	Res
Day 1	Reading	I can... Identify and discuss the author's use of figurative language, specifically metaphors	5.RC.14* 5.RF.2 5.RC.12*	- Figurative Language - Metaphors - Peer-Edit - Revision	* Unit 4 13: The
	Writing	I can... - Edit a peer's opinion essay - Use feedback to self-reflect and set personal writing and revision goals	5.W.4		

Day 2	Reading	I can... • Use textual evidence to support the final characterization of a character • Modify my speech to match the respectful and solemn atmosphere of a memoria servide	5.RC.1* 5.RF.2 5.RC.13*	• Characterization • Textual Evidence	* Unit 4 14:
	Writing	I can... • Correctly use commas to separate items in a series in a sentence • Correctly use the prefixes il-, ir-, the suffix-ness; and the root <i>tract</i>	5.W.5* 5.W.7*		
Day 3	Reading	Unit 3 Assessment		•	Unit 4 Assess
	Writing				
Day 4	Pausing Point Activities				
Day 5	Pausing Point Activities				
Quarter 1 Week 9					
Pacing Week of October 13 (3 Day Week)	Instructional Focus Areas	Performance Task	Standards	Academic Vocabulary	Res
Day 1	Pausing Point Activities				

Day 2	<u>Pausing Point Activities</u>
Day 3	<u>Pausing Point Activities</u>