

					District/CCSS Standard	Pacing	Key Vocabulary
Focus: Using multisensorial literary experiences, students will apply their ability to read, write, and speak language at a level that is adequate to communicate in society.							
Foundational Skills							
Phonics and Word Recognition					District/CCSS Standard	Pacing	Key Vocabulary
5.EL.1 Understanding: Know and apply word analysis skills .					RF.5.3		
<i>Students who demonstrate understanding will be able to:</i>							
5.EL.1.1	Use knowledge of morphology (e.g., roots and affixes). to read accurately unfamiliar multisyllabic words in context and out of context				RF.5.3.A		
5.EL.1.2	Use knowledge of morphology (e.g., roots and affixes) to accurately encode unfamiliar multisyllabic words in context and out of context				District		
5.EL.1.3	Read and write accurately unfamiliar multisyllabic words in context and out of context				RF.5.3.A		
Fluency							
5.EL.2 Understanding: Read with sufficient accuracy and fluency to support comprehension.							
<i>Students who demonstrate understanding will be able to:</i>							
5.EL.2.1	Read grade-level text with purpose and understanding.				RF.5.4.A		
5.EL.2.2	Read grade-level text with prosody(appropriate use of phrasing and expression to convey meaning),accuracy, and appropriate rate.				RF.5.4.B		prosody
5.EL.2.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				RF.5.4.C		
Reading Literature							
Key Ideas and Details							
5.EL.3 Understanding: Read text with accuracy to support comprehension.							
<i>Students who demonstrate understanding will be able to:</i>							
5.EL.3.1	Quote accurately from a text when explaining what the text says explicitly.				RL.5.1		
5.EL.3.2	Quote accurately from a text when drawing inferences from text.				RL.5.1		
5.EL.3.3	Determine a theme of a story or drama, from details in the text, including how characters in a story or drama respond to challenges.				RL.5.2		
5.EL.3.4	Determine a theme of a poem from details in the text, including how the speaker in a poem reflects upon a topic.				RL.5.2		
5.EL.3.5	Effectively summarize the text.				RL.5.2		
5.EL.3.6	Determine Characterization in fiction by identifying and analyzing characters in depth and their impact on the text.				District		
5.EL.3.7	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.5.3		

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5.EL.3.8	Describe how a particular story's or drama's plot unfolds in a series of key events.				District		*****
5.EL.3.9	Describe how the characters respond or change as the plot moves toward a resolution.				District		*****
Craft and Structure							
5.EL.4 Understanding: Interpret structure of text and how it impacts overall comprehension.							
<i>Students who demonstrate understanding will be able to:</i>							
5.EL.4.1	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.				RL.5.4		
5.EL.4.2	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				RL.5.5		
5.EL.4.3	Describe how a narrator's or speaker's point of view influences how events are described.				RL.5.6		
Integrations of Knowledge and Ideas							
5.EL.5 Understanding: Compare and contrast literature for deeper understanding for a variety of topics or themes.							
<i>Students who demonstrate understanding will be able to:</i>							
5.EL.5.1	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).				RL.5.7		
5.EL.5.2	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.				RL.5.9		
5.EL.5.3	Draw evidence from multiple literary texts to construct a written response comparing and contrasting the analysis of a character and/or plot, craft and structure, theme, and reflection between the texts.				District		
Range of Reading Level and Text Complexity							
5.EL.6 Understanding: Read and comprehend informational text within the 5-6 text complexity band proficiently.							
<i>Students who demonstrate understanding will be able to:</i>							
5.EL.6.1	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.				RL.5.10		
Reading Informational							
Key Ideas and Details							

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5.EL.7 Understanding: Determine central ideas and provide textual evidence to better understand informational text.							
<i>Students who demonstrate understanding will be able to:</i>							
5.EL.7.1	Cite textual evidence when explaining what the text says explicitly and when drawing inferences from the text.				RI.5.1		inference
5 EL.7.2	Determine two or more main ideas of a text and explain how they are supported by key details.				RI.5.2		
5.EL.7.3	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.				RI.5.3		
Craft and Structure							
5.EL.8 Understanding: Interpret structure of text and how it impacts overall comprehension.							
<i>Students who demonstrate understanding will be able to:</i>							
5 EL.8.1	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.				RI.5.4		
5 EL.8.2	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.				RI.5.5		
5 EL.8.3	Determine author's purpose in use of overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information.				District		
5 EL.8.4	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.				RI.5.6		
Integrations of Knowledge and Ideas							
5.EL.9 Understanding: Use multiple sources to build knowledge on a topic/issue.							
<i>Students who demonstrate understanding will be able to:</i>							
5 EL.9.1	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.5.7		
5 EL.9.2	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (purpose)				RI.5.8		
5 EL.9.3	Integrate information (research) from several texts and multimedia on the same topic in order to write or speak about the subject knowledgeably.				RI.5.9		
Range of Reading Level and Text Complexity							
5.EL.10 Understanding: Read and comprehend informational text within the 5-6 text complexity band proficiently.							

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	Students who demonstrate understanding will be able to:						
5 EL.10.1	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 4-5 text complexity band independently and proficiently.				RI.5.10		
Writing							
Text Types and Purposes							
5.EL.11 Understanding: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.							
	Students who demonstrate understanding will be able to:						
5 EL.11.1	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.				W.5.1A		
5 EL.11.2	Provide logically ordered reasons that are supported by facts and details.				W.5.1B		
5 EL.11.3	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) to begin paragraphs and within paragraphs (transition words)				W.5.1C		
5 EL.11.4	Provide an effective concluding statement or section related to the opinion presented.				W.5.1D		
5.EL.12 Understanding: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.							
	Students who demonstrate understanding will be able to:						
5 EL.12.1	Introduce a topic clearly, provide a specific observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				W.5.2.A		claim
6 EL.12.1	Develop the topic with purposeful facts, definitions, concrete details, quotations, or other information and examples related to the topic.				W.5.2.B		
7 EL.12.1	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to begin paragraphs and within paragraphs (transition words)				W.5.2.C		
5 EL.12.4	Use precise language and domain-specific vocabulary to inform about or explain the topic.				W.5.2.D		
5 EL.12.5	Provide a concluding statement or section related to the information or explanation presented that revisits the introduction.				W.5.2.E		
5.EL.13 Understanding: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.							
	Students who demonstrate understanding will be able to:						
5 EL.13.1	Orient and engage the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				W.5.3.A		

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5 EL.13.2	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.					W.5.3.B		
5 EL.13.3	Use a variety of transitional words, phrases, and clauses to manage the sequence of events and to enhance sentence fluency.					W.5.3.C		
5 EL.13.4	Use concrete words and phrases and sensory details to convey experiences and events precisely.					W.5.3.D		
5 EL.13.5	Provide a conclusion that follows from the narrated experiences or events.					W.5.3.E		
Production and Distribution of Writing								
5.EL.14 Understanding: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.								
<i>Students who demonstrate understanding will be able to:</i>								
5 EL.14.1	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.)					W.5.4		
5 EL.14.2	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)					W.5.5		
5 EL.14.3	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.					W.5.6		
5 EL.14.4	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.					W.5.6		
Research to Build and Present Knowledge								
5.EL.15 Understanding: Conducting research to answer a question, assess credibility, and use several sources without plagiarism.								
<i>Students who demonstrate understanding will be able to:</i>								
5 EL.15.1	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.					W.5.7		
5 EL.15.2	Recall relevant information from experiences or gather relevant information from print and digital sources.					W.5.8		
5 EL.15.3	Summarize or paraphrase information in notes and finished work, and provide a list of sources.					W.5.8		
5.EL.16 Understanding: Draw evidence and write responses from literary or informational texts to support analysis, personal reflection, and research.								
	<i>Students who demonstrate understanding will be able to:</i>					W.5.9		

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5 EL.16.1	Apply grade 5 Reading standards to literature (e.g., "Compare 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]").					W.5.9.A		
5 EL.16.2	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").					.W.5.9.B		
Range of Writing								
5.EL.17 Understanding:								
	Students who demonstrate understanding will be able to:							
5 EL.17.1	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.					W.5.10		
Speaking and Listening								
Comprehension and Collaboration								
5.EL.18 Understanding: 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.						SL.5.1		
	Students who demonstrate understanding will be able to:							
5 EL.18.1	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and share other information known about the topic to explore ideas under discussion.					SL.5.1.A		
5 EL.18.2	Follow agreed-upon rules for discussions and carry out assigned roles.					SL.5.1.B		
5 EL.18.3	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (conversation)					SL.5.1.C		
5 EL.18.4	Apply conversational etiquette when discussing and expressing ideas in a group.					District		
5 EL.18.5	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.					SL.5.1.D		
5 EL.18.6	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					SL.5.2		
5 EL.18.7	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.					SL.5.3		
Presentation of Knowledge and Ideas								

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5.EL.19 Understanding: Effectively present ideas using multimedia.								
Students who demonstrate understanding will be able to:								
5 EL.19.1	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.					SL.5.4		
5 EL.19.2	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.					SL.5.5		
5 EL.19.3	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)					SL.5.6		
5 EL.19.4	Show mastery through fluency in both oral presentation and knowledge of specific topic .					District		
Language								
Conventions of Standard English								
5.EL.20 Understanding: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						L.5.1		
Students who demonstrate understanding will be able to:								
5 EL.20.1	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.					L.5.1.A		
5 EL.20.2	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.					L.5.1.B		
5 EL.20.3	Use verb tense to convey various times, sequences, states, and conditions.					L.5.1.C		
5 EL.20.4	Recognize and correct inappropriate shifts in verb tense.*					L.5.1.D		
5 EL.20.5	Use correlative conjunctions (e.g., either/or, neither/nor).					L.5.1.E		
5.EL.21 Understanding: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						L.5.2		
Students who demonstrate understanding will be able to:								
5 EL.21.1	Use punctuation to separate items in a series.*					L.5.2.A		
5 EL.21.2	Use a comma to separate an introductory element from the rest of the sentence.					L.5.2.B		
5 EL.21.3	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?).					L.5.2.C		
5 EL.21.4	Use underlining, quotation marks, or italics to indicate titles of works.					L.5.2.D		
5 EL.21.5	Spell grade-appropriate words correctly, consulting references as needed.					L.5.2.E		

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Knowledge of Language							
5.EL.22 Understanding: Use knowledge of language and its conventions when writing, speaking, reading, or listening.					L.5.3		
<i>Students who demonstrate understanding will be able to:</i>							
5 EL.22.1	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				L.5.3.A		
5 EL.22.2	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.				L.5.3.B		
5.EL.23 Understanding: 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.					L.5.4		
<i>Students who demonstrate understanding will be able to:</i>							
5 EL.23.1	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.				L.5.4.A		
5 EL.23.2	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).				L.5.4.B		
5 EL.23.3	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.				L.5.4.C		
5.EL.24 Understanding: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					L.5.5		
<i>Students who demonstrate understanding will be able to:</i>							
5 EL.24.1	Interpret figurative language, including similes and metaphors, in context.				L.5.5.A		
5 EL.24.2	Recognize and explain the meaning of common idioms, adages, and proverbs.				L.5.5.B		
5 EL.24.3	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.				L.5.5.C		
5 EL.24.4	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).				L.5.5.D		