



# JC Schools 5th Grade Yearly ELA Standards

## Overarching Standards (Taught in all units)

### 5.R.1.D.a,b

Read independently for multiple purposes over sustained periods of time by:

- a. reading text that is developmentally appropriate
- b. producing evidence of reading

### 5.RF.4.A.a

Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension

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

### 5.W.1.A.a-d

Follow a writing process to plan a first draft by:

- a. selecting a genre appropriate for conveying the purpose to an intended audience
- b. formulating questions related to the topic
- c. accessing prior knowledge or building background knowledge related to the topic
- d. using a prewriting strategy

### 5.W.1.B.a-e

Appropriate to genre type, develop a draft from prewriting by:

- a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre
- b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
- c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
- d. restating the overall main idea in the concluding statement
- e. addressing an appropriate audience, organization, and purpose

### 5.W.1.C.a,b

Reread, revise, and edit drafts with assistance to:

- a. develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- b. edit for language conventions

#### **5.W.1.D.a,b**

With assistance from adults/peers:

- a. use technology, including the Internet, to produce and publish writing
- b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting

#### **5.L.1.B.a**

In written text:

- a. write legibly

#### **5.SL.1.A.a-d**

Develop and apply effective listening skills and strategies in formal and informal settings by:

- a. following agreed upon rules for listening and fulfilling discussion rules independently
- b. Posing and responding to specific questions to clarify or following up on information, and making comments that contribute to the discussion to link to the remarks of others
- c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations
- d. listening for speaker's message and summarizing main points based on evidence

#### **5.SL.2.A.a**

Develop and apply effective listening skills and strategies in formal and informal setting by:

- a. evaluating and modifying own active listening skills

#### **5.SL.3.A.a,b**

Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

- a. summarizing points made by others before presenting own ideas, according to classroom expectations
- b. providing and evaluating evidence to support opinion

#### **5.SL.4.A.a-c**

Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

- a. using efficient presentation skills with available resources using a variety of media
- b. planning an appropriate presentation based on audience
- c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint

Unit	Priority Standards	Supporting Standards	Reading Foundations
<b>Unit</b> Getting Started in the Reading & Writing Workshop 20 Days	<b>5.R.2.A.a,b</b> Read, infer, analyze, and draw conclusions: a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts b. explain the theme or moral lesson, conflict, and resolution in a story or novel		
<b>Unit 1</b> Narrative 45 Days	<b>5.R.1.A.a,b</b> Develop and demonstrate reading skills in response to text by: a. drawing conclusions and inferring by <b>referencing</b> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by <b>providing</b> textual evidence of what the text says explicitly as well as inferences drawn from the text  <b>5.R.1.C.a</b> Compare, contrast, and analyze relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) <ul style="list-style-type: none"> <li>I can compare and contrast ideas and information in various fiction texts.</li> </ul> <b>5.R.1.C.b</b>	<b>5.R.1.A.c</b> Develop and demonstrate reading skills in response to text by: c. monitoring comprehension and making corrections and adjustments when understanding breaks down  <b>5.R.1.B.e,g</b> Develop understanding of vocabulary by: e. identifying and using words and phrases that signal contrast, addition, and relationships g. using conversational, general academic, and domain specific words and phrases  <b>5.R.2.A.c,d,e,g</b> Read, infer, analyze, and draw conclusions: c. describe how a narrator's or speaker's point of view influences events d. recognize foreshadowing	<b>5.RF.3.A.a</b> Develop phonics in the reading process by: a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context

Compare, contrast, and analyze relevant connections between:  
b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)

**5.R.2.A.a,b**

Read, infer, analyze, and draw conclusions:

- a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts
- b. explain the theme or moral lesson, conflict, and resolution in a story or novel

**5.W.2.C.a-e**

Write fiction or nonfiction narratives and poems that:

- a. establish a setting and situation/topic and introduce a narrator and/or characters
- b. use narrative techniques, such as dialogue, motivation, and descriptions
- c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end
- d. use a variety of transitions to manage the sequence of events
- e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

**5.L.1.A.a**

In speech and written form, apply standard English grammar to:

- a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection

- e. explain the effect of a historical event or movement in literature
- g. introduce different forms of third person points of view in stories

**4.R.2.A.a**

Read, infer, analyze, and draw conclusions to:

- a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
- \*This standard was added because there are no summarizing MLS standards for 5th grade.*

**5.L.1.A.b-d**

In speech and written form, apply standard English grammar to:

- b. use relative pronouns and relative adverbs
- c. use pronouns consistently across a text
- d. use and correct verb tenses

## Unit 2

Informative

38 Days

### 5.R.1.A.a,b

Develop and demonstrate reading skills in response to text by:

- a. drawing conclusions and inferring by **referencing** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- b. drawing conclusions by **providing** textual evidence of what the text says explicitly as well as inferences drawn from the text

### 5.R.1.B.b

Develop an understanding of vocabulary by:

- b. using context to determine meaning of unfamiliar or multiple-meaning words

### 5.R.1.C.a

Compare, contrast, and analyze relevant connections between:

- a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)

### 5.R.3.A.a

Read, infer, and draw conclusions to:

- a. use multiple text features and graphics to locate information and gain an overview of the contents of text information

### 5.R.3.C.e

Read, infer, and draw conclusions to:

- e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

### 5.W.2.B.a-h

Write informative/ explanatory texts that:

### 5.R.1.A.c

Develop and demonstrate reading skills in response to text by:

- c. monitoring comprehension and making corrections and adjustments when understanding breaks down

### 5.R.1.B.a,f

Develop an understanding of vocabulary by:

- a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context
- f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices

### 5.R.3.A.b

Read, infer, and draw conclusions to:

- b. interpret details from procedural text to complete a task, solve a problem, or perform an action

### 3.R.3.A.b

Read, infer, and draw conclusions to:

- b. identify the details or facts that support the main idea

*\*This 3rd grade standard is included to support main idea.*

### 5.R.3.C.a-d

Read, infer, and draw conclusions to:

- a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life

### 5.RF.3.A.a,b

Develop phonics in the reading process by:

- a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context
- b. reading root words, prefixes, suffixes, and important words from all specific content curricula

	<p>a. introduce a topic using a topic sentence in an introductory paragraph</p> <p>b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</p> <p>c. use an organizational format that suits the topic</p> <p>d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p> <p>e. contain information using student's original language except when using direct quotations from a source</p> <p>f. use transition words to connect ideas within and across categories of information</p> <p>g. use text structures when useful</p> <p>h. create a concluding paragraph related to the information</p> <p><b>5.L.1.B.e-g,j</b> In written text:</p> <p>e. use italics when keyboarding titles of books, magazines, and newspapers</p> <p>f. use underlining when writing titles of books, magazines, and newspapers</p> <p>g. use quotation marks when writing titles of stories, songs, poems, articles</p> <p>j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context</p>	<p>b. explain the difference between a stated and implied purpose for an expository text</p> <p>c. analyze how the pattern of organization of a text influences the relationships</p> <p>d. analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view</p> <p><b>5.R.4.A.a,d,e</b> Read to develop an understanding of media and its components by:</p> <p>a. explaining how messages conveyed in various forms of media are presented differently</p> <p>d. analyzing various digital media venues for levels of formality and informality</p> <p>e. explaining textual and graphics features of a web page and how they help readers to comprehend text</p> <p><b>5.W.3.A.a,c</b> Apply research process to:</p> <p>a. generate a list of subject-appropriate topics</p> <p>c. follow guidelines for collecting and recording information</p>	
<p><b>Unit 3</b></p> <p>Opinion</p>	<p><b>5.R.1.A.a,b</b> Develop and demonstrate reading skills in response to text by:</p> <p>a. drawing conclusions and inferring by <b>referencing</b> textual evidence to support</p>	<p><b>5.R.1.B.a,g</b> Develop an understanding of vocabulary by:</p> <p>a. determining the meaning of academic English words derived from Latin, Greek, or</p>	<p><b>5.RF.3.A.b</b> Develop phonics in the reading process by:</p> <p>b. reading root words, prefixes, suffixes, and important words</p>

40 Days	<p>analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>b. drawing conclusions by <b>providing</b> textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.C.a</b> Compare, contrast, and analyze relevant connections between: a. text to text (ideas and information in various <del>fiction and nonfiction</del> works, using compare and contrast)</p> <p><b>5.R.3.C.e</b> Read, infer, and draw conclusions to: e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p><b>5.W.2.A.a-g</b> Write opinion texts that: a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using student's original language except when using direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason</p>	<p>other linguistic root words and their prefixes and suffixes through context</p> <p>g. using conversational, general academic, and domain specific words and phrases</p> <p><b>5.R.3.A.c</b> Read, infer, and draw conclusions to: c. interpret factual or quantitative information</p> <p><b>5.R.3.B.a-g</b> Read, infer, and draw conclusions to: a. evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent c. verify facts through established methods d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument e. recognize exaggerated, contradictory, or misleading statements f. explain the type of evidence used to support a claim in a persuasive text g. use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning</p> <p><b>5.R.4.A.b,c</b> Read to develop an understanding of media and its components by: b. comparing and contrasting the difference in techniques used in media</p>	from all specific content curricula
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	<p>g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p> <p><b>5.L.1.B.b-d,h-j</b> In written text:</p> <p>b. use a comma before a coordinating conjunction when writing compound sentences</p> <p>c. use a comma to separate an introductory clause in a complex sentence</p> <p>d. use a comma to set off the words yes and no</p> <p>h. use apostrophes in singular nouns to show possession</p> <p>i. write apostrophes in regular plural nouns to show possession</p> <p>j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context</p>	<p>c. identifying the point of view of media presentations</p> <p><b>5.W.3.A.a-i</b> Apply research process to:</p> <p>a. generate a list of subject-appropriate topics</p> <p>b. formulate and refine an open-ended research question</p> <p>c. follow guidelines for collecting and recording information</p> <p>d. select relevant resources, literary and informational</p> <p>e. assess relevance, accuracy, and reliability of information in print and digital sources</p> <p>f. convert graphic/visual data into written notes</p> <p>g. differentiate between paraphrasing and plagiarism when using ideas of others</p> <p>h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria</p> <p>i. record bibliographic information from sources according to a standard format</p> <p><b>5.L.1.A.e</b> In speech and written form, apply standard English grammar to:</p> <p>e. produce a variety of complex sentences in writing</p>	
<p><b>Unit 4</b></p> <p>Poetry &amp; Mythology</p>	<p><b>5.R.1.A.a,b</b> Develop and demonstrate reading skills in response to text by:</p> <p>a. drawing conclusions and inferring by <b>referencing</b> textual evidence to support</p>	<p><b>5.R.1.A.c</b> Develop and demonstrate reading skills in response to text by:</p>	<p><b>5.RF.3.A.a,b</b> Develop phonics in the reading process by:</p> <p>a. decoding words using knowledge of all letter-sound</p>



27 Days	<p>analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>b. drawing conclusions by <b>providing</b> textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.B.b</b> Develop an understanding of vocabulary by: b. using context to determine meaning of unfamiliar or multiple-meaning words</p> <p><b>5.R.1.C.b</b> Compare, contrast, and analyze relevant connections between: b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p> <p><b>5.R.2.A.b</b> Read, infer, analyze, and draw conclusions: b. explain the theme or moral lesson, conflict, and resolution in a story or novel</p> <p><b>5.R.2.B.a,b</b> Read, infer, and draw conclusions to: a. explain how poets use sound and visual elements in poetry b. identify forms of poems</p> <p><b>5.W.2.C.a-c,e</b> Write fiction or nonfiction <del>narratives and</del> poems that: a. establish a <del>setting and</del> situation/topic and introduce a narrator <del>and/or characters</del> b. use narrative techniques, such as <del>dialogue</del>, motivation, and descriptions</p>	<p>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p><b>5.R.1.B.a,c,d,e</b> Develop an understanding of vocabulary by: a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context c. constructing analogies d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text e. identifying and using words and phrases that signal contrast, addition, and relationships</p> <p><b>5.R.2.A.f</b> Read, infer, analyze, and draw conclusions: f. introduce origin myths and culturally significant characters/events in mythology</p> <p><b>5.R.2.C.a-c</b> Read, infer, and draw conclusions to: a. analyze the similarities between an original text and its dramatic adaptation b. identify structural elements of dramatic literature c. evaluate the critical impact of sensory details, imagery, and figurative language</p>	<p>correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context</p> <p>b. reading root words, prefixes, suffixes, and important words from all specific content curricula</p>
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	c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose		
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