

Standards aligned with the Common Core State Standards are shared below with the given trimesters in which each standard is emphasized in the Sauk Prairie Schools

RL: Reading Standards for Literature	T1	T2	T3
<i>Key Ideas and Details</i>			
RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	X		
RL.5.2: 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 the text.	X		
RL.5.3: 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).	X		
<i>Craft and Structure</i>			
RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			X
RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		X	
RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.		X	
<i>Integration of Knowledge and Ideas</i>			
RL.5.7: Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).			X
RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		X	
<i>Range of Reading and Level of Text Complexity</i>			
RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.			X
RI: Reading Standards for Informational Text	T1	T2	T3
<i>Key Ideas and Details</i>			
RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		X	
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			X
RI.5.3: 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.			X
<i>Craft and Structure</i>			
RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	X	X	X
RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.			X
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		X	
<i>Integration of Knowledge and Ideas</i>			
RI.5.7: 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.			X
RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).		X	X
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			X
<i>Range of Reading and Level of Text Complexity</i>			
RI.5.10: By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.			X

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RF: Foundational Skills	T1	T2	T3
RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X
RF.5.4: Read with sufficient accuracy and fluency to support comprehension.	X	X	X
W: Writing Standards	T1	T2	T3
W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		X	
W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			X
W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and event sequences.	X		X
W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	X	X	X
W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	X	X	
W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.	X	X	X
W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		X	X
W.5.8: 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.		X	X
W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.		X	X
W.5.10: 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.	X	X	X
SL: Speaking and Listening	T1	T2	T3
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	X	X	X
SL.5.2: Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.	X	X	X
SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		X	
SL.5.4: 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.			X
SL.5.5: Include multimedia components/visual displays in presentations when appropriate to enhance the development of main ideas/themes.			X
SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		X	X
L: Language Standards	T1	T2	T3
L.5.1: Observe conventions of grammar and usage when writing or speaking.	X	X	X
L.5.2: Observe conventions of capitalization, punctuation, and spelling when writing.	X	X	
L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.	X	X	X
L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	X	X	X
L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		X	X
L.5.6: 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	X	X	X