

Fifth Grade ELA Timeline

Macon County 2017-2018

On-going standards taught all year

Standard	Old	Learning Target	Resources	T	M
5.FL.PWR.3 <i>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</i>  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3	I can read multisyllabic words I do not know by applying what I know about letters and sounds, syllables, root words, prefixes, and suffixes.  I can read these words in text or when they are by themselves. (K)			
5.FL.WC.4 <i>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</i>  a. Spell grade-appropriate words correctly consulting references as needed.	L.5.2	I can spell fifth grade words correctly by using what I know about sounds and word parts.  I can use reference books to check my spelling. (S)			
5.FL.WC.4b. Write legibly in manuscript and cursive.		I can write neatly in print and cursive. (K)			
5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	RF.5.4	I can read with purpose and understanding. (K)			
5.FL.F.5b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RF.5.4	I can read different types of texts aloud with appropriate speed, and expression when reading it more than one time. (K)			
5.FL.F.5c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	RF.5.4	I can use context clues to check my understanding or to self-correct as I read.  I can reread when needed. (S)			
5.FL.SC.6 <i>Demonstrate command of the conventions of standard English grammar and usage when speaking</i>	L.5.1a	I can use standard English grammar			

<p><i>and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</i></p> <p>a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p>		<p>correctly when speaking and writing.</p> <p>I can explain why conjunctions, prepositions, and interjections are used in sentences. (S)</p>			
5.FL.SC.6b. Form and use the perfect verb tense.	L.5.1b	I can make and use the perfect verb tense. (S)			
5.FL.SC.6c. Use verb tense to convey various times, sequences, states, and conditions.	L.5.1c	I can use verb tenses correctly to show different times, sequences, states, and conditions. (S)			
5.FL.SC.6d. Recognize and correct inappropriate shifts in verb tense.	L.5.1d	I can find and correct inaccurate changes in verb tense. (S)			
5.FL.SC.6e. Use correlative conjunctions.	L.5.1e	I can use correlative conjunctions correctly. (S)			
5.FL.SC.6f. Use punctuation to separate items in a series.	L.5.2a	I can use correct punctuation to separate items in a series. (S)			
5.FL.SC.6g. Use a comma to separate an introductory element from the rest of the sentence.	L.5.2b	I can use a comma to separate an introductory part from the rest of the sentence. (S)			
5.FL.SC.6h. Use a comma to set off the words yes and no, 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.	L.5.2c	I can use a comma to separate the words yes and no, to set apart a tag question from the rest of the sentence, and to show a direct address. (S)			
5.FL.SC.6i. Use underlining, quotation marks, or italics to indicate titles of works.	L.5.2d	I can punctuate titles by using quotation marks, italics, and underlining. (S)			
5.FL.SC.6j. Write multiple cohesive paragraphs on a topic.		I can write many paragraphs that stay on the same topic. (P)			

<p>5.FL.VA.7a <i>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.</i> i. Use context as a clue to the meaning of a word or phrase.</p>	L.5.4a	<p>I can use context clues to identify the meaning of words or phrases. (R)</p>			
<p>5.FL.VA.7a ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>	L.5.4b	<p>I can use Greek and Latin prefixes, suffixes, and root words that I have learned to help determine the meaning of words and phrases. (R)</p>			
<p>5.FL.VA.7a iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	L.5.4c	<p>I can use print and digital reference tools to pronounce and understand the correct meanings of words and phrases. (R)</p>			
<p>5.FL.VA.7b <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> i. Interpret figurative language, including similes and metaphors, in context.</p>	L.5.5a	<p>I can understand and explain figurative language, including similes and metaphors, in context. (K,R)</p>			
<p>5.FL.VA.7b ii. Recognize and explain the meaning of common idioms and proverbs.</p>	L.5.5b	<p>I can recognize and explain commonly used idioms and proverbs. (K,R)</p>			
<p>5.FL.VA.7b iii. Use the relationship between particular words to better understand each of the words.</p>	L.5.5c	<p>I can use the relationship between certain words to better understand each of the words. (R)</p>			
<p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	L.5.6	<p>I can learn and use academic vocabulary and words specific to other subjects, including those that show contrast, addition, or other relationships. (S)</p>			
<p>5.RL.KID.3 Compare and contrast two or more characters, settings, or</p>	RL.5.3	<p>I can define the terms compare and contrast.</p>			

events in a story or drama, drawing on specific details in a text.		I can list details from text to identify similarities and differences between characters, settings, or events. (R)			
5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	RL.5.4	I can infer the meaning of unfamiliar words or phrases based on fifth grade content by using context clues.  I can define the following figurative language terms: simile, metaphor, idioms, personification, hyperbole, alliteration, and onomatopoeia. (K,R)			
5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	RL.5.9	I can explain how the themes or topics in stories (with the same genre) are presented in similar and different ways. (R)			
5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	RL.5.10	I can read and comprehend literature at a 5 <sup>th</sup> grade level correctly and by myself. (S)			
5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	RI.5.10	I can read and understand informational text at my grade level. (S)  I can apply reading strategies to help me understand complex text.			
5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	SL.5.1	I can prepare for and participate in collaborative discussions. (P)			
5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style	W.5.4	I can write for a specific purpose and audience using knowledge learned from other standards. (P)			

are appropriate to task, purpose, and audience.					
5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.	W.5.9	I can use text evidence to support answers to questions, my reflections, and research. (S)			
5.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	W.5.10	I can differentiate my writing based on the task and amount of time given. (R)			

1<sup>st</sup> 9 Weeks

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1	I can locate text evidence in Literature. (K,R)  I can use text evidence from the text to draw inferences in literature.			
5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.	RL.5.2	I can define the term theme. (K)  I can cite and summarize using details in stories, dramas, or poems to support the theme. (R)			
5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.	RL.5.5	I can label the structure of a story, drama, or poem. (K)  I can define, explain, and categorize the following: chapters, scenes, and stanzas. (R)			
5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	RL.5.6	I can define first, second, and third person point of view. (K)  I can analyze events to describe a narrator’s point of view. (R)			
5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas	SL.5.4	I can report on a text/topic using facts			

logically and using appropriate facts and relevant, descriptive details to support main ideas.		and details to support the main idea. (P)			
5.W.TTP.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i> a. Introduce a topic or text.	W.5.1	I can begin my opinion piece with an introduction that tells about my topic or text. (P)			
5.W.TTP.1b. Develop an opinion through logically-ordered reasons that are supported by facts and details.	W.5.1	I can support my opinion with logical reasons and facts. (S)			
5.W.TTP.1c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.	W.5.1	I can organize my ideas to support my purpose for writing in a logical way. (R)			
5.W.TTP.1d. Provide a concluding statement or section related to the opinion presented.	W.5.1	I can include a conclusion that relates to my opinion. (P)			
5.W.TTP.1e. Link opinion and reasons using words, phrases, and clauses.	W.5.1	I can use words and phrases to link my opinion and reasons. (K)			
5.W.TTP.1f. Apply language standards addressed in the Foundational Literacy standards.		I can use the language skills I have learned in my writing. (S)			

2<sup>nd</sup> 9 weeks

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1	I can locate text evidence in informational texts. (K)  I can use evidence from the text to draw inferences in informational texts. (R)			
5.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2	I can define the term main idea. (K)  I can identify the main ideas of a text. (R)  I can apply text evidence and key details to state the main ideas. (S)			

		I can summarize the text by composing a paragraph. (P)			
5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.	RI.5.3	I can explain the similarities and differences between two or more individuals, events, and/or ideas. (R)			
5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.	RI.5.4	I can define academic vocabulary. (K)  I can tell the meaning of domain specific vocabulary words from a text. (K)			
5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.	RI.5.5	I can explain the similarities and differences between the structure of events, ideas, or information in two or more texts. (R,S)			
5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.	RI.5.6	I can differentiate between several types of viewpoints. (R)  I can distinguish similarities and differences in different authors' viewpoints on the same event or topic.			
5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.	RI.5.9	I can develop notes to organize my thinking while reading different sources. (R)  I can create a product that paraphrases what I have been taught. (P)			
5.SL.PKI.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.	SL.5.4	I can report on a text/topic using facts and details to support the main idea. (P)			
5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	SL.5.6	I can change the way I speak based on the situation, formal or informal. (P)			

5.W.TTP.2 <i>Write informative/ explanatory texts to examine a topic and convey ideas and information.</i>  a. Introduce a topic by providing a general observation and focus.	W.5.2	I can begin my informative writing piece with an introduction that provides a general focus on a topic. (P)			
5.W.TTP.2b. Group related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader.	W.5.2	I can put related information together and include text features and multimedia if needed. (R)			
5.W.TTP.2c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.5.2	I can explain my topic by using facts, definitions, details, quotations, and examples. (R)			
5.W.TTP.2d. Provide a conclusion related to the information or explanation presented.	W.5.2	I can include a conclusion that relates to my topic. (P)			
5.W.TTP.2e. Link ideas within and across categories of information using words, phrases, and clauses.	W.5.2	I can use words and phrases to link ideas and information. (K)			
5.W.TTP.2f. Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.5.2	I can use exact language and specific vocab. to inform about a topic. (K)			
5.W.TTP.2g. Apply language standards addressed in the Foundational Literacy standards	W.5.2	I can use the language skills I have learned in my writing. (S)			
5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	W.5.5	I can make my writing better through revising and editing, with the help of adults and other students. (S,P)			
5.W.PDW.6 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; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.	W.5.6	I can use technology to type a complete piece of writing in one setting.  I can collaborate with others to receive and give guidance and support with my writing production. (S,P)			

<p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p>	<p>RI.5.4</p>	<p>I can define academic vocabulary. (K)</p> <p>I can tell the meaning of domain specific vocab words from a text. (K)</p>			
<p>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p>	<p>RL.5.5</p>	<p>I can label the structure of a story, drama, or poem. (K)</p> <p>I can define, explain, and categorize the following: chapters, scenes, and stanzas. (R)</p>			
<p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p>	<p>RI.5.5</p>	<p>I can explain the similarities and differences between events, ideas, or information in two or more texts. (R,S)</p>			
<p>5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>RL.5.6</p>	<p>I can define first, second, and third person point of view. (K)</p> <p>I can analyze events to describe a narrator’s point of view. (R)</p>			
<p>5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</p>	<p>RI.5.6</p>	<p>I can differentiate between several types of viewpoints. (R)</p> <p>I can distinguish similarities and differences in different authors’ viewpoints on the same event or topic.</p>			
<p>5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.</p>	<p>RL.5.7</p>	<p>I can match the following terms to their meanings: visual elements, multimedia elements, tone, graphic novel, beauty, etc. (K)</p>			

		I can analyze how visual and multimedia elements impact messages of text (meaning, tone, beauty, etc.). (R)			
5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	RI.5.7	I can locate answers to questions or problems by researching books and online sources. (R)			
5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.	RI.5.8	I can critique the author's text and determine the main purpose. (S)			
5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.	RI.5.9	I can develop notes to organize my thinking while reading several different sources. (R) I can create a product that paraphrases what I've been taught. (P)			
5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.	SL.5.2	I can summarize a text presented in different media forms. (R)			
5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3	I can summarize the points a speaker makes. (R)			
5.SL.PKI.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5	I can create a presentation or visual display to enhance the main idea or theme. (P)			
5.W.TTP.3 <i>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</i>  a. Orient the reader by establishing a situation, using a narrator and/or introducing characters.	W.5.3	I can begin my narrative by introducing a situation and characters and/or using a narrator. (P)			

5.W.TTP.3b. Organize an event sequence that unfolds naturally and logically.	W.5.3	I can organize the (R) sequence of events in a natural and logical way.			
5.W.TTP.3c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.	W.5.3	I can use dialogue, (P) pacing, and description to develop experiences and show characters' responses to situations.			
5.W.TTP.3d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	W.5.3	I can use a variety of words and phrases to show transitions in the sequence of events. (R)			
5.W.TTP.3e. Provide a conclusion that follows from the narrated experiences or events.	W.5.3	I can include a conclusion at the end that relates to the experiences or events in the narrative. (P)			
5.W.TTP.3 f. Use precise words and phrases and use sensory details to convey experiences and events.	W.5.3	I can use specific and sensory words to explain events. (K)			
5.W.TTP.3 g. Apply language standards addressed in the Foundational Literacy standards.		I can use the language skills I have learned in my writing. (S)			
5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	W.5.5	I can make my writing better through revising and editing, with the help of adults and other students. (S,P)			
5.W.PDW.6 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; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.	W.5.6	I can use technology to type a complete piece of writing in one setting.  I can collaborate with others to receive and give guidance and support with my writing production. (S,P)			
5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through	W.5.7	I can learn about a topic through research using multiple sources. (S)			

investigations of different aspects of a topic.					
5.W.RBPK.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.	W.5.8	<p>I can recall information from experiences or gather information from multiple sources. (K,R)</p> <p>I can summarize the information in my notes and provide a list of sources. (P)</p>			

4<sup>th</sup> 9 weeks

Finish teaching any uncovered skills. Review previously learned skills.