

Grade 5 Reading Informational		
Standard	Grade 4	Grade 5
*RI.1	Provides references to details and/or examples in a text and make relevant connections when explaining what the text says explicitly and/or text when explaining inferences drawn from the text. (1)	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI. 2	Provides a statement of the main idea of a text. (1) Provides an explanation of how the main idea is supported by key details. (2) Provides a summary of the text. (3)	Provides a statement of two or more main ideas of a text. (1) Provides an explanation of how two or more main ideas are supported by key details. (2) Provides a summary of the text. (3)
RI. 3	Provides an explanation of events in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (1) Provides an explanation of procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (2) Provides an explanation of ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (3)	Provides an explanation of the relationships or interactions between two or more individuals in a historical, scientific, or technical text. (1) Provides an explanation of the relationships or interactions between two or more events in a historical, scientific, or technical text. (2) Provides an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific, or technical text. (3)
RI.5	Provides a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text. (1)	Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (1)
RI.6	Provides a comparison and contrast of the focus and information in a firsthand	Provides an analysis of multiple accounts of the same event, noting

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	<p>and secondhand account of the same event or topic.</p>	<p>important similarities and/or differences in the point of view they represent. (1)</p> <p>Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent. (2)</p>
RI. 7	<p>Provides an interpretation of information presented visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). (1)</p> <p>Provides an interpretation of information presented orally (e.g., animations or interactive elements on Web pages). (2)</p> <p>Provides an interpretation of information presented quantitatively (e.g., in charts, graphs, diagrams, or interactive elements on Web pages). (3)</p> <p>Provides an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears. (4)</p>	<p>Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources. (1)</p>
RI.8	<p>Provides an explanation of how an author uses reasons to support particular points in a text. (1)</p> <p>Provides an explanation of how an author uses evidence to support particular points in a text. (2)</p>	<p>Provides an explanation of how an author uses reasons to support particular points in a text. (1)</p> <p>Provides an explanation of how an author uses evidence to support particular points in a text. (2)</p> <p>Identifies which reasons and/or evidence support which points. (3)</p>
*RI.9	<p>Provides a statement that integrates and reflects on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic. (1)</p>	<p>Provides a statement that integrates and reflects on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic. (1)</p>

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*RI.10	By the end of the year, students will read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	By the end of the year, students will read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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Grade 5 Reading Literature		
Standard	Grade 4	Grade 5
RL.1	Provides references to details and examples in a text and make relevant connections when explaining what the text says explicitly and/or when explaining inferences drawn from the text.	Demonstrates student's ability to quote or reference, and make relevant connections from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
RL.2	Provides key details to identify theme of a text. Provides a summary of the text.	Determine the theme of the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic. Provides a summary of the text.
RL.3	Provides an in-depth description of a character in a story or drama, drawing on specific details in the text	Provides a comparison and contrast of two or more characters in a story or drama,

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	<p>(e.g., a character’s thoughts, words, or actions). (1)</p> <p>Provides an in-depth description of a setting in a story or drama, drawing on specific details in the text. (2)</p> <p>Provides an in-depth description of an event in a story or drama, drawing on specific details in the text.</p>	<p>drawing on specific details in the text (e.g., how characters interact).</p> <p>Provides a comparison and contrast of two or more settings in a story or drama, drawing on specific details in the text.</p> <p>Provides a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text.</p>
RL.4	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5	Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text	Provides an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.6	Provides a comparison and contrast of the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Provides a description of how a narrator’s or speaker’s point of view influences how events are described
RL.7	Provides a connection between specific descriptions and directions in a text and a visual or oral representation of the text.	<p>Provides an analysis of how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>Provides an analysis of how a multimedia presentation contributes to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>
RL.9	Provides a comparison, contrast and reflection on (e.g. practical knowledge, historical/cultural context, and background knowledge)	Provides a comparison, contrast, and reflections on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes

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	stories in the same genre on stories with similar themes and topics (e.g. mysteries and adventure stories)	and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.
RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Grade 5 Reading Foundational Skills		
Standard	Grade 4	Grade 5
RF.3	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4	Read grade-level text with purpose and understanding (1) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (3)	Read grade-level text with purpose and understanding. (1) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Grade 5 Language		
Standard	Grade 4	Grade 5
L.4	Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text).	Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5	Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs. Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Demonstrates the ability to determine the meaning of simple similes and metaphors in context. Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs
L.6	Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered).	Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grade 5 Writing		
Standard	Grade 4	Grade 5
W.1	Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or	Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the

	<p>description; the development is consistently appropriate to the task, purpose, and audience.</p> <p>Organization The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</p> <p>Clarity of Language The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain specific vocabulary effectively to clarify ideas.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear</p>	<p>development is consistently appropriate to the task, purpose, and audience.</p> <p>Organization The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</p> <p>Opinion: Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>Expository: Introduces a topic clearly includes text features such as headings, illustrations, and multimedia. Link ideas within paragraphs and sections of information. Provide a conclusion related to the information. Provide a conclusion related to the information of explanation presented.</p> <p>Narrative: Write to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Clarity of Language The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain specific vocabulary effectively to clarify ideas.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>
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<p>Assessments</p>	<p>Formative, summative, alternative assessments, performance assessments, project assessments,</p>
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21st Century Skills and Career Integration	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections
Technology Integration	Digital tools, search tools, online series, research, provide sources, analysis of information presented visually, orally, or quantitatively; multimedia presentation
Interdisciplinary Connections	Social Studies- Informational Text about historical events Science- scientific concepts or steps in technical procedures in a text Latin- suffixes, affixes, roots Greek- affixes, roots
Core Instructional and Supplemental Materials	Core Instruction: Project Read, Reading Street Series, Wonders Series, Novels Supplemental: picture books, fictional and non-fictional books, videos
Modifications/Accommodations	ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction