

	5th Grade ELA Curriculum Map			
	Standard	Trimester 1	Trimester 2	Trimester 3
Reading: Literature	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	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.		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.
	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).		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.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		
	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.		Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.		
	RL.5.7	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).		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.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	RL.5.10	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.		
Reading: Informational	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		
	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.		
	RI.5.4	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.5.5	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.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
	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.		
	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
	RI.5.10	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.		
Reading: Foundational Skills	RI.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.		Know and apply grade-level phonics and word analysis skills in decoding words.
	RI.5.4	Read with sufficient accuracy and fluency to support comprehension.		

Writing	W.5.1		Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
	W.5.4	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.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	
	W.5.6		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 keyboarding skills to type a minimum of two pages in a single sitting.
	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	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.	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.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	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.	
Speaking and Listening	SL.5.1	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.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
	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.	
	SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	SL.5.6	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.)	
Language	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	L.5.4	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.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	L.5.6	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).	
Social Emotional Learning			
Goal	Learning Standard	Suggested Performance Descriptors	
Goal 1: Develop self-awareness	A. Identify and manage one’s emotions and behavior.	1A.2a. Describe a range of emotions and the situations that cause them.	
		1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	
		1B.2a. Describe personal skills and interests that one wants to develop.	

and self-management skills to achieve school and life success.	B. Recognize personal qualities and external supports.	1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	
	C. Demonstrate skills related to achieving personal and academic goals.	1C.2a. Describe the steps in setting and working toward goal achievement. 1C.2b. Monitor progress on achieving a shortterm personal goal.	
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships	A: Recognize the feelings and perspectives of others.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel. 2A.2b. Describe the expressed feelings and perspectives of others.	
	B: Recognize individual and group similarities and differences.	2B.2a. Identify differences among and contributions of various social and cultural groups. 2B.2b. Demonstrate how to work effectively with those who are different from oneself.	
	C: Use communication and social skills to interact effectively with others.	2C.2a. Describe approaches for making and keeping friends. 2C.2b. Analyze ways to work effectively in groups.	
	D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.2a. Describe causes and consequences of conflicts 2D.2b. Apply constructive approaches in resolving conflicts.	
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	A: Consider ethical, safety, and societal factors in making decisions.	3A.2a. Demonstrate the ability to respect the rights of self and others. 3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	
	B: Apply decision making skills to deal responsibly with daily academic and social situations.	3B.2a. Identify and apply the steps of systematic decision making. 3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	
	C. Contribute to the well-being of one’s school and community. 1st trimester	3C.2a. Identify and perform roles that contribute to the school community. 3C.2b. Identify and perform roles that contribute to one’s local community.	
ISTE Standards			
Empowered Learner	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	Computational Thinker	Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
Digital Citizenship	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	Creative Communicator	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	Global Collaborator	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Innovative Designer	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.		