



# 5th Grade Language Arts



Curriculum used to complete units:



Supplements

Intervention if applicable

**\*\*Yearly Overview: Students should spend the large majority of their time on the major work of the grade (in bold).**

Supporting and additional work can engage students in the major work of the grade.

LP1		LP2		LP3		LP4	
I can fluently read and understand books at my level well. (RF.5.4)		I can fluently read and understand books at my level well. (RF.5.4)		I can fluently read and understand books at my level well. (RF.5.4)		I can fluently read and understand books at my level well. (RF.5.4)	
I can learn and use new vocabulary appropriate for 5th grade. (L.5.6)		I can learn and use new vocabulary appropriate for 5th grade. (L.5.6)		I can learn and use new vocabulary appropriate for 5th grade. (L.5.6)		I can learn and use new vocabulary appropriate for 5th grade. (L.5.6)	
I know and apply grade-level phonics and word analysis skills in decoding words (RF.5.3)		<b>I can read and understand fifth grade stories, plays and poems independently. (RL.5.10)</b>		<b>I can read and understand fifth grade stories, plays and poems independently. (RL.5.10)</b>		<b>I can read and understand 5th grade informational texts independently. (RI.5.10)</b>	
<b>I can read and understand fifth grade stories, plays and poems independently. (RL.5.10)</b>		<b>I can determine the meanings of words and phrases an author uses. (RL.5.4)</b>		<b>I can accurately quote from a fiction text to support inferences that I have made. (RL.5.1)</b>		<b>I can accurately quote from informational text when I am explaining what it says. (RI.5.1)</b>	
<b>I can accurately quote from a fiction text when I am explaining what it says and to support inferences that I have made. (RL.5.1)</b>		<b>I can accurately quote from a fiction text to support inferences that I have made. (RL.5.1)</b>		I can explain how the speaker in a poem reflects upon a topic when discussing the theme of the poem. (RL.5.2)		I can 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.5.8)	
I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (RL.5.3)		I can describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)		<b>I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (RL.5.4)</b>		I can use information from several different informational texts on the same topic to help me write or speak with knowledge about the topic. (RI.5.9)	
I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation, poem, etc). (RL.5.7)		<b>I can effectively participate in different types of discussions and with different people about 5th grade topics and texts. (SL.5.1)</b>		I can explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem (RL.5.5)		<b>I can write to share my opinion on topics or texts and provide reasons and information to support that opinion. (W.5.1)</b>	
<b>I can write stories with good technique, detailed descriptions and a clear sequence. (W.5.3)</b>		I can plan, revise, edit, rewrite or try a new approach in my writing with the help of peers and adults. (W.5.5)		I can determine or clarify the meaning of unknown and multiple meaning words and phrases through reading and content. (L.5.4)		I can write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences. (W.5.10)	
I can summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)		I can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking (L.5.1)		I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)			



# 5th Grade Language Arts



LP5		LP6		LP7		LP8	
I can fluently read and understand books at my level well. (RF.5.4)		I can fluently read and understand books at my level well. (RF.5.4)		I can fluently read and understand books at my level well. (RF.5.4)		I can fluently read and understand books at my level well. (RF.5.4)	
I can read and understand 5th grade informational texts independently. (RI.5.10)		I can read and understand 5th grade informational texts independently. (RI.5.10)		I can read and understand 5th grade informational texts independently. (RI.5.10)		I can read and understand fifth grade stories, plays and poems independently. (RL.5.10)	
I can explain how the main ideas in informational texts are supported by the details in the text. (RI.5.2)		I can explain how the main ideas in informational texts are supported by the details in the text. (RI.5.2)		I can explain how the main ideas in informational texts are supported by the details in the text. (RI.5.2)		I can compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.5.9)	
I can explain the relationships between two or more events in historical texts using specific information from the text. (RI.5.3)		<b>I can determine the meanings of words and phrases in science and social studies texts. (RI.5.4)</b>		<b>I can determine the meanings of words and phrases in science and social studies texts. (RI.5.4)</b>		I can explain the relationship between two or more ideas or concepts in technical texts using specific information that was given in the text. (RI.5.3)	
I can compare and contrast the overall structure (e.g., chronology, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)		I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)		I can 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.5.7)		I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)	
<b>I can write to share my opinion on topics or texts and provide reasons and information to support that opinion. (W.5.1)</b>		I can explain the relationships between two or more ideas or concepts in scientific texts using information that was given in the text. (RI.5.3)		<b>I can recall what I have learned or find new information from books or technology to help me with my research. (W.5.8)</b>		I can use technology to create and publish my writing. (W.5.6)	
I can produce clear and coherent writing (including multiple paragraph texts) in which the development/organization are appropriate to task, purpose, and audience. (W.5.4)		<b>I can write to inform/explain topics or ideas to others clearly. (W.5.2)</b>		<b>I can write to inform/explain topics or ideas to others clearly. (W.5.2)</b>		I can report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and details to support main ideas or themes; speak clearly at an understandable pace (SL.5.4)	
I can plan, revise, edit, rewrite or try a new approach in my writing with the help of peers and adults. (W.5.5)		<b>I can summarize or paraphrase information in my notes and in my published work. (W.5.8)</b>		<b>I can provide a list of sources that I used for gathering information for my writing. (W.5.8)</b>		I can include multimedia components and visual displays in presentations to enhance the development of main ideas or themes. (SL.5.5)	
I can observe conventions of capitalization, punctuation, and spelling. (L.5.2)		<b>I can gather evidence from fiction or informational text to support my investigation, thinking and research.. (W.5.9)</b>		I can develop a topic using facts, definitions, details, quotations or other information and examples. (W.5.2.B)		I can adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation. (SL.5.6)	
I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. (SL.5.3)		<b>I can learn and use new vocabulary appropriate for 5th grade. (L.5.6)</b>		<b>I can learn and use new vocabulary appropriate for 5th grade. (L.5.6)</b>		I can use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3)	

**5th Grade Academic Vocabulary:** context, genres, purpose, skim, scan, expression, explicit, inference, textual evidence, conclude, theme, dialogue, analyze, symbolize, imagery, literal, example, impression, digital, influence, point of view, tone, visual, quote, explicitly, accurately, conclude, support, evidence, generalization, historical, scientific, technical, multiple meaning words, figurative language, reference material, chronological order, cause and effect, comparison, problem/solution, structure, accounts, efficiently, locate, synthesize, points, differ, knowledgably, integrate, proficiently, fluently, discussion, elaboration, contribute, clarify, draw conclusions, visually, oral, multimodal, quantitatively, orally, claim, supported, misconception, logical, fallacy, reason, deliver, facts, details, logically (logic), appropriate, specific, organized, sequencing, memorize, recite, strategic, multimedia components, presentations, digital media, visual display, data, evidence, adapt, speech, context, situation, conventions, aspect, expand, combine, reduce, dialect, register, style, interpret, context clues, academic, signal, contrast, opinion, pacing, temporal words, precise, conclusion, organization, development, substance, style, appropriate, purpose, audience, coherent, strengthen, document, format, insert, aspects, investigation, site sources, synthesize, digital source, paraphrase, research, relevant (pertinent), reflection