

**5th Grade Priority Standards  
Reading and Writing 2020-2021**

<b>Strand</b>	<b>Priority Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Reading Literature</b>	<b>5.RL.1</b> -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	x	xx	x	x
<b>Reading Literature</b>	<b>5.RL.2</b> -Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	x	x		
<b>Reading Literature</b>	<b>5.RL.3</b> -Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	xx	xx		
<b>Reading Literature</b>	<b>5.RL.6</b> -Describe how a narrator’s or speaker’s perspective influences how events are described.		x		
<b>Reading Literature</b>	<b>5.RL.9</b> -Compare/contrast stories in the same genre on their approaches to similar themes and topics.			x	x
<b>Reading Literature</b>	<b>5.RL.10</b> -By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	xx	xx	x	x
<b>Strand</b>	<b>Priority Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Reading Informational</b>	<b>5.RI.1</b> -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	x		x	x
<b>Reading Informational</b>	<b>5.RI.2</b> -Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	x		x	xx

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<b>Reading Informational</b>	<b>5.RI.10</b> -By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	x			x
<b>Strand</b>	<b>Priority Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Composition</b>	<p><b>5.C.1</b>-Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>c. Provide logically ordered reasons that are supported by facts and details.</li> <li>d. Use grade-appropriate transitions.</li> <li>e. Provide a concluding section.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> </ul>	XX	X(a, b, c)	X	XX
<b>Composition</b>	<p><b>5.C.2</b>-Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to</p>	X		X X	

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	<p>utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aid comprehension.</li> <li>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Provide a concluding section.</li> <li>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> </ul>				
<b>Composition</b>	<p><b>5.C.3</b>-Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</li> </ul>		XX	XX	X

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	<ul style="list-style-type: none"> <li>c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.</li> <li>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>f. Provide a conclusion that follows the narrated experiences or events.</li> <li>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> </ul>				
<b>Strand</b>	<b>Priority Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Language</b>	<p><b>5.L.1-</b>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</li> <li>b. Use the perfect verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states and conditions.</li> <li>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions.</li> </ul>	<p>X (d) X (a, e)</p>	X (b,c)		
<b>Language</b>	<p><b>5.L.4-</b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the</li> </ul>	X (b,c)	X (d)		

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	<p>pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>d.</b> 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>				
	<p><b>5.L.5-</b>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p><b>a.</b> Interpret figurative language, including similes and metaphors, in context.</p> <p><b>b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>c.</b> Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	X (b)	X (a,e) X (b.c) X (a,c) X (a,b)	X	X

**Quarter 1:** 8-10-20 thru 10-14-20

**Quarter 2:** 10-15-20 thru 12-18-20

**Quarter 3:** 1-4-21 thru 3-9-21

**Quarter 4:** 3-10-21 thru 5-20-21