JC Schools 5th Grade Yearly ELA Standards

		U1	U2	U3	U4	U5	U6	U8	U9
Phonics	5.RF.3.A.a		x	x	x	x	x	x	x
	5.RF.3.A.b		x	x	x	x	x	x	x
Comprehension	5.R.1.A.a	x	x	x	x	x	x	x	x
	5.R.1.A.b	x	x	x	x	x	x	x	x
Vocabulary	5.R.1.B.a		x		x	x	x	x	x
	5.R.1.B.b	x	x	x		x	x		x
	5.R.1.B.d	x	x	x	x	x		x	x
	5.R.1.B.g	x	x	x	x	x	x	x	x
Indep. Reading	5.R.1.D.a,b	x	x	x	x	x	x	x	x
Fiction	5.R.2.A.a	x		x	x		x	x	x
	5.R.2.A.b	x		x	x		x		
	5.R.2.A.c				x		x	x	x
NF Text Feat.	5.R.3.A.a		x			x			x
NF Literary Tech.	5.R.3.B.a					x	x	x	
	5.R.3.B.g					x			
NF Text Struc.	5.R.3.C.c		x			x	x	x	
	5.R.3.C.e		x			x			x
Listen. for Purp.	5.SL.1.A.b		x	x	x		x	x	x
	5.SL.1.A.d		x	x	x	x	x	x	x
Grammar	5.L.1.A.a	x	x		x	x	x	x	x
	5.L.1.A.e				x	x	x	x	x
Punctuation & Capitalization	5.L.1.B.c								x
	5.L.1.B.h		x						
	5.L.1.B.i		x						
Drafting	5.W.1.B						x		
Revising/Editing	5.W.1.C	x	x	x	x	x	x	x	x
Opinion	5.W.2.A				x			x	x
Informative	5.W.2.B		x			x	x		x
Narrative	5.W.2.C	x		x					x
Research Process	5.W.3.A.d		x			x		x	
	5.W.3.A.g		x			x		x	

Unit 1 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	**Supporting Standards**
5.R.1.A.a,b **Develop and demonstrate reading skills in response to text by:** **a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text** **b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text** **5.R.1.B.b,d,g** **Develop an understanding of vocabulary by:** **b. using context to determine meaning of unfamiliar or multiple-meaning words** **d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text** **g. using conversational, general academic, and domain specific words and phrases** **5.R.1.D.a,b** **Read independently for multiple purposes over sustained periods of time by:** **a. reading text that is developmentally appropriate** **b. producing evidence of reading** **5.R.2.A.a,b** **Read, infer, analyze, and draw conclusions (using fiction):** **a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts** **b. explain the theme or moral lesson, conflict, and resolution in a story or novel** **5.W.1.C.a** **Reread, revise, and edit drafts with assistance to:** **a. develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice** **5.W.2.C.a-e** **Write fiction or nonfiction narratives and poems that:**	**5.RF.4.A.a** Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary **5.R.1.A.c** Develop and demonstrate (comprehension) reading skills in response to text by: c. monitoring comprehension and making corrections and adjustments when understanding breaks down **5.R.1.C.a** Compare, contrast, and analyze relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) **5.R.3.B.b,d** Read, infer, and draw conclusions (using literary techniques in nonfiction texts) to: b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view (perspective) they represent d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument **5.W.1.A.c,d** Follow a writing process to plan a first draft by: c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy **5.SL.1.A.a,c** Develop and apply effective listening skills and strategies (to listen for a purpose) in formal and informal setting by: a. following agreed upon rules for listening and fulfilling discussion rules independently c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations **5.SL.2.A.a** Develop and apply effective listening skills and strategies (to listen for entertainment) in formal and informal setting by:

a. establish a setting and situation/topic and introduce a narrator and/or characters **b. use narrative techniques, such as dialogue, motivation, and descriptions** **c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end** **d. use a variety of transitions to manage the sequence of events** **e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose** **5.L.1.A.a** **In speech and written form, apply standard English grammar to:** **a. explain and use the eight parts of speech**	a. evaluating and modifying own active listening skills

Unit 2 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	**Supporting Standards**
5.RF.3.A.a,b **Develop phonics in the reading process by:** **a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context** **b. reading root words, prefixes, suffixes, and important words from all specific content curricula** **5.R.1.A.a,b** **Develop and demonstrate reading skills in response to text by:** **a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text** **b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text** **5.R.1.B.a,b,d,g** **Develop an understanding of vocabulary by:** **a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context** **b. using context to determine meaning of unfamiliar or multiple-meaning words**	**5.RF.4.A.a** Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary **5.R.1.A.c** Develop and demonstrate (comprehension) reading skills in response to text by: c. monitoring comprehension and making corrections and adjustments when understanding breaks down **5.R.1.B.e,f** Develop understanding of vocabulary by: e. identifying and using words and phrases that signal contrast, addition, and relationships f. using a dictionary, a glossary, or a thesaurus to determine pronunciations, parts of speech, meanings and alternate word choices **5.R.1.C.a** Compare, contrast, and analyze relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) **5.R.2.A.f,g** Read, infer, analyze, and draw conclusions (using fiction):

d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
g. using conversational, general academic, and domain specific words and phrases
5.R.1.D.a,b
Read independently for multiple purposes over sustained periods of time by:
a. reading text that is developmentally appropriate
b. producing evidence of reading
5.R.3.A.a
Read, infer, and draw conclusions (using text features in nonfiction) to:
a. use multiple text features and graphics to locate information and gain an overview of the contents of text information
5.R.3.C.c,e
Read, infer, and draw conclusions (using text structures in nonfiction text) to:
c. analyze how the pattern of organization of a text influences the relationships
e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
5.W.1.C.b
Reread, revise, and edit drafts with assistance to:
b. edit for language conventions
5.W.2.B.a-h
Write informative/explanatory texts that:
a. introduce a topic using a topic sentence in an introductory paragraph
b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
c. use an organizational format that suits the topic
d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
e. contain information using student's original language except when using direct quotations from a source
f. use transition words to connect ideas within and across categories of information
g. use text structures when useful
h. create a concluding paragraph related to the information
5.W.3.A.d,g

f. introduce origin myths and culturally significant characters/events in mythology
g. introduce different forms of third-person points of view in stories
5.W.3.A.c,e,i
Apply research process to:
c. follow guidelines for collecting and recording information
e. assess relevance, accuracy, and reliability of information in print and digital sources
i. record bibliographic information from sources according to standard format
5.L.1.B.j
In written text:
j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and spell unfamiliar multi-syllabic words in context

Apply research process to: **d. select relevant resources, literary and informational** **g. differentiate between paraphrasing and plagiarism when using ideas of others** **5.L.1.A.a** **In speech and written form, apply standard English grammar to:** **a. explain and use the eight parts of speech** **5.L.1.B.h,i** **In written text:** **h. use apostrophes in singular nouns to show possession** **i. write apostrophes in regular plural nouns to show possession** **5.SL.1.A.b,d** **Develop and apply effective listening skills and strategies (to listen for a purpose) in formal and informal settings by:** **b. posing and responding to specific questions to clarify or following up on information, and making comments that contribute to the discussion to link to the remarks of others** **d. listening for speaker's message and summarizing main points based on evidence**	

Unit 3 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	**Supporting Standards**
5.RF.3.A.a,b **Develop phonics in the reading process by:** **a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context** **b. reading root words, prefixes, suffixes, and important words from all specific content curricula** **5.R.1.A.a,b** **Develop and demonstrate reading skills in response to text by:** **a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text**	**5.RF.4.A.a** Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary **5.R.2.B.a,b** Read, infer, and draw conclusions (using poetry) to: a. explain how poets use sound and visual elements in poetry b. Identify forms of poems **5.SL.2.A.a** Develop and apply effective listening skills and strategies (to listen for entertainment) in formal and informal setting by: a. evaluating and modifying own active listening skills

b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text
5.R.1.B.b,d,g
Develop an understanding of vocabulary by:
a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context
b. using context to determine meaning of unfamiliar or multiple-meaning words
d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
g. using conversational, general academic, and domain specific words and phrases
5.R.1.D.a,b
Read independently for multiple purposes over sustained periods of time by:
a. reading text that is developmentally appropriate
b. producing evidence of reading
5.R.2.A.a,b
Read, infer, analyze, and draw conclusions (in fiction) to:
a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts
b. explain the theme or moral lesson, conflict, and resolution in a story or novel
5.W.1.B.a,c,e
Appropriate to genre type, develop a draft from prewriting by:
a. choosing an appropriate organizational structure and build on one main idea to create a multi-paragraph text appropriate to the genre
c. categorizing, organizing, and sequencing facts, details, and/or events into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
e. addressing an appropriate audience, organization, and purpose
5.W.2.C.a-e
Write fiction or nonfiction narratives and poems that:
a. establish a setting and situation/topic and introduce a narrator and/or characters
b. use narrative techniques, such as dialogue, motivation, and descriptions

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c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end
d. use a variety of transitions to manage the sequence of events
e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
5.SL.1.A.b,d
Develop and apply effective listening skills and strategies (to listen for a purpose) in formal and informal settings by:
b. posing and responding to specific questions to clarify or following up on information, and making comments that contribute to the discussion to link to the remarks of others
d. listening for speaker's message and summarizing main points based on evidence

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Unit 4 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	**Supporting Standards**
5.RF.3.A.a,b **Develop phonics in the reading process by:** **a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context** **b. reading root words, prefixes, suffixes, and important words from all specific content curricula** **5.R.1.A.a,b** **Develop and demonstrate reading skills in response to text by:** **a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text** **b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text** **5.R.1.B.a,d,g** **Develop an understanding of vocabulary by:** **a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context**	**5.RF.4.A.a** Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary **5.R.1.B.e,f** Develop understanding of vocabulary by: e. identifying and using words and phrases that signal contrast, addition, and relationships f. using a dictionary, a glossary, or a thesaurus to determine pronunciations, parts of speech, meanings and alternate word choices **5.R.2.A.d** Read, infer, analyze, and draw conclusions (using fiction): d. recognize foreshadowing **5.R.2.C.a-c** Read, infer, and draw conclusions (using drama) to: a. analyze the similarities between an original text and its dramatic adaptation b. explain structural elements of dramatic literature c. evaluate the critical impact of sensory details, imagery, and figurative language

d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
g. using conversational, general academic, and domain specific words and phrases
5.R.1.D.a,b
Read independently for multiple purposes over sustained periods of time by:
a. reading text that is developmentally appropriate
b. producing evidence of reading
5.R.2.A.a-c
Read, infer, analyze, and draw conclusions (in fiction) to:
a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts
b. explain the theme or moral lesson, conflict, and resolution in a story or novel
c. describe how a narrator's or speaker's point of view influences events
5.W.1.C.a,b
Reread, revise, and edit drafts with assistance to:
a. develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
b. edit for language conventions
5.W.2.A.a-g
Write opinion texts that:
a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose
b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details
c. use specific and accurate words that are related to the topic, audience, and purpose
d. contain information using student's original language except when using direct quotation from a source
e. reference the name of the author(s) or the name of the source used for details or facts included in the text
f. use transitions to connect opinion and reason
g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs

5.L.1.A.c
In speech and written form, apply standard English grammar to:
c. use pronouns consistently across a text
5.L.1.B.j
In written text:
j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context
5.SL.3.A.a,b
Speak clearly and to the point, using conventions of language (in collaborative discussions) when presenting individually or with a group by:
a. summarizing points made by others before presenting own ideas, according to classroom expectations
b. providing and evaluating evidence to support opinion

5.L.1.A.a,e **In speech and written form, apply standard English grammar to:** **a. explain and use the eight parts of speech** **e. produce a variety of sentence types** **5.SL.1.A.b,d** **Develop and apply effective listening skills and strategies (to listen for a purpose) in formal and informal settings by:** **b. posing and responding to specific questions to clarify or following up on information, and making comments that contribute to the discussion to link to the remarks of others** **d. listening for speaker's message and summarizing main points based on evidence**	

Unit 5 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	**Supporting Standards**
5.RF.3.A.a,b **Develop phonics in the reading process by:** **a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context** **b. reading root words, prefixes, suffixes, and important words from all specific content curricula** **5.R.1.A.a,b** **Develop and demonstrate reading skills in response to text by:** **a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text** **b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text** **5.R.1.B.a,b,d,g** **Develop an understanding of vocabulary by:** **a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context**	**5.RF.4.A.a** Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary **5.R.1.B.e** Develop understanding of vocabulary by: e. identifying and using words and phrases that signal contrast, addition, and relationships **5.R.3.A.b,c** Read, infer, and draw conclusions (using text features in nonfiction texts) to: b. interpret details from procedural text to complete a task, solve a problem, or perform an action c. interpret factual or quantitative information **5.R.3.B.c,d** Read, infer, and draw conclusions (using literary techniques in nonfiction texts) to: c. verify facts through established methods d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument

b. using context to determine meaning of unfamiliar or multiple-meaning words
d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
g. using conversational, general academic, and domain specific words and phrases
5.R.1.D.a,b
Read independently for multiple purposes over sustained periods of time by:
a. reading text that is developmentally appropriate
b. producing evidence of reading
5.R.3.A.a
Read, infer, and draw conclusions (using text features in nonfiction) to:
a. use multiple text features and graphics to locate information and gain an overview of the contents of text information
5.R.3.B.a,g
Read, infer, and draw conclusions (using literary techniques in nonfiction texts) to:
a. evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim
g. use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning
5.R.3.C.c,e
Read, infer, and draw conclusions (using text structures in nonfiction text) to:
c. analyze how the pattern of organization of a text influences the relationships
e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
5.W.1.B.a-e
Appropriate to genre type, develop a draft from prewriting by:
a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre
b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory,

5.R.3.C.a,b
Read, infer, and draw conclusions (using text structures in nonfiction text) to:
a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life
b. explain the difference between a stated and implied purpose for an expository text
5.W.1.A.a,b,d
Follow a writing process to plan a first draft by:
a. selecting a genre appropriate for conveying the purpose to an intended audience
b. formulating questions related to the topic
d. using a prewriting strategy
5.W.3.A.a-c,e
Apply research process to:
a. generate a list of subject-appropriate topics
b. formulate and refine an open-ended research question
c. follow guidelines for collecting and recording information
e. assess relevance, accuracy, and reliability of information in print and digital sources
5.L.1.A.d
In speech and written form, apply standard English grammar to:
d. use and correct verb tenses
5.L.1.B.b,d,j
In written text:
b. use a comma before a coordinating conjunction when writing a compound sentence
d. use a comma to set off the words yes and no
j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context
5.SL.3.A.a,b
Speak clearly and to the point, using conventions of language (in collaborative discussions) when presenting individually or with a group by:
a. summarizing points made by others before presenting own ideas, according to classroom expectations
b. providing and evaluating evidence to support opinion

supporting, and concluding paragraphs applicable to the organizational structure **d. restating the overall main idea in the concluding statement** **e. addressing an appropriate audience, organization, and purpose** **5.W.1.C.a,b** **Reread, revise, and edit drafts with assistance to:** **a. develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice** **b. edit for language conventions** **5.W.2.B.a-h** **Write informative/explanatory texts that:** **a. introduce a topic using a topic sentence in an introductory paragraph** **b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations** **c. use an organizational format that suits the topic** **d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose** **e. contain information using student's original language except when using direct quotations from a source** **f. use transition words to connect ideas within and across categories of information** **g. use text structures when useful** **h. create a concluding paragraph related to the information** **5.W.3.A.d,g** **Apply research process to:** **d. select relevant resources, literary and informational** **g. differentiate between paraphrasing and plagiarism when using ideas of others** **5.L.1.A.a,e** **In speech and written form, apply standard English grammar to:** **a. explain and use the eight parts of speech** **e. produce a variety of complex sentences in writing** **5.SL.1.A.d** **Develop and apply effective listening skills and strategies (to listen for a purpose) in formal and informal settings by:**	

d. listening for speaker's message and summarizing main points based on evidence	

Unit 6 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	**Supporting Standards**
5.RF.3.A.a,b **Develop phonics in the reading process by:** **a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context** **b. reading root words, prefixes, suffixes, and important words from all specific content curricula** **5.R.1.A.a,b** **Develop and demonstrate reading skills in response to text by:** **a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text** **b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text** **5.R.1.B.a,b,g** **Develop an understanding of vocabulary by:** **a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context** **b. using context to determine meaning of unfamiliar or multiple-meaning words** **g. using conversational, general academic, and domain specific words and phrases** **5.R.1.D.a,b** **Read independently for multiple purposes over sustained periods of time by:** **a. reading text that is developmentally appropriate** **b. producing evidence of reading** **5.R.2.A.a-c** **Read, infer, analyze, and draw conclusions (in fiction) to:**	5.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary 5.R.3.B.d Read, infer, and draw conclusions (using literary techniques in nonfiction texts) to: d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument 5.W.1.A.a,c,d Follow a writing process to plan a first draft by: a. selecting a genre appropriate for conveying the purpose to an intended audience c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy 5.W.1.D.a,b With assistance from adults/peers: a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting 5.L.1.A.d In speech and written form, apply standard English grammar to: d. use and correct verb tenses 5.L.1.B.b,j In written text: b. use a comma before a coordinating conjunction when writing a compound sentence j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context

a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts
b. explain the theme or moral lesson, conflict, and resolution in a story or novel
c. describe how a narrator's or speaker's point of view influences events
5.R.3.B.a
Read, infer, and draw conclusions (using literary techniques in nonfiction texts) to:
a. evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim
5.R.3.C.c
Read, infer, and draw conclusions (using text structures in nonfiction text) to:
c. analyze how the pattern of organization of a text influences the relationships
5.W.1.B.a-e
Appropriate to genre type, develop a draft from prewriting by:
a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre
b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
d. restating the overall main idea in the concluding statement
e. addressing an appropriate audience, organization, and purpose
5.W.1.C.a,b
Reread, revise, and edit drafts with assistance to:
a. develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
b. edit for language conventions
5.W.2.B.a-h
Write informative/explanatory texts that:
a. introduce a topic using a topic sentence in an introductory

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5.SL.1.A.a
Develop and apply effective listening skills and strategies (to listen for a purpose) in formal and informal setting by:
a. following agreed upon rules for listening and fulfilling discussion rules independently

paragraph **b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations** **c. use an organizational format that suits the topic** **d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose** **e. contain information using student's original language except when using direct quotations from a source** **f. use transition words to connect ideas within and across categories of information** **g. use text structures when useful** **h. create a concluding paragraph related to the information** **5.L.1.A.a,e** **In speech and written form, apply standard English grammar to:** **a. explain and use the eight parts of speech** **e. produce a variety of complex sentences in writing** **5.SL.1.A.b,d** **Develop and apply effective listening skills and strategies (to listen for a purpose) in formal and informal settings by:** **b. posing and responding to specific questions to clarify or following up on information, and making comments that contribute to the discussion to link to the remarks of others** **d. listening for speaker's message and summarizing main points based on evidence**	

Unit 8 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	**Supporting Standards**
5.RF.3.A.a,b **Develop phonics in the reading process by:** **a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context** **b. reading root words, prefixes, suffixes, and important words from all specific content curricula** **5.R.1.A.a,b**	**5.RF.4.A.a** Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary **5.R.1.B.e** Develop understanding of vocabulary by:

Develop and demonstrate reading skills in response to text by: **a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text** **b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text** **5.R.1.B.a,d,g** **Develop an understanding of vocabulary by:** **a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context** **d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text** **g. using conversational, general academic, and domain specific words and phrases** **5.R.1.D.a,b** **Read independently for multiple purposes over sustained periods of time by:** **a. reading text that is developmentally appropriate** **b. producing evidence of reading** **5.R.2.A.a,c** **Read, infer, analyze, and draw conclusions (in fiction) to:** **a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts** **c. describe how a narrator's or speaker's point of view influences events** **5.R.3.B.a** **Read, infer, and draw conclusions (using literary techniques in nonfiction texts) to:** **a. evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim** **5.R.3.C.c** **Read, infer, and draw conclusions (using text structures in nonfiction text) to:** **c. analyze how the pattern of organization of a text influences the relationships** **5.W.1.C.a** **Reread, revise, and edit drafts with assistance to:**	e. identifying and using words and phrases that signal contrast, addition & relationships **5.R.1.C.a,b** Compare, contrast, and analyze relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame) **5.R.2.A.e-g** Read, infer, analyze, and draw conclusions (using fiction): e. explain the effect of a historical event or movement in literature f. introduce origin myths and culturally significant characters/events in mythology g. introduce different forms of third-person points of view in stories **5.R.3.B.b,d,f** Read, infer, and draw conclusions (using literary techniques in nonfiction texts) to: b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument f. explain the type of evidence used to support a claim in a persuasive text **5.R.3.C.d** Read, infer, and draw conclusions (using text structures in nonfiction text) to: d. analyze multiple accounts of the same even or topic, noting important similarities and differences in the point of view **5.W.3.A.c,e,f,h,i** Apply research process to: c. follow guidelines for collecting and recording information e. assess relevance, accuracy, and reliability of information in print and digital sources f. convert graphic/visual data into written notes h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria i. record bibliographic information from sources according to a standard format **5.L.1.A.b** In speech and written form, apply standard English grammar to: b. use relative pronouns and relative adverbs **5.L.1.B.e-g** In written text: e. use italics when keyboarding titles of books, magazines, and newspapers

a. develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
5.W.2.A.a-g
Write opinion texts that:
a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose
b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details
c. use specific and accurate words that are related to the topic, audience, and purpose
d. contain information using student's original language except when using direct quotation from a source
e. reference the name of the author(s) or name of the source used for details or facts included in the text
f. use transitions to connect opinion and reason
g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs
5.W.3.A.d,g
Apply research process to:
d. select relevant resources, literary and informational
g. differentiate between paraphrasing and plagiarism when using ideas of others
5.L.1.A.a,e
In speech and written form, apply standard English grammar to:
a. explain and use the eight parts of speech
e. produce a variety of complex sentences in writing
5.SL.1.A.b,d
Develop and apply effective listening skills and strategies (to listen for a purpose) in formal and informal settings by:
b. posing and responding to specific questions to clarify or following up on information, and making comments that contribute to the discussion to link to the remarks of others
d. listening for speaker's message and summarizing main points based on evidence

f. use underlining when writing titles of books, magazines, and newspapers
g. use quotation marks when writing titles of stories, songs, poems, articles
j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context

Unit 9 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	**Supporting Standards**
5.RF.3.A.a,b **Develop phonics in the reading process by:** **a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context** **b. reading root words, prefixes, suffixes, and important words from all specific content curricula** **5.R.1.A.a,b** **Develop and demonstrate reading skills in response to text by:** **a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text** **b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text** **5.R.1.B.a,b,d,g** **Develop an understanding of vocabulary by:** **a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context** **b. using context to determine meaning of unfamiliar or multiple-meaning words** **d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text** **g. using conversational, general academic, and domain specific words and phrases** **5.R.1.D.a,b** **Read independently for multiple purposes over sustained periods of time by:** **a. reading text that is developmentally appropriate** **b. producing evidence of reading** **5.R.2.A.a,c** **Read, infer, analyze, and draw conclusions (in fiction) to:**	**5.RF.4.A.a** Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary **5.R.3.A.b,c** Read, infer, and draw conclusions (using text features in nonfiction texts) to: b. interpret details from procedural text to complete a task, solve a problem, or perform an action c. interpret factual or quantitative information **5.L.1.B.b** In written text: b. use a comma before a coordinating conjunction when writing a compound sentence

a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts
c. describe how a narrator's or speaker's point of view influences events
5.R.3.A.a
Read, infer, and draw conclusions (using text features in nonfiction texts) to:
a. use multiple text features and graphics to locate information and gain an overview of the contents of text information
5.R.3.C.e
Read, infer, and draw conclusions (using text structures in nonfiction text) to:
e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
5.W.1.C.a
Reread, revise, and edit drafts with assistance to:
a. develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
5.W.2.A.b-d, f
Write opinion texts that:
b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details
c. use specific and accurate words that are related to the topic, audience, and purpose
d. contain information using student's original language except when using direct quotation from a source
f. use transitions to connect opinion and reason
5.W.2.B.c-f
Write informative/explanatory texts that:
c. use an organizational format that suits the topic
d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
e. contain information using student's original language except when using direct quotations from a source
f. use transition words to connect ideas within and across categories of information
5.W.2.C.a-c,e

Write fiction or nonfiction narratives and poems that: **a. establish a setting and situation/topic and introduce a narrator and/or characters** **b. use narrative techniques, such as dialogue, motivation, and descriptions** **c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end** **e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose** **5.L.1.A.a,e** **In speech and written form, apply standard English grammar to:** **a. explain and use the eight parts of speech** **e. produce a variety of complex sentences in writing** **5.L.1.B.c** **In written text:** **c. use a comma to separate an introductory clause in a complex sentence** **5.SL.1.A.b,d** **Develop and apply effective listening skills and strategies (to listen for a purpose) in formal and informal settings by:** **b. posing and responding to specific questions to clarify or following up on information, and making comments that contribute to the discussion to link to the remarks of others** **d. listening for speaker's message and summarizing main points based on evidence**	