

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Routines

The following standards are to be focused on during daily routines. These standards should be embedded in all that is done in the fifth-grade classroom. For example, during morning meeting, guided reading, read aloud etc. Through modeling and constant exposure, these essential standards should be mastered by the end of Grade 5.

1.1 Foundational Skills

CC.1.1.5.D	Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.1.5.D.1	Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words.
CC.1.1.5.E	Read with accuracy and fluency to support comprehension.
CC.1.1.5.E.1	Read on-level text with purpose and understanding.
CC.1.1.5.E.2	Read on level text with accuracy, appropriate rate and expression on successive readings.
CC.1.1.5.E.3	Use context to confirm or self-correct word recognition and understanding rereading as necessary.

1.2 Reading Informational Text

CC.1.2.5.F	Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
CC.1.2.5.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading content, choosing flexibility from a range of strategies and tools.
CC.1.2.5.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

CC.1.3.5.F	Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
CC.1.3.5.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading content, choosing flexibility from a range of strategies and tools.
CC.1.3.5.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships.
CC.1.3.5.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

For all types of Writing	Write with an awareness of style.
	Use sentences of varying length.
Narrative Opinion Explanatory	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
	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.
	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

1.5 Speaking and Listening

CC.1.5.5.A	Engage effectively in a range of collaborative discussions on grade level topics building on others' ideas and expressing their own clearly.
CC.1.5.5.B	Summarize the main points of written text read aloud of information presented in diverse media and formats, including visually, quantitatively and orally.
CC.1.5.5.C	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CC.1.5.5.E	Adapt speech to a variety of context and tasks, using formal English when appropriate to task and situation.
CC.1.5.5.G	Demonstrate command of the conventions of standard English when speaking based on Grade 5 level content.

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Quarter 1

Routines

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading – Informational Text	
<i>Standards for Reading Informational Text –Key Ideas and Details</i>	
CC.1.2.5.A	Determine two or more main ideas in a text and explain how they are supported by key details, summarize the text.
<i>Standards for Reading Informational Text – Craft and Structure</i>	
CC.1.2.5.E	Use text structure, in and among texts, to interpret information (e.g. chronology, comparison, cause/effect, problem/solution)
<i>Standards for Reading Informational Text – Integration of Knowledge and Ideas</i>	
CC.1.2.5.H	Determine how an author supports particular points in a text through reasons and evidence.
CC.1.2.5.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
<i>Standards for Reading Informational Text – Vocabulary Acquisition and Use</i>	
CC.1.2.5.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.
1.3. Reading – Literature	
<i>Standards for Reading Literature – Key Ideas and Details</i>	
CC.1.3.5.A	Determine a theme of a text 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.
CC.1.3.5.C	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
<i>Standards for Reading Literature – Craft and Structure</i>	
CC.1.3.5.E	Explain how a series of chapters, scenes or stanzas fits together to provide overall structure of a particular story, drama or poem.
<i>Standards for Reading Literature – Integration of Knowledge and Ideas</i>	
CC.1.3.5.H	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
1.4 Writing	
<i>Writing – Opinion/Argumentative</i>	
CC.1.4.5.M	Write narratives to develop real or imagined experiences or events.
CC.1.4.5.N	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.5.O	Use narrative techniques such a dialogue, description and pacing to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
CC.1.4.5.P	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events, provide a conclusion that follows from the narrated experiences and events.
CC.1.4.5.Q	Write with an awareness of style.
CC.1.4.5.Q.1	Use sentences of varying length
CC.1.4.5.Q.2	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
<i>The Writing Process</i>	
CC.1.4.5.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing, rewriting or trying a new approach.

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Quarter 2

Routines

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading – Informational Text

Standards for Reading Informational Text – Craft and Structure

CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g. chronology, comparison, cause/effect, problem/solution)

Standards for Reading Informational Text – Integration of Knowledge and Ideas

CC.1.2.5.G 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.

CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.

1.3. Reading – Literature

Standards for Reading Literature – Key Ideas and Details

CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

Standards for Reading Literature – Craft and Structure

CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

1.4 Writing

The Writing Process

CC.1.2.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing, rewriting or trying a new approach.

1.5 Speaking and Listening

Presentation and Integration of Knowledge and Ideas

CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing and clear pronunciation.

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Quarter 3

Routines

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading – Informational Text	
Standards for Reading Informational Text –Key Ideas and Details	
CC.1.2.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.2.5.C	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based in specific information in the text.
Standards for Reading Informational Text – Craft and Structure	
CC.1.2.5.D	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CC.1.2.5.E	Use text structure, in and among texts, to interpret information (e.g. chronology, comparison, cause/effect, problem/solution)
Standards for Reading Informational Text – Integration of Knowledge and Ideas	
CC.1.2.5.H	Determine how an author supports particular points in a text through reasons and evidence.
CC.1.2.5.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
1.3. Reading – Literature	
Standards for Reading Literature – Key Ideas and Details	
CC.1.3.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.3.5.C	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
1.4 Writing	
Writing - Informative/Explanatory	
CC.1.4.5.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.5.B	Identify and introduce the topic clearly.
CC.1.4.5.C	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic, include illustrations and multimedia when useful to aiding comprehension.
CC.1.4.5.D	Group related information logically linking ideas within and across categories of information using words, phrases and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.5.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Writing – Response to Literature	
CC.1.4.5.S	Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade-level reading standards for literature and informational texts.
The Writing Process	
CC.1.4.5.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing, rewriting or trying a new approach.
CC.1.4.5.U	With some guidance and support, 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 one setting.
CC.1.4.5.V	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CC.1.4.5.W	Recall information from experiences or gather information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Quarter 4

Routines

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading – Informational Text	
<i>Standards for Reading Informational Text – Craft and Structure</i>	
CC.1.2.5.E	Use text structure, in and among texts, to interpret information (e.g. chronology, comparison, cause/effect, problem/solution)
<i>Standards for Reading Informational Text – Vocabulary Acquisition and Use</i>	
CC.1.2.5.H	Determine how an author supports particular points in a text through reasons and evidence.
CC.1.2.5.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
1.3. Reading – Literature	
<i>Standards for Reading Literature – Key Ideas and Details</i>	
CC.1.3.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.3.5.C	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
<i>Standards for Reading Literature – Integration of Knowledge and Ideas</i>	
CC.1.3.5.G	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)
1.4 Writing	
<i>Writing – Opinion/Argumentative</i>	
CC.1.4.5.G	Write opinion pieces on topics or texts.
CC.1.4.5.H	Introduce the topic and state an opinion on the topic.
CC.1.4.5.I	Provide reasons that are supported by facts and details; draw from credible sources.
CC.1.4.5.J	Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases and clauses; provide a concluding statement or section related to the opinion.
<i>Writing – Response to Literature</i>	
CC.1.4.5.S	Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade-level reading standards for literature and informational texts.
<i>The Writing Process</i>	
CC.1.4.5.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing, rewriting or trying a new approach.
CC.1.4.5.U	With some guidance and support, 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 one setting.
CC.1.4.5.V	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CC.1.4.5.W	Recall information from experiences or gather information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.