

Grade Five

Tecumseh School District  
ELA Curriculum Map

## Quarter 1

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	Explain explicitness of text by quoting accurately 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.	<p>Explain how characters in a story or drama respond to challenges</p> <p>Summarize text</p>				
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)	<p>Define terms: compare and contrast</p> <p>Identify specific details that describe:</p> <ul style="list-style-type: none"> <li>• characters</li> <li>• settings</li> <li>• events</li> </ul> <p>in a story or drama</p> <p>Identify similarities of two or more:</p> <ul style="list-style-type: none"> <li>• characters</li> <li>• settings</li> <li>• events</li> </ul> <p>in a story or drama</p> <p>Identify difference between two or more characters in a story or drama</p>				
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	Explain explicitness of text by quoting accurately from the text				

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p>	<p>Determine two or more ideas of a text</p> <p>Explain how the supporting details of a text determine the main ideas</p> <p>Summarize text</p> <p>Explain how multiple ideas are supported by key ideas</p> <p>Summarize the multiple ideas of a text using key details</p>				
<p>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.</p>	<p>Identify:</p> <ul style="list-style-type: none"> <li>• general academic</li> <li>• domain-specific</li> </ul> <p>words and phrases in a text relevant to a grade 5 topic or subject area</p> <p>Determine the meaning of:</p> <ul style="list-style-type: none"> <li>• general academic</li> <li>• domain-specific</li> </ul> <p>words and phrases in a text relevant to a grade 5 topic or subject area</p>				
<p>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.</p>	<p>Collect information/data</p> <p>Recognize digital sources</p> <p>Obtain information from sources</p> <p>Identify problem solving steps</p> <p>Organize information to answer efficiently</p> <p>Locate an answer or solve problem efficiently from various:</p> <ul style="list-style-type: none"> <li>• print sources</li> <li>• digital sources</li> </ul>				
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p>	<p>Identify the information from each text on the same topic</p> <p>Integrate information from several texts on the same topic</p>				

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W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	<p>Describe the use of story elements in narratives and characteristics of narratives</p> <p>Establish a situation, a narrator, and/or characters</p> <p>Organize story events to determine logical sequence that results in a conclusion</p>				
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	<p>Identify:</p> <ul style="list-style-type: none"> <li>• a topic</li> <li>• related information grouped logically including <ul style="list-style-type: none"> <li>○ formatting</li> <li>○ illustrations</li> <li>○ multimedia</li> </ul> </li> </ul> <p>to aid comprehension</p> <p>Support a topic with:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>related to the topic:</p> <ul style="list-style-type: none"> <li>• linked ideas within and across categories of information using words, phrases, and clauses</li> <li>• precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• a concluding statement or section related to the information or explanation presented</li> </ul>				

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p>	<p>Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> <p>Determine suitable:</p> <ul style="list-style-type: none"> <li>• idea development strategies</li> <li>• organization</li> </ul> <p>appropriate to task, purpose, and audience</p> <p>Produce a writing piece that is clear and cohesive with:</p> <ul style="list-style-type: none"> <li>• idea development</li> <li>• organization</li> </ul> <p>appropriate to task, purpose, and audience</p>				
<p>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)</p>	<p>With guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• rewrite</li> <li>• try a new approach</li> </ul> <p>With guidance and support from peers and adults, develop and strengthen writing by:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• revising</li> <li>• editing</li> <li>• rewriting</li> <li>• trying a new approach</li> </ul>				

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p>	<p>Identify the:</p> <ul style="list-style-type: none"> <li>• various research sources</li> <li>• different aspects of a topic</li> </ul> <p>Discriminate between various research sources (i.e. atlas, map, encyclopedia, internet)</p> <p>Compare/contrast information from various research sources</p> <p>Interpret information derived from various sources</p> <p>Participate in short research and writing projects</p> <p>Conduct investigations on different aspects of a topic</p> <p>Question information to build knowledge of a topic</p>				
<p>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</p>	<p>Define summarize and paraphrase</p> <p>Recall relevant information from experiences</p> <p>Gather relevant information from print and digital sources</p> <p>Identify source list</p> <p>Summarize information in notes and finished work</p> <p>Paraphrase information in notes and finished work</p>				

## Quarter 2

Standard	Learning Targets	Intro	Teach	Assess	Vocabulary
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	Draw inferences using textual information				
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	Summarize the key ideas and details of a : <ul style="list-style-type: none"> <li>• story</li> <li>• drama</li> <li>• poem</li> </ul> including how characters respond to challenges or how the speaker in a poem reflects upon a topic  Explain how the speaker in a poem reflects upon a topic  Determine the theme of a : <ul style="list-style-type: none"> <li>• story</li> <li>• drama</li> <li>• poem</li> </ul> using details in the text				

<p>RL.5.3 Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)</p>	<p>Contrast two or more:</p> <ul style="list-style-type: none"> <li>• characters</li> <li>• settings</li> <li>• events</li> </ul> <p>in a text using specific details from a text</p> <p>Compare two or more</p> <ul style="list-style-type: none"> <li>• characters</li> <li>• settings</li> <li>• events</li> </ul> <p>in a text using specific details from a text</p>				
<p>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</p>	<p>Recognize examples of figurative language in text, such as similes and metaphors</p> <p>Determine the:</p> <ul style="list-style-type: none"> <li>• meaning of words and phrases in texts</li> <li>• figurative meaning of words and phrases, including metaphors and similes, as used in a text</li> </ul>				
<p>RL.5.6 Describe how a narrator's or speakers' point of view influences how events are described</p>	<p>Identify narrator's or speaker's point of view</p> <p>Describe narrator's or speaker's point of view</p>				
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p>	<p>Draw influences using textual information</p>				

<p>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.</p>	<p>Define:</p> <ul style="list-style-type: none"> <li>relationships</li> <li>interactions</li> </ul> <p>Use specific information from text to support the relationship identified between:</p> <ul style="list-style-type: none"> <li>individuals</li> <li>ideas</li> <li>concepts</li> </ul> <p>in multiple types of informational text</p> <p>Explain the relationships or interactions between two or more:</p> <ul style="list-style-type: none"> <li>individuals</li> <li>events</li> <li>concepts</li> </ul> <p>in multiple types of informational text</p>				
<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p>	<p>Describe the events or main ideas of multiple accounts</p> <p>Distinguish between firsthand or secondhand accounts</p>				
<p>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 points(s)</p>	<p>Identify:</p> <ul style="list-style-type: none"> <li>an author's particular points in a text</li> <li>which evidence and reasons support each point</li> </ul> <p>Explain how an author uses evidence and reasons to support particular points in a text</p>				

<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p>	<p>Explain how the:</p> <ul style="list-style-type: none"> <li>• sequence of events affects the story's conclusion</li> <li>• transitional words, phrases, and clauses advances the sequence of events</li> </ul> <p>Use a variety of transitions to move the events along</p> <p>Describe narrative techniques such as:</p> <ul style="list-style-type: none"> <li>• dialogue</li> <li>• description</li> <li>• pacing, etc</li> </ul> <p>Use dialogue and description to develop experiences and events</p> <p>Use concrete and/or sensory details to develop experiences or events.</p> <p>Develop characters through:</p> <ul style="list-style-type: none"> <li>• dialogue</li> <li>• description</li> <li>• actions</li> <li>• reactions</li> </ul>				
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<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>	<p>Develop:</p> <ul style="list-style-type: none"> <li>• a topic written clearly</li> <li>• related information grouped logically</li> </ul> <p>including:</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• illustrations</li> <li>• multimedia</li> </ul> <p>to aid in comprehension.</p> <p>Determine related:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples that develop the topic</li> </ul> <p>Determine appropriate words and phrases that link ideas that within and across categories of information using words, phrases, and clauses</p> <p>Determine a concluding statement or section that relates to information presented</p>				
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p>					
<p>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</p>					

<p>W.5.9 Draw evidence from literacy or informational texts to support analysis, reflection, and research</p> <p>a. apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact)")</p>	<p>Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p>				
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## Quarter 3

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
<p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described</p>	<p>Define influences</p> <p>Identify relevant events</p> <p>Infer the characteristics of the narrator or speaker</p> <p>Describe how the:</p> <ul style="list-style-type: none"> <li>• narrator's point of view influences the description of the event</li> <li>• speaker's point of view influences how the events are described</li> </ul>				
<p>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)</p>	<p>Identify multimedia and visual elements within a text</p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• meaning</li> <li>• tone</li> <li>• beauty</li> </ul> <p>of text</p> <p>Define analyze</p> <p>Analyze how visual elements contribute to text:</p> <ul style="list-style-type: none"> <li>• meaning</li> <li>• tone</li> <li>• beauty</li> </ul> <p>Analyze how multimedia elements contribute to text:</p> <ul style="list-style-type: none"> <li>• meaning</li> <li>• tone</li> <li>• beauty</li> </ul>				

<p>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</p>	<p>Identify the characteristics of a:</p> <ul style="list-style-type: none"> <li>• theme</li> <li>• a topic</li> <li>• genre</li> </ul> <p>Compare and contrast how two or more stories of the same genre approach a similar:</p> <ul style="list-style-type: none"> <li>• theme</li> <li>• topic</li> </ul>				
<p>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</p>	<p>Explain how a series of:</p> <ul style="list-style-type: none"> <li>• chapters</li> <li>• scenes</li> <li>• stanzas</li> </ul> <p>fits together to provide the overall structure of a:</p> <ul style="list-style-type: none"> <li>• story</li> <li>• drama</li> <li>• poem</li> </ul>				
<p>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</p>	<p>Determine the overall structure:</p> <ul style="list-style-type: none"> <li>• (e.g., chronology</li> <li>• comparison</li> <li>• causes/effect</li> <li>• problem/solution</li> </ul> <p>of a text or a part of a text</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of:</p> <ul style="list-style-type: none"> <li>• events</li> <li>• ideas</li> <li>• concepts or</li> <li>• information</li> </ul> <p>in a text or part of a text</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of:</p> <ul style="list-style-type: none"> <li>• events</li> <li>• ideas</li> <li>• concepts or</li> <li>• information</li> </ul> <p>in a text or part of a text in two or more texts</p>				

<p>RI.5.6 analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p>	<p>Compare and contrast multiple accounts of the same event or topic</p> <p>Support your analysis with evidence from the texts</p> <p>Describe the similarities and differences in each point of view</p>				
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p>	<p>Write a narrative that effectively:</p> <ul style="list-style-type: none"> <li>• establishes a situation</li> <li>• uses techniques such as dialogue and description to develop experiences, events, characters</li> <li>• utilizes appropriate transitional words/phrases</li> <li>• includes sensory details</li> <li>• leads to a conclusion</li> </ul>				
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>	<p>Explain and identify:</p> <ul style="list-style-type: none"> <li>• words</li> <li>• phrases</li> <li>• clauses</li> </ul> <p>used to link opinion and reasons (e.g., consequently, specifically)</p> <p>Recognize organization structures that provide logical grouping of ideas</p> <p>Explain writer's purpose</p> <p>Determine how to introduce the topic or text clearly</p> <p>Formulate an opinion about a topic or text</p> <p>Group related ideas logically to support purpose</p> <p>Determine reasons supported by facts and details</p> <p>Establish links between opinions and reasons using words, phrases, and clauses</p> <p>Plan a concluding statement or section that is related to the opinion presented</p>				

<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Write an informative/explanatory text that includes:</p> <ul style="list-style-type: none"> <li>• a topic written clearly</li> <li>• a general observation and focus</li> <li>• related information grouped logically</li> </ul> <p>including</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• illustrations</li> <li>• multimedia</li> </ul> <p>when useful to adding comprehension</p> <p>Develop a topic with:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>related to the topic</p> <p>Include:</p> <ul style="list-style-type: none"> <li>• linked ideas within and across categories of information using words, phrases, and clauses</li> <li>• precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• a concluding statement or sections related to the information or explanation presented</li> </ul>				
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p>					
<p>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</p>					

<p>W.5.9 Draw evidence from literacy or informational texts to support analysis, reflection, and research</p> <p>b. Apply grade 5 Reading standards to information texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)")</p>					

## Quarter 4

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	<p>Write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including:</p> <ul style="list-style-type: none"> <li>• a clear introduction of topic or text</li> <li>• statement of opinion</li> <li>• logical organizational structure</li> <li>• reasons that are supported by facts and details</li> <li>• links between opinion and reasons, using words and phrases</li> <li>• a concluding statement or section related to the opinion presented</li> </ul>				
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	<p>With some guidance and support:</p> <ul style="list-style-type: none"> <li>• use keyboarding skills</li> <li>• know how to use technology software to produce and publish writing</li> <li>• know how to use the Internet to communicate with others</li> </ul> <p>With some guidance and support:</p> <ul style="list-style-type: none"> <li>• evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others</li> </ul> <p>With some guidance and support:</p> <ul style="list-style-type: none"> <li>• use technology, including the Internet, to produce and publish writing</li> <li>• use technology to interact and collaborate with others</li> <li>• use keyboarding skills to type two or more pages in a single sitting</li> </ul>				
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic					

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
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					