

5th Grade Prioritized Standards

Content Area	ELA
Grade/Course	5th Grade
Unit of Study	Reading Literary
Duration of Unit	Ongoing

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSE5RL1: **Quote** accurately from a text when explaining what the texts says explicitly and when **drawing inferences** from a text.

ELAGSE5RL6: **Describe** how narrator’s or speaker’s **point of view** influences how events are described.

ELAGSE5RL9: **Compare and contrast** stories in the same genre (eg., mysteries and adventure stories) on their approaches to similar themes and topics.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Explain text Describe events Quote the text Infer from the text	Understand Point of view Identify various genre Compare and contrast genres	2 3

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Students will
- quote accurately from a text in order to explain and infer
 - use author’s point of view to formulate events
 - Compare and contrast stories from the same genre to related topics

- How does a reader use quotes from the text to explain and infer?
- How does the speaker’s point of view influence events?
- How does comparing and contrasting help the reader understand related themes?

Essential Unit Vocabulary

Quote, explain, inference, compare and contrast, point of view, genre, narrator, events, theme

Next step, create assessments and engaging learning experiences

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Duration of Unit	Ongoing

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSE5RL2: 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.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Determine Summarize	Theme of story, drama, or poem from details in text Text	2 3

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Students will
- determine the theme of a story, poem, or drama
 - determine how details in a story, poem, or drama support the theme
 - identify how characters solve a problem
 - use the theme to help summarize a story, poem, or drama

Which of the following statements best reflects the theme of the story?

How did the characters solve the conflict?
Summarize the text in your own words?

Essential Unit Vocabulary

theme, fiction, poetry, drama, summarize

Next step, create assessments and engaging learning experiences

5th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	5th Grade	
Unit of Study	Reading Literary	
Duration of Unit	3rd and 4th 9 weeks	
<p>Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)</p>		
<p>ELAGSE5RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Read and comprehend	Literature at high end of grades 4-5 complexity band	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> ● read and comprehend literature independently (stories, drama, poetry) ● read complex level text fluently and proficiently 		<p>How should you choose which literary texts to read?</p> <p>What strategies should you use to comprehend a complex text?</p> <p>How do you monitor your own comprehension as you read?</p> <p>What steps are involved in close reading of a text?</p>
Essential Unit Vocabulary		
<p>comprehend stories drama poetry fluency proficiency Lexile literary Text/literature text complexity</p>		
Next step, create assessments and engaging learning experiences		

5th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	5th Grade	
Unit of Study	Reading Informational	
Duration of Unit	Ongoing	
<p>Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)</p>		
<p>ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text.</p> <p>ELAGSE5RI3: 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>ELAGSE5RI4: 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>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Quote the text Infer from the text Determine main ideas Summarize the text Explain relationships Determine meaning of domain-specific words Analyze account of same event	Understand point of view Summarize the text Compare and contrast relationships Define academic and domain-specific words Note important similarities and differences	2 2 3 2 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> ● Quote accurately from a text to explain and infer ● Determine the main idea to be able to summarize the text ● Explain relationships based on specific information in text ● Understand grade 5 topic or subject area vocabulary ● Analyze accounts of the same event to be able to compare and contrast point of view 		<ul style="list-style-type: none"> ● How does a reader quote accurately from the text to explain and infer? ● How does a reader determine the main idea to be able to summarize? ● How does a reader explain relationships based on specific information in text? ● How does understanding vocabulary help the reader? ● How does analyzing the same event help the reader be able to compare and contrast point of view?
Essential Unit Vocabulary		
quote, explain, inference, compare and contrast, point of view, events, analyze		
Next step, create assessments and engaging learning experiences		

5th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	5th Grade	
Unit of Study	Reading Informational	
Duration of Unit	Ongoing	
<p>Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)</p>		
<p>ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<p>Explain</p> <p>Identify</p>	<p>How an author uses reasons and evidence to support particular points in text</p> <p>Reasons and evidence that support point(s)</p>	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> ● explain how author uses reasons and evidence to support points in text ● Identify reasons and evidence that support point(s) 		<p>What reasons does the author give that support his/her point(s)?</p> <p>What evidence does the author give to support his/her point(s)?</p>
Essential Unit Vocabulary		
<p>reasons</p> <p>evidence</p>		
Next step, create assessments and engaging learning experiences		

5th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	5th Grade	
Unit of Study	Reading Informational	
Duration of Unit	Ongoing	
<p>Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowingly.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Integrate Write or speak	Information from several texts on same topic Knowingly about the subject	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> ● Integrate several texts on same topic to gather information in order to write or speak knowingly on the subject 		How does it help us to look at several texts on the same topic for information?
Essential Unit Vocabulary		
integrate topic		
Next step, create assessments and engaging learning experiences		

5th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	5th Grade	
Unit of Study	Reading Informational	
Duration of Unit	3rd and 4th 9 weeks	
<p>Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)</p>		
<p>ELAGSE5RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Read and comprehend	Informational texts at high end of grades 4-5 complexity band	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> ● independently read and comprehend grade level informational texts ● proficiently read grade level informational texts 		<p>What strategies should you use to comprehend an informational text?</p> <p>How do you monitor your own comprehension as you read?</p> <p>What steps are involved in close reading of a text?</p>
Essential Unit Vocabulary		
<p>comprehend technical texts fluency proficiency Lexile text complexity</p>		
Next step, create assessments and engaging learning experiences		

5th Grade Prioritized Standards

Content Area	ELA
Grade/Course	5th Grade
Unit of Study	Reading Foundations
Duration of Unit	Ongoing

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSE5RF3: Know and apply grade-level phonics and word analysis in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to **read** accurately unfamiliar multi-syllabic words in context and out of context.

ELAGSE5RF 4: Read with sufficient and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Know and Apply Use Read	<ul style="list-style-type: none"> ● Phonics and word analysis in decoding words ● Letter-sound correspondences, syllabication patterns, and morphology to decode (and read) unfamiliar words ● Context to confirm or self-correct word recognition and understanding ● With sufficient fluency to support comprehension ● On-level text with purpose and understanding ● On-level prose and poetry orally with accuracy, appropriate rate, and expression 	3

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Students will

- use phonics and word analysis to decode and read unfamiliar words
- acquire sufficient accuracy and fluency to comprehend the text

- How do phonics and word analysis skills allow a reader to decode and comprehend efficiently?
- How do reading accurately and fluently help a reader to comprehend better?

Essential Unit Vocabulary

know, apply, read, support, phonics, word analysis, fluency, accuracy, comprehension

Next step, create assessments and engaging learning experiences

5th Grade Prioritized Standards

Content Area	ELA
Grade/Course	5th
Unit of Study	Writing
Duration of Unit	Ongoing

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. **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.
- b. **Provide** logically ordered reasons that are supported by facts and details.
- c. **Link** opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. **Provide** a concluding statement or section related to opinion presented.

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. **Introduce** a topic clearly, **provide** a general observation and focus, and **group** related information logically; **include** formatting (e.g., headings), illustrations, and multimedia when useful.
- b. **Develop** the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. **Link** ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. **Use** precise language and domain-specific vocabulary to **inform** about or **explain** the topic.
- e. **Provide** a concluding statement or section related to the information or explanation presented.

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. **Orient** the reader by **establishing** a situation and **introducing** a narrator and/or characters; **organize** an event sequence that unfolds naturally.
- b. **Use** narrative techniques, such as dialogue, description, and pacing, to **develop** experiences and events or **show** the responses of characters to situations.
- c. **Use** a variety of transitional words, phrases, and clauses to **manage** the sequence of events.
- d. **Use** concrete words and phrases and sensory details to **convey** experiences and events precisely.
- e. **Provide** a conclusion that follows from the narrated experiences or events.

ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

ELAGSE5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 5.)

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
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<ul style="list-style-type: none"> ● Write opinion pieces <ul style="list-style-type: none"> ○ Introduce ○ State ○ Create ○ Provide ○ Link ○ Provide ● Write informative/explanatory texts <ul style="list-style-type: none"> ○ Introduce ○ Provide ○ Group ○ Include ○ Develop ○ Link ○ Use ○ Provide ● Write narratives <ul style="list-style-type: none"> ○ Orient ○ Establish ○ Introduce ○ Organize ○ Use ○ Develop ○ Show ○ Manage ○ Convey ○ Provide 	<ul style="list-style-type: none"> ● Supporting a point of view <ul style="list-style-type: none"> ○ Topic or text ○ Opinion ○ Organizational structure ○ Reasons with supporting details ○ Reasons using words, phrases, and clauses ○ Concluding statement or section relating to opinion ● Examining a topic to convey ideas and information <ul style="list-style-type: none"> ○ Topic ○ Observation and focus ○ Information logically ○ Formatting when useful ○ Topic with information related to the topic ○ Ideas about the information across categories using words, phrases, and clauses ○ Precise language and domain specific vocabulary to inform/explain the topic ○ Concluding statement or section related to information/explanation presented ● Developing real or imagined experiences or events <ul style="list-style-type: none"> ○ Reader ○ Situation ○ Narrator and/or characters ○ Event sequence that unfolds naturally ○ Narrative techniques (e.g., dialogue, description, pacing) ○ Experiences and events ○ Responses of characters to situations ○ Sequence of events using transitional words, phrases, and clauses ○ Experiences and events precisely using concrete words, phrases, and sensory details ○ Conclusion from narrated series of events 	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>2</p>
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<ul style="list-style-type: none"> ● Produce ● Develop and strengthen 	<ul style="list-style-type: none"> ● Clear and coherent writing in which development and organization are appropriate to task, purpose, and audience ● Writing with guidance and support from peers and adults as needed by planning, revising, and editing 	
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<p>Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)</p>	<p>Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)</p>
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<p>Students will</p> <ul style="list-style-type: none"> ● write opinion pieces stating a point of view ● state opinion clearly on a topic ● use transition/linking words to provide order in writing ● use evidence (facts and details) to support opinion ● organize evidence/reasons to support opinion ● write a concluding statement related to opinion <p>Students will</p> <ul style="list-style-type: none"> ● introduce a topic that provides focus ● use transition/linking words and phrases to provide order to writing ● use evidence to provide facts, details, and information that support the topic ● accurately quote from the text/source to support the topic ● organize evidence/reasons to make my writing clear ● write a concluding statement related to topic <p>Students will</p>	<p>Opinion</p> <ul style="list-style-type: none"> ● What is your opinion? ● How will you introduce the topic? ● How will you support your opinion? ● What reasons will you give to make your opinion clear to the reader? ● What details have you included that will support your opinion? ● Why did you choose to place your reasons in this order? Should this reason be first? ● Is your writing clear to the reader? <p>Informative/Explanatory</p> <ul style="list-style-type: none"> ● How will you organize your ideas before you begin writing? ● How will you present your information? ● What organizational structure will you use? ● What examples and details have you included that support your main idea? ● What illustrations or media have you included? ● Show me your important facts that support the topic. ● What other details and facts could you add? ● What words or phrases will you use to connect your ideas? ● Does your concluding statement relate back to the topic of your writing? <p>Narrative</p>
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- clearly introduce the characters and setting of a real or imagined experience
- organize narrative in chronological/sequential order
- describe characters and settings using sensory details and descriptions
- use dialogue to express events or describe characters
- use dialogue
- write a conclusion that naturally wraps up the story

Students will

- identify audience for which writing is being produced and write for that audience
- determine the purpose or task of writing
- use graphic organizers to organize and develop appropriate writing
- strengthen writing by planning, revising, editing, and rewriting
- use the guidance and support of peers and adults to strengthen writing (peer editing, brainstorming, etc.)

- Tell me the plot of your story.
- Who is telling the story?
- Describe your main character.
- Will they change in the story?
- How will you use dialog to develop the plot?
- How do you think ____felt when this happened?
- What is the problem in the story?
- What will happen next in your story?
- What if you changed the order of your events? How would this affect the story?
- What dialogue have you used to support your main characters and their development?
- Will you have your character face a problem or challenge?
- How will the characters respond to the problem in the story?
- How will your character change and develop as they solve the problem?
- Who will your audience be for this piece?
- What is your purpose for writing this?
- How will you organize your ideas or events?
- What graphic organizer will you use to help you organize your thoughts before you begin?
- How are you making your writing clear to the reader?
- What connecting words are you using to move the reader through your story?
- How will you gather ideas for your story?
- How will you organize your ideas and details?
- What would be a good way to begin your story?
- What would be a good title for your writing?
- How can you make this clearer to your reader?
- Which details should you add to this part?

- Are there any sentences that should be removed?
- How have you ended your story? Can you think of a different way to end it?

Essential Unit Vocabulary

Opinion

transition/ linking words
 reason(s)
 evidence
 logical

Informative/Explanatory

facts
 definitions
 concrete details
 linking phrases
 precise language

Narrative

plot
 sensory details
 sequences of events
 transition words/phrases/clauses
 conclusion
 character traits/characteristics
 pacing
 dialogue
 description

Produce Clear and Coherent Pieces

produce writing
 coherent writing
 development
 organization
 task
 purpose
 audience

Develop and Strengthen Writing

peer
 audience
 strengthen writing
 planning
 revising
 editing
 rewriting
 approach

Next step, create assessments and engaging learning experiences

5th Grade Prioritized Standards

Content Area	ELA
Grade/Course	5th Grade
Unit of Study	Writing
Duration of Unit	Ongoing

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSE5W8: Recall relevant information from experience or **gather** relevant information from print and digital resources; **summarize** or **paraphrase** information in notes and finished work, and **provide** a list of sources.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Recall or gather Summarize or paraphrase Provide	<ul style="list-style-type: none"> ● Relevant information from experience or print and digital resources ● Information in notes and finished work ● List of sources 	3

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Students will**
- **identify important information from reliable and valid print and digital sources**
 - **use relevant information to support research**
 - **restate and summarize the information in own words**

- Tell me why this information is important to your writing.
- How do you know the source is reliable and is providing valid information?
- How did you know this is relevant and useful information that you should include?
- How will you cite your sources and include these citations in your paper?
- Can you say that using your own words?
- How will you summarize this information?

Essential Unit Vocabulary

relevant
paraphrase
digital sources
valid
summarize

Next step, create assessments and engaging learning experiences

5th Grade Prioritized Standards

Content Area	ELA
Grade/Course	5th Grade
Unit of Study	Writing
Duration of Unit	Ongoing

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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]”).
- b. **Apply** grade 5 *Reading Standards* to informational texts (e.g., Explain how the author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Draw Apply	<ul style="list-style-type: none"> Evidence from literary or informational texts to support analysis, reflection, and research <i>Reading Standards</i> to literature <i>Reading Standards</i> to informational texts to support particular points in text, identifying which reasons and evidence supports which point(s) 	3

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Students will

- analyze informational texts to provide evidence to support ideas**
- analyze literature for writing purposes**
- reflect on the author's purpose and point of view**
- research literary and informational text to help me draw conclusions**

- How did the character, ____, interact with the character, ____.
- How did the characters' attitude/opinion/message/point of view change from the beginning of the text to the end?
- Explain how the author uses reasons and evidence to support ____ in a text.
- What information is most important in the text?
- What does the author want me to believe or know?

Essential Unit Vocabulary

literary
informational
analysis
reflections
research

Next step, create assessments and engaging learning experiences

5th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	5th Grade	
Unit of Study	Writing	
Duration of Unit	Ongoing	
<p>Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)</p>		
<p>ELAGSE5W10: 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.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Write	<ul style="list-style-type: none"> Routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences 	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> research and gather information to support writing write to a variety of audiences reflect on purpose for writing write for different time frames (short and long) based on assigned task strengthen stamina to write over an extended period of time 		<ul style="list-style-type: none"> What is your purpose for writing this? Who is your audience? How are you going to organize your writing?
Essential Unit Vocabulary		
research reflection revision stamina purpose audience		
Next step, create assessments and engaging learning experiences		

5th Grade Prioritized Standards

Content Area	ELA
Grade/Course	5th Grade
Unit of Study	Speaking and Listening
Duration of Unit	Ongoing

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understanding pace.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Report Present Sequence Support Speak clearly Understand	Topic Opinion Logical ideas Facts Descriptive details Main idea Theme	3

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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<p>Students will</p> <ul style="list-style-type: none"> be able to report or present an opinion based on ideas, facts and descriptive details to support main ideas and themes. 	<ul style="list-style-type: none"> How do logical ideas, facts and relevant details help the reader to support the main idea or theme?
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Essential Unit Vocabulary

report, present, sequence, support, speak clearly, understand, topic, opinion, logical ideas, facts, descriptive details, main idea, theme

Next step, create assessments and engaging learning experiences

5th Grade Prioritized Standards

Content Area	ELA
Grade/Course	5th Grade
Unit of Study	Language
Duration of Unit	Ongoing

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSE5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. **Explain** the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. **Form** and **use** the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.
- c. **Use** verb tense and aspect to **convey** various times, sequences, states, and conditions.
- d. **Recognize** and **correct** inappropriate shifts in verb tense and aspect.
- e. **Use** correlative conjunctions (e.g., either/or, neither/nor)

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Demonstrate Explain Form and use Use Recognize and correct	<ul style="list-style-type: none"> ● Command of the conventions of Standard English grammar and usage when writing or speaking ● Function of conjunctions, prepositions, and interjections and their function in particular sentences ● Perfect verb aspects ● Verb tense and aspect to convey various times, sequences, states, and conditions ● Correlative conjunctions ● Inappropriate shifts in verb tense and aspect 	2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

<p>Students will</p> <ul style="list-style-type: none"> ● identify and explain the functions of conjunctions, prepositions, and interjections in a sentence ● identify and use correct verb tenses ● use correlative conjunctions correctly 	<ul style="list-style-type: none"> ● What is the function of prepositions? Explain. ● What is the function of conjunctions? Explain. ● What is the function of interjections? Explain. ● How are they (prepositions, conjunctions, interjections) similar? How are they different? ● What verb tense is being used? Why? ● Is your verb tense correct throughout your writing? ● Why does the verb tense change here? ● How do you use correlative conjunctions correctly?
Essential Unit Vocabulary	
<p>conventions correlative conjunctions prepositions interjections verb tense sequence</p>	
Next step, create assessments and engaging learning experiences	

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ELAGSE5L2: Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling, when writing .

- a. **Use** punctuation to separate items in a series.
- b. **Use** a comma to separate an introductory element from the rest of the sentence.
- c. **Use** a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- d. **Use** underlining, quotation marks, or italics to indicate titles of works.
- e. **Spell** grade-appropriate words correctly, consulting references as needed.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Demonstrate Use Spell	<ul style="list-style-type: none"> ● Command of conventions of Standard English capitalization, punctuation, and spelling, when writing ● Punctuation to separate items in a series ● Comma to separate an introductory element from rest of sentence ● Comma to set off words <i>yes/no</i> and to set off a tag question from rest of sentence ● Underlining, quotation marks, or italics to indicate titles of works ● Grade-appropriate words correctly, consulting references as needed 	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> ● use punctuation to separate items in a series ● use a comma to separate an introductory element from the rest of the sentence ● use a comma to set off the words <i>yes</i> or <i>no</i> and to set off a tag question from the rest of the sentence, and to 	<ul style="list-style-type: none"> ● Why is a comma needed in this sentence? ● How do you know when to use a comma? ● How do you use commas when you are using someone's name in a direct question? ● How are commas used in introductory elements? ● How do you correctly write titles? ● How do you decide what type of punctuation to use on a title? 	

indicate direct address

- **use underlining, quotation marks, or italics to indicate titles of works**
- **spell grade-appropriate words correctly, consulting references as needed**

Essential Unit Vocabulary

**conventions
punctuation
series
quotation marks
italics
references
introductory**

Next step, create assessments and engaging learning experiences

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<p>Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)</p>		
<p>ELAGSE5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Demonstrate or clarify	<ul style="list-style-type: none"> • Meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies • Context as a clue to the meaning of a word or phrase • Common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word • Reference materials, both print and digital, to find the pronunciation and meaning of key words and phrases 	2
Use		
Consult		
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> • use Greek and Latin affixes and roots to find the meaning of unknown words • use context clues to find the meaning of words • use a variety of reference material to clarify precise meaning and pronunciation of unknown words 		<ul style="list-style-type: none"> • What have you done already to determine the meaning of the word? • What clues helped you figure out the meaning of that word? • What does this phrase mean? • Are there roots, suffixes, or prefixes that you can use to help you? • What reference material can you use to find the meaning and pronunciation of this word?

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Essential Unit Vocabulary

Greek & Latin roots and affixes
Homophones/Homonyms
multiple meaning
context (cause/effect)
reference material
dictionaries
thesaurus
glossaries

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Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSE5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships.

- a. **Interpret** figurative language, including similes and metaphors, in context.
- b. **Recognize** and **explain** the meaning of common idioms, adages, and proverbs.
- c. **Use** the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Acquire and use appropriately Interpret Recognize and explain Use	<ul style="list-style-type: none"> ● Grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships ● Figurative language, including similes and metaphors, in context ● Meaning of common idioms, adages, and proverbs ● The relationship between particular words to better understand each of the words 	2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Students will

- use grade-appropriate academic words and phrases including *however, although, nevertheless, similarly, moreover, and in addition*

- What genres have you been reading?
- What sort of words have you noticed in those books?
- What special or repeated words have you found in your reading?
- Look for words that show that characters or events are different.
- Keep a list of transition words that you find. Try to include those in your next writing.

Essential Unit Vocabulary

**however
although
nevertheless
similarly
moreover
in addition
contrast**

logical relationships

Next step, create assessments and engaging learning experiences