

5th Grade ELA
2023 - 2024 NE CARES Pacing Guide
(updated 9/27/2023 - see items highlighted in yellow)

Resources Provided by NC Department of Public Instruction (NCDPI):

Unpacking Document	EOG/EOC Test Specifications	NC Check-Ins 2.0 Test Specifications	Released EOG/EOC	Standards Based Resources	Standards-Based Sentence Frames	K-12 Glossary
NC Standard Course of Study: 5th Grade ELA	NC Check-Ins 2.0 Information	NCTest Released Items (online practice)	NCDPI Vocabulary Resources and Activities	Text Selection Guide for Grades K-12	Supporting Learners: Scaffolds by Strand	Rethink ELA
5th Grade Learning Progressions	Literacy Instruction Standards	Sample Constructed Response Items	Standards-Based Question Stems			

Additional Resources:

ReadWorks	Nearpod	Padlet	Worksheet Works (cursive practice)	Quizlet
Kahoot	Quizizz	Genially	Jamboard	Florida Center for Reading Research (FCRR)
Edulastic				

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School Year at a Glance:

Domain/Cluster/Strand	Standards			
	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Reading for Informational Text	RI.5.1. RI.5.2 RI.5.3 RI.5.8 RI.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.8 RI.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.8 RI.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.8 RI. 5.9 RI.5.10
Reading Literature Text	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.6 RL.5.10	RL.5.2 RL.5.3 RL.5.4 RL.5.6 RL.5.10	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.6 RL.5.5 RL.5.10	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.6 RL.5.7 RL.5.9 RL.5.10
Reading Foundational Skills	RF. 5.4 RF.5.5	RF. 5.4 RF.5.5	RF. 5.4 RF.5.5	RF. 5.4 RF.5.5
Language	L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6 L.5a	L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6 L.5a L.4a	L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6 L.5a L.4a	L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6 L.5a L.4a
Writing	RF.5.2 (handwriting) W.5.1 W.5.2	RF.5.2 (handwriting) W.5.3 W.5.4	RF.5.2 (handwriting) W.5.5 W.5.6	RF.5.2 (handwriting)
Speaking and Listening	SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5	SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5	SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5	SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5
L1 – Grammar Continuum L2 - Conventions Continuum	Language Skill Parts of Speech			

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Unit/Module Pacing: 1st Nine Weeks

5th Grade will begin with teaching the RL first and interchanging with RI weekly. NC Check In 2.0 A focuses on the RLs . (2 RL text and 1 RI text) ; Suggested Timeline for NC Check-In 2.0 A: Administer End of 1st Nine Weeks

Number of Days	Name of Unit/Module	Pre-Requisites	Standards	Companion Standard	Academic Vocabulary	Instructional Resources
Week 1	Quoting from text Making inferences Literature Text	RL.4.1 Students should be able to specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. W.5.1 Write opinion pieces on topics or texts, supporting a point of views with reasons and information. RF.5.2 Create readable documents through legible handwriting (cursive). SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	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	informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation inference – a conclusion derived from logical reasoning following an investigation of available evidence	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR)  Passage to Fr... Graphic Organizers Marine Biology

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			<p>teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p> <p>Language</p> <ul style="list-style-type: none"> • Types of Sentences • Subject/ Predicate 			
Week 2	<p>Quoting from text</p> <p>Making inferences</p> <p>Informational Text</p>	<p>RI.4.1 Students should be able to specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text.</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>W.5.1</p> <p>Write opinion pieces on topics or texts, supporting a point of views with reasons and information.</p> <p>RF.5.2 Create readable documents through legible handwriting (cursive).</p> <p>SL.5.1 Engage</p>	<p>RI 5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing</p> <p>RL.5.3</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text</p> <p>Language Continuum</p> <p>Sentences</p> <p>Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Produce, expand, and rearrange</p>	<p>informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</p> <p>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation inference – a conclusion derived from logical reasoning following an investigation of available evidence</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Graphic Organizers</p> <p>Reading Center Activity</p>

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			effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly Language <ul style="list-style-type: none"> Commas/Conventions 	simple, compound, and complex sentences		
Week 3	Theme of a story, poem or drama Literature Text Defining unknown words and multi meaning words.	RL.4.2 Students establish the theme of a story, drama, or poem by carefully examining key details. Students provide a summary of the text by using key details. Students figure out and/or confirm the meaning of grade 4 words/phrases that are unfamiliar or have multiple	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. L.5.4 Determine and/or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5	RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.	drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account theme – the subject or underlying meaning that a literary text directly or	Freedom, Courage and Overcoming Adversity Graphic Organizers Roll and Answer Reading Center Activity Lesson Plan-RL.5.1 & RL.5.2

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		<p>meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:</p>	<p>reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of views with reasons and information.</p> <p>RF.5.2 Create readable documents through legible handwriting (cursive).</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p> <p>Language</p> <ul style="list-style-type: none"> • Plural Nouns 		<p>indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p> <p>context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it</p> <p>multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk)</p> <p>reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary</p> <p>word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)</p>	
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<p>Week 4</p>	<p>Main idea and supporting details</p> <p>Informational Text</p> <p>Understanding of figurative language.</p>	<p>RI.4.2 Students establish the theme of a story, drama, or poem by carefully examining key details. Students provide a summary of the text by using key details.</p> <p>L.4.5 Students show they understand figurative language and subtle differences in word meanings. • Students determine the meaning of simple similes and metaphors from context. (e.g. as pretty as a picture). • Students identify and explain the meaning of familiar idioms, adages, and proverbs.</p>	<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>L.5.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of views with reasons and information.</p> <p>RF.5.2 Create readable documents through legible handwriting (cursive).</p> <p>SL.5.1 Engage</p>	<p>RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.</p> <p>Language Continuum</p> <p>Verbs</p> <p>Form and use progressive verb tenses</p> <p>Use modal auxiliaries (such as may or must)</p> <p>Continue to form and use the perfect verb tenses</p> <p>Convey sense of various times, sequences, states, and conditions</p> <p>Recognize and correct inappropriate shifts in verb tense</p>	<p>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p> <p>summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account</p> <p>theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p> <p>figurative language – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.)</p> <p>idiom – a phrase or clause whose meaning is typically cultural and/or regional and cannot be determined by the</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>K-5 Informational Text</p> <p>Graphic Organizers</p>
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			<p>effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> • Collective Nouns • Review nouns 		<p>literal meaning of the individual words used (e.g., on pins and needles – to feel anxious or nervous about something)</p>	
Week 5	<p>Compare and Contrast characters, settings and events in a story or drama</p> <p>Literature Text</p>	<p>RL.4.3 Students thoroughly describe characters, settings, or events in a story or drama. They use specific details in a story or drama related to a character's thoughts, words, or actions.</p>	<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.</p> <p>W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>RF.5.2 Create readable documents through legible handwriting (cursive).</p>	<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Language Continuum</p> <p>Adjectives</p> <p>Form and use comparative and superlative adjectives and accurately choose which to use —adjective or adverb</p> <p>Order adjectives within sentences according to</p>	<p>compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>event – a thing that happens; an occurrence</p> <p>setting – the time and place of the action in a book, play, story, etc.</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>B. Hanes Text ...</p> <p>Graphic Organizers</p>

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				conventional patterns		
Week 6	Compare and Contrast characters, settings and events in a story or drama Informational Text	RI.4.3 Students thoroughly describe characters, settings, or events in a story or drama. They use specific details in a story or drama related to a character's thoughts, words, or actions.	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. W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly. RF.5.2 Create readable documents through legible handwriting (cursive). Language <ul style="list-style-type: none"> Verbs (Helping and linking) 	Adjectives Form and use comparative and superlative adjectives and accurately choose which to use —adjective or adverb Order adjectives within sentences according to conventional patterns	compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast , this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue event – a thing that happens; an occurrence setting – the time and place of the action in a book, play, story, etc.	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR)
Week 7	Meaning of words and phrases as used in a text.	RL.4.4 Students examine the text to understand the meaning of words	RL.5.4 Determine the meaning of words and phrases as they are used in a text,	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when	phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a	Question Answer Relationship (QAR) Florida Center for Reading Research

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	Literature Text	or phrases, using the context to inform their thinking. They examine specific words or phrases that impact the meaning or tone of the text.	<p>recognizing specific word choices that contribute to meaning and tone.</p> <p>W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>RF.5.2 Create readable documents through legible handwriting (cursive).</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly Language</p> <ul style="list-style-type: none"> • Direct/ Indirect Objects 	<p>drawing inferences from the text.</p> <p>Language Continuum</p> <p>Adverbs</p> <p>Form and use comparative and superlative adverbs Use relative adverbs</p>	<p>verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”) tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</p>	<p>(FCRR)</p> <p>Graphic Organizers</p>
Week 8	Point of view	RL.4.6	RL.5.6	RL.5.4	phrase(s) – a small group of	Question Answer

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	Literature Text	Students explain the similarities and differences in the point of view the narrator takes in different stories, including first and third-person narration.	<p>Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>RF.5.2 Create readable documents through legible handwriting (cursive).</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p> <p>Language</p> <ul style="list-style-type: none"> Run-on sentences/P hrases 	<p>Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.</p> <p>Language Continuum</p> <p>Adverbs</p> <p>Form and use comparative and superlative adverbs</p> <p>Use relative adverbs</p>	<p>words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "Running through the forest, she breathed in the fresh, crisp air.")</p> <p>tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</p>	<p>Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Graphic Organizers</p>
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Week 9	Using evidence to support points in a text Informational Text	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	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 point(s). RF.5.2 Create readable documents through legible handwriting (cursive). SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Language Continuum Nouns Use abstract nouns (such as courage) Continue to use regular and irregular plural nouns	evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR) Graphic Organizers
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Learning Targets for 1st Nine Weeks/Quarter 1:

Week/Day #	Daily Learning Target	How will the daily learning target be assessed?
Unit Title: Quoting from Text Making Inferences (RL.5.1)		

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Week 1: RL.5.1 Day 1	I can refer to details and examples in a text when drawing inferences from the text	Includes passage and graphic organizer .
Day 2	I can quote accurately from a text when explaining what the text says explicitly	Passage Exit Ticket: What is the author trying to convey? What direct quotes from the text support that?
Day 3	I can quote accurately from a text when drawing inferences from the text	Exit Ticket
Day 4	I can cite textual evidence to support analysis of inferences drawn from the text	Exit Ticket
Day 5	I can consistently demonstrates grade-level proficiency with an increasingly complex text (RL.5.10)	Schoolnet Assessment ; Answer Key
Unit Title: Quoting from Text Making Inferences (RI.5.1)		
Week 2: RI.5.1 Day 1	I can recognize the difference between details, examples, and quotes	Have students explain the differences on paper. Cite with evidence from the text.
Day 2	I can quote accurately from a text when explaining what the text says explicitly	Template
Day 3	I can accurately state from a text when drawing inferences from the text	Steph Curry (use the quiz on page 12)
Day 4	I can cite textual evidence to support analysis of what the text says explicitly	Includes passage and assessment Google Doc. Make a copy.
Unit Title: Theme of a story, poem or drama. Defining unknown words and multi meaning words. (RL.5.2)		
Week 3 RL.5.2 Day 1	I can determine a theme of a story, drama, or poem from details in the text	Exit Ticket
Day 2	I can identify when characters in a story or drama respond to challenges	Exit Ticket

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Day 3	I can determine how the speaker in a poem reflects upon a topic	Exit ticket: Respond to this question: How does the speaker in a poem demonstrate how she/he feels about the topic?
Day 4	I can summarize the text, using the theme and details from the text	Exit Ticket
Day 5	I can demonstrate grade-level proficiency with an increasingly complex text (RI.5.10)	Schoolnet ; Answer Key
Unit Title: Informational Text. Determine the main idea and supporting details; summarize. (RI.5.2)		
Week 4 RI.5.2 Day 1	I can determine two or more main ideas of a text	Readworks: Frida Kahlo: An Artist and Inspiration
Day 2	I can explain how the main ideas are supported by key details	Provide copies of a text for students to read closely. Students read the text in chunks, and at each chunk, ask the students what the main idea is. Students use highlighters to show the supporting details in the text.
Day 3	I can summarize the text, using the main ideas and the supporting key details	Super Summaries - Have students write a summary using page 3.
Day 4	I can determine how the main idea of a text is conveyed through particular details	Have students complete the graphic organizer for this passage .
Day 5	I can consistently demonstrates grade-level proficiency with an unfamiliar text (RI.5.10)	Schoolnet
Unit Title Compare and Contrast characters, settings and events in a story or drama (RL.5.3)		
Week 5 RL.5.3 Day 1	I can describe two or more characters, settings, or events in story or drama	Story Pieces ; Plot Graphic Organizers
Day 2	I can compare two or more characters, settings, or events in a story	Comparing Characters
Day 3	I can draw on specific details in a story or drama, when comparing two or more characters, settings, or events	Exit Ticket (Students must use quotes and/or details from the text in their <i>inside</i> portion of the Venn Diagrams.)
Day 4	I can identify specific details in a story or drama, when contrasting	Exit Ticket (Students must use quotes and/or details from the text in

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	two or more characters, settings, or events	their <i>outside</i> portions of the Venn Diagrams.)
Day 5	I can compare and contrast two or more characters, settings, or events in story or drama.	Schoolnet
Unit Title Explain the relationships or interactions between two or more individuals, events, ideas, or concepts (RI.5.3)		
Week 6 RI.5.3 Day 1	I can explain the relationships or interactions between events, individuals, ideas, or concepts in a historical text based on specific information in the text.	Schoolnet
Day 2	I can explain the relationships or interactions between events, individuals, ideas, or concepts in a scientific text based on specific information in the text.	Exit Ticket ; Passage
Day 3	I can explain the relationships or interactions between events, individuals, ideas, or concepts in a technical text based on specific information in the text.	Exit Ticket ; Passage
Day 4	I can demonstrate my knowledge of relationships or interactions between two or more events, individuals, ideas, or concepts in a text.	Schoolnet
Day 5	I can apply reading strategies to successfully explain the relationships or interactions between two or more events, individuals, ideas, or concepts in a text.	Exit Ticket : Students will determine the relationship between two or more events, individuals, ideas, or concepts and note those relationships in the correct graphic organizer .
Unit Title Meaning of words and phrases as used in a text. (RL.5.4)		
Week 7 RL.5.4 Day 1	I can determine the meaning of words as they are used in a text	Schoolnet
Day 2	I can determine the meaning of phrases as they are used in a text to better understand the text.	Exit Ticket ; Passage
Day 3	I can understand that words contribute to the meaning and tone of a text.	Exit Ticket ; Passage
Day 4	I can recognize the author's specific word choices that contribute	Exit Ticket ; Passage ; How do specific words and phrases the author

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	to the meaning of a text	chose influence the meaning of the text?						
Day 5	I can successfully analyze the impact of specific word choice on meaning in a text.	<p>Exit Ticket: <u>Passage</u>; Have students record the word or phrase on paper. Explain how the word or phrase impacts meaning from the text.</p> <table border="1"> <thead> <tr> <th>Word/Phrase</th><th>Context/Meaning</th><th>Impact</th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table>	Word/Phrase	Context/Meaning	Impact			
Word/Phrase	Context/Meaning	Impact						
Unit Title Point of View (RL.5.6)								
Week 8 RL.5.6 Day 1	I can identify the narrator's or speaker's point of view	<u>Comic Strip Activity</u>						
Day 2	I can describe the narrator's or speaker's point of view	<u>Exit Ticket</u> (Select a few)						
Day 3	I can describe how the narrator's or speaker's point of view influences how events are described in a text	<u>Schoolnet</u>						
Day 4	I can explain how an author develops the point of view of the narrator or speaker in a text	<p>Exit Ticket: The teacher reads aloud a text that has interesting perspectives and points of view. The teacher pauses at different points in the story and asks students to discuss with partners some of the following types of questions: Who is telling the story? How does this affect the events of the story? Why do you think the narrator described the events the way he/she did? This part of the story made me think/feel _____, because_____. Record notes from observations or collect student work. (Unpacking document)</p>						
Day 5	I can successfully demonstrate my knowledge of the narrator's or speaker's point of view in an unfamiliar text.	<u>Exit Ticket</u>						
Unit Title Using evidence to support points in a text (RI.5.8)								
Week 9 RI.5.8 Day 1	I can identify the reasons an author uses to support particular points in a text.	<u>Schoolnet</u>						
Day 2	I can explain how an author uses reasons to support particular points in a text	<u>Exit Ticket</u> ; (use these <u>passages</u>)						

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Day 3	I can identify which reasons support particular points in a text.	Readworks ; NewsELA
Day 4	I can identify which evidence supports particular points in a text.	Exit Ticket (use this article)
Day 5	I can distinguish between claims that are supported by reasons and evidence from claims that are not.	Exit Ticket: Passage : Which claims in the text are supported by reasons and evidence? Which are not?

Unit/Module Pacing: 2nd Nine Weeks

5th Grade will begin with teaching the RI first and interchanging with RL weekly. NC Check Ins 2.0 B focuses on the RIs . (2 RI text and 1 RL text) ; Suggested Timeline for NC Check-In 2.0 B: Administer End of 2nd Nine Weeks

Number of Days	Name of Unit/Module	Pre-Requisites	Standards	Companion Standard	Academic Vocabulary	Instructional Resources
Week 1	Quoting from text Making inferences Informational Text	RI.4.1 Students should be able to specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Language <ul style="list-style-type: none"> Pronouns (Subject & Object) 	RI.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation inference – a conclusion derived from logical reasoning following an investigation of available evidence	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR) K-5 Informational Text Graphic Organizers
Week 2	Quote accurately from the text Making Inferences Literary Text	RL.4.1 Students should be able to specify and point out details and examples from the text to support their explanations	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the	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	explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation inference – a conclusion derived from logical reasoning following an investigation of available	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR)

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		of what the text clearly states, as well as the conclusions they have made from the text.	text.		evidence	<u>Graphic Organizers</u>
Week 3	Main Idea and key details Summarize the text	<p>RI.4.2 Students establish the theme of a story, drama, or poem by carefully examining key details. Students provide a summary of the text by using key details.</p> <p>L.4.5 Students show they understand figurative language and subtle differences in word meanings. • Students determine the meaning of simple similes and metaphors from context. (e.g. as pretty as a picture). • Students identify and explain the meaning of familiar idioms, adages, and proverbs.</p>	<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>L.5.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Language</p>	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>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p> <p>summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account</p> <p>theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p> <p>figurative language – language that uses words and phrases to express a meaning that is different from the literal</p>	<p><u>Question Answer Relationship (QAR)</u></p> <p><u>Florida Center for Reading Research (FCRR)</u></p> <p><u>K-5 Informational Text</u></p> <p><u>Graphic Organizers</u></p> <p><u>Lesson Plan-RI.5.4 & RI.5.2</u></p>


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					<p>meaning (e.g., metaphor, allusion, etc.)</p> <p>idiom – a phrase or clause whose meaning is typically cultural and/or regional and cannot be determined by the literal meaning of the individual words used (e.g., on pins and needles – to feel anxious or nervous about something)</p>	
Week 4	Theme of a story, drama or poem	<p>RL.4.2 Students establish the theme of a story, drama, or poem by carefully examining key details. Students provide a summary of the text by using key details.</p> <p>L.4.4 Students figure out and/or confirm the meaning of grade 4 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several</p>	<p>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> <p>L.5.4 Determine and/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: context clues, word parts, word relationships,</p>	<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>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p> <p>summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account</p> <p>theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Graphic Organizers</p> <p>Freedom, Courage and Overcoming Adversity</p>

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		strategies:	and reference materials		<p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p> <p>context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it</p> <p>multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk)</p> <p>reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary</p> <p>word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)</p>	
<i>Week 5</i>	<p>Compare and Contrast characters, settings and events.</p> <p>Informational Text</p>	<p>RI.4.3 Students thoroughly describe characters, settings, or events in a story or drama. They use specific details in a story or drama related to a character's thoughts, words, or</p>	<p>RI.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p>	<p><i>Language Continuum</i></p> <p>Adjectives</p> <p>Form and use comparative and superlative adjectives and accurately choose which to use —adjective or adverb</p>	<p>compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p>

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		actions.		Order adjectives within sentences according to conventional patterns	drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue event – a thing that happens; an occurrence setting – the time and place of the action in a book, play, story, etc.	Graphic Organizers
Week 6	Compare and Contrast characters, settings and events. Literary Text	RL.4.3 Students thoroughly describe characters, settings, or events in a story or drama. They use specific details in a story or drama related to a character's thoughts, words, or actions.	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.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast , this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue event – a thing that happens; an occurrence setting – the time and place of the action in a book, play, story, etc.	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR) <div> B. Hanes Text ...</div> Graphic Organizers
Week 7	Language: Meaning of domain specific words	RI.4.4 Determine the meaning of general academic and	RI.5.4 Determine the meaning of general academic and	Language Continuum Commonly Confused Words (Homophones)	domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a	Question Answer Relationship (QAR)

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	Informational Text	domain specific words or phrases in a text relevant to a grade 4 topic or subject area.	domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Correctly use frequently confused words (such as to, two, too)	particular subject or discipline that are not typically used during informal conversation general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) topic – the subject or matter being discussed or written about in a text, speech, etc.	Florida Center for Reading Research (FCRR) Graphic Organizers
Week 8	Point of View	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. Language Continuum Verbs Form and use progressive verb tenses Use modal auxiliaries (such as may or must) Continue to form and use the perfect verb tenses	describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account event – a thing that happens; an occurrence point of view – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR) Graphic Organizers

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				<p>Convey sense of various times, sequences, states, and conditions</p> <p>Recognize and correct inappropriate shifts in verb tense</p>		
Week 9	Author's Reasons and Evidence	<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</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 point(s).</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>Language Continuum</p> <p>Nouns Use abstract nouns (such as courage)</p> <p>Continue to use regular and irregular plural nouns</p>	<p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Graphic Organizers</p>

Learning Targets for 2nd Nine Weeks/Quarter 2:

Week/Day #	Daily Learning Target	How will the daily learning target be assessed?
Unit Title Quoting from Text. Making Inference (RI.5.1)		
Week 1 RI.5.1 Day 1	I can refer to details and examples in a text when explaining what the text says explicitly	<p>Exit ticket:</p> <ul style="list-style-type: none"> Explain the difference between explicit and implicit information.

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		<ul style="list-style-type: none"> • Provide an example of how you used explicit information to make an inference. • Explain how to use details and examples to support your inferences.
Day 2	I can refer to details and examples in a text when drawing inferences from the text	Exit Ticket Inferences Worksheet 1 Reading Activity
Day 3	I can quote accurately from a text when explaining what the text says explicitly	Exit Ticket
Day 4	I can quote accurately from a text when drawing inferences from the text	Exit Ticket
Day 5	<i>I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task</i>	Exit Ticket
Unit Title Quoting from Text Making Inference (RL.5.1)		
Week 2 RL.5.1 Day 1	I can recognize the difference between details, examples, and quotes	Exit Ticket <ul style="list-style-type: none"> • Give an example of a detail from a text. • Give an example of an example from a text. • Give an example of a quote from a text. • How are details, examples, and quotes used to support the main idea of a text?
Day 2	I can quote accurately from a text when explaining what the text says explicitly	Exit Ticket
Day 3	I can quote from a text when drawing inferences from the text	Exit Ticket
Day 4	I can consistently demonstrate RL.5.1 grade-level proficiency with an increasingly complex text and/or task	Exit Ticket
Day 5	I can cite textual evidence to support analysis of what the text says explicitly	Exit Ticket

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<i>Unit Title Main Ideas and Key Details/Summarize Text (RI.5.2)</i>		
Week 3 RI.5.2 Day 1	I can determine two or more main ideas of a text	Exit Ticket
Day 2	I can explain how the main ideas are supported by key details	Exit Ticket
Day 3	I can summarize the text, using the main ideas and the supporting key details	Reading Passage
Day 4	I can determine how the central idea of a text is conveyed through particular details	Exit Ticket Reading Passage
Day 5	I can demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task	Assessment Passage
<i>Unit Title Theme of a story, drama or poem (RL.5.2)</i>		
Week 4 RL.5.2 Day 1	I can determine a theme of a story, drama, or poem from details in the text	Exit Ticket Poem-Theme
Day 2	I can identify when characters in a story or drama respond to challenges	Exit Ticket
Day 3	I can determine how characters in a story or drama respond to challenges	Theme Reading Passage
Day 4	I can summarize the text, using the theme and details from the text	Exit Ticket
Day 5	I can determine how a theme of an text is conveyed through particular details	Exit Ticket
<i>Unit Title Compare and Contrast characters, settings and events. (RI.5.3)</i>		

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Week 5 RI.5.3 Day 1	I can Identify the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text in a text (Teacher determine the text whether historical, scientific or technical)	Exit Ticket
Day 2	I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text in a text (Teacher determine the text whether historical, scientific or technical)	Exit Ticket
Day 3	I can analyze in detail how a key individual, event, or idea is introduced in a text	Exit Ticket
Day 4	I can analyze in detail how a key individual, event, or idea is elaborated in a text	Exit Ticket
Day 5	I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	Exit Ticket
Unit Title Compare and Contrast characters, settings and events. (RL.5.3)		
Week 6 RL.5.3 Day 1	I can describe two or more characters, settings, or events in story or drama	Exit Ticket
Day 2	I can compare two or more characters, settings, or events in a story or drama	Exit Ticket Reading Passage
Day 3	I can contrast two or more characters, settings, or events in a story or drama	Exit Ticket
Day 4	I can draw on specific details in a story or drama, when comparing or contrasting two or more characters, settings, or events	Exit Ticket
Day 5	I can describe how a particular story's or drama's plot unfolds in a series of episodes	Exit Ticket
Unit Title Meaning of domain specific words (RI.5.4)		

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Week 7 RI.5.4 Day 1	I can identify domain-specific academic words in a text relevant to a grade 5 topic or subject area	Exit Ticket
Day 2	I can determine the meaning of general academic words in a text	Exit Ticket
Day 3	I can determine the meaning of general academic phrases in a text relevant to a grade 5 topic or subject area	Exit Ticket
Day 4	I can determine the meaning of words and phrases as they are used in a text	Schoolnet
Day 5	I can analyze the impact of a specific word choice on meaning	Schoolnet
Unit Title Point of View		
Week 8 RL.5.6 Day 1	I can identify the narrator's or speaker's point of view	Exit Ticket
Day 2	I can describe the narrator's or speaker's point of view	Exit Ticket
Day 3	I can describe how the narrator's or speaker's point of view influences how events are described	Exit Ticket
Day 4	I can explain how an author develops the point of view of the narrator or speaker in a text	Exit Ticket
Day 5	I can demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task	Readworks
Unit Title Author's Reasons and Evidence (RI.5.8)		
Week 9 RI.5.8 Day 1	I can identify the reasons an author uses to support particular points in a text	Exit Ticket
Day 2	I can identify evidence the author uses to support particular points in a text	Exit Ticket

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Day 3	I can explain how an author uses reasons to support particular points in a text	Exit Ticket
Day 4	I can Identify which reasons or evidence supports which point(s)	Exit Ticket
Day 5	I can distinguish claims that are supported by reasons and evidence from claims that are not	Exit Ticket

Unit/Module Pacing: 3rd Nine Weeks

5th Grade will begin with teaching the RL first and interchanging with RI weekly. NC Check In 2.0 A focuses on the RLs . (2 RL text and 1 RI text) ; Suggested Timeline for NC Check-In 2.0 C: Administer End of 3rd Nine Weeks

Number of Days	Name of Unit/Module	Pre-Requisites	Standards	Academic Vocabulary	Instructional Resources	
Week 1	Poetry	RL.4.5 <i>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</i>	RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem. W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. SL.5.3 Summarize the points a speaker	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. L.5.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	chapter – the main division within a book drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) stanza – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR) Message in Poetry Lesson Graphic Organizers

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			<p>makes and explain how each claim is supported by reasons and evidence.</p> <p>RF.5.5 Read with sufficient accuracy and fluency to support comprehension</p> <p>Language</p> <ul style="list-style-type: none"> Pronouns (Subject & Object) 	<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>		
Week 2	Compare and Contrast of overall structures in text	RI.4.5 <i>Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</i>	<p>RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>SL.5.3 Summarize the points a speaker makes and explain</p>	L.5.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account event – a thing that happens; an occurrence	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Message in Poetry Lesson</p> <p>Graphic Organizers</p>

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			<p>how each claim is supported by reasons and evidence.</p> <p>RF.5.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Language</p> <ul style="list-style-type: none"> Verbs (Present, Future) 			
Week 3	<p>Compare and Contrast Characters</p> <p>Literary Text</p>	<p>RL.4.3 <i>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</i></p>	<p>RL.5.3 <i>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</i></p> <p>W.5.5 <i>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</i></p> <p>SL.5.3 <i>Summarize the points a speaker makes and explain</i></p>	<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>L.5.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs</p>	<p>compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>event – a thing that happens; an occurrence</p> <p>setting – the time and place of the action in a book, play, story, etc.</p>	<p>NC Grade 5 Reading Portfolio Passages</p> <p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Message in Poetry Lesson</p> <p>Graphic Organizers</p>

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			<p><i>how each claim is supported by reasons and evidence.</i></p> <p>RF.5.5 Read with sufficient accuracy and fluency to support comprehension.</p>			
Week 4	<p>Compare and Contrast Characters</p> <p>Informational Text</p>	<p>RI.4.3 <i>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i></p>	<p>RI.5.3 <i>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.</i></p> <p>W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>RF.5.5 Read with sufficient accuracy and fluency to support</p>	<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</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>compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>event – a thing that happens; an occurrence</p> <p>setting – the time and place of the action in a book, play, story, etc.</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Graphic Organizers</p>

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			comprehension. SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
Week 5	Meaning of words and phrases as used in a text.	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.	RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone W.5.6 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. RF.5.5 Read with sufficient accuracy and fluency to support comprehension.	RI 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area Adverbs Form and use comparative and superlative adverbs Use relative adverbs	phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “ Running through the forest , she breathed in the fresh, crisp air.”) tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR) Graphic Organizers

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			<p>SL.5.3 Summarize the points a speaker makes and explain <i>how each claim is supported by reasons and evidence.</i></p> <p>Language</p>			
Week 6	Meaning of words and phrases as used in a text.	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<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>W.5.6 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>RF.5.5 Read with sufficient accuracy and fluency to support comprehension.</p>	RI 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area	<p>domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</p> <p>general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Graphic Organizers</p>

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			SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
<i>Week 7</i>	Point of view Literature Text	RL.4.6 Students explain the similarities and differences in the point of view the narrator takes in different stories, including first and third-person narration.	.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. W.5.6 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. RF.5.5 Read with sufficient accuracy and fluency to support comprehension.	RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. Adverbs Form and use comparative and superlative adverbs Use relative adverbs	phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “ Running through the forest , she breathed in the fresh, crisp air.”) tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR) NC Grade 5 Reading Portfolio Passages Graphic Organizers

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			<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Language</p>			
Week 8	Similarities and Differences in Point of View	<i>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</i>	<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>W.5.6 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>RF.5.5 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <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.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p>

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			SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Language			
Week 9	Using evidence to support points in a text Informational Text	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	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 point(s). W.5.6 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. RF.5.5 Read with sufficient accuracy and	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Nouns Use abstract nouns (such as courage) Continue to use regular and irregular plural nouns	evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR) Graphic Organizers

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			fluency to support comprehension. SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
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Learning Targets for 3rd Nine Weeks/Quarter 3:

Week/Day #	Daily Learning Target	How will the daily learning target be assessed?
Unit Title: Poetry (RL.5.5)		
Week 1 RL.5.5 Day 1	I can identify the overall structure of a particular story, drama, or poem	Exit Ticket : Fold a piece of paper in half. Record textual evidence on one side. Explain how the evidence helps to determine the text structure.
Day 2	I can determine how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem	Exit Ticket
Day 3	I can explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem	Exit Ticket
Day 4	I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text	Exit Ticket
Day 5	I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	Exit Ticket
Unit Title: Compare and Contrast of overall structures in text (RI.5.5)		
Week 2 RI.5.5	I can identify the overall structure of events, ideas, concepts, or information in	Exit Ticket : Use a Venn diagram to compare and

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Day 1	two different texts	contrast the structures of the two articles, and then briefly explain why the authors chose the structures that they used. (unpacking document)
Day 2	I can describe the overall structure of events, ideas, concepts, or information of each text	Exit Ticket: Use a Venn diagram to compare and contrast the structures of the two articles, and then briefly explain why the authors chose the structures that they used. (unpacking document)
Day 3	I can compare the overall structure of events, ideas, concepts, or information in two or more texts	Exit Ticket: Use a Venn diagram to compare and contrast the structures of the two articles, and then briefly explain why the authors chose the structures that they used. (unpacking document)
Day 4	I can contrast the overall structure of events, ideas, concepts, or information in two or more texts	Exit Ticket: Use a Venn diagram to compare and contrast the structures of the two articles, and then briefly explain why the authors chose the structures that they used. (unpacking document)
Day 5	I can demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task	Schoolnet
Unit Title: Compare and Contrast Characters (RL.5.3)		
Week 3 RL.5.3 Day 1	I can describe two or more characters, settings, or events in story or drama	Exit Ticket
Day 2	I can compare and contrast two or more characters, settings, or events in story or drama	Exit Ticket Comparing and Contrasting Characters in Drama Selection
Day 3	I can draw on specific details in a story or drama, when comparing two or more characters, settings, or events	Drama Selection
Day 4	I can draw on specific details in a story or drama, when contrasting two or more characters, settings, or events	Exit Ticket Complete the Venn Diagram. Use the information to write a few paragraphs describing characters, settings, or events.
Day 5	I can describe how the characters respond or change as the plot moves toward a resolution.	Independent Practice Selection

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	(RI.5.3)	
Unit Title: Compare and Contrast Characters		
Week 4 RI.5.3	I can determine the type of text they are reading, such as historical, scientific, or technical, and adjust my strategies to determine connections between multiple people, events, ideas, and concepts.	Quizizz
Day 1	I can Identify the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text in a text.	Exit Ticket
Day 2	I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text in a text.	Science Selection
Day 3	I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text in a text.	Historical Selection
Day 4	I can analyze in detail how a key individual, event, or idea is elaborated in a text.	Exit Ticket
Day 5	I can demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task	Exit Ticket
Unit Title: Meaning of words and phrases as used in a text (RL.5.4)		
Week 5 RL.5.4	I can determine the meaning of words and phrases as they are used in a text.	Quiz
Day 1		
Day 2	I can understand that words can contribute to the meaning of the text.	Exit Ticket
Day 3	I can recognize specific word choices that contribute to meaning.	Exit Ticket
Day 4	I can analyze the impact of a specific word choice on meaning.	Text Exit Ticket

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Day 5	<i>I can demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task.</i>	Schoolnet
Unit Title: Meaning of words and phrases as used in a text (RI.5.4)		
Week 6 RI.5.4 Day 1	I can identify domain-specific academic words in a text relevant to a grade 5 topic or subject area	Exit Ticket
Day 2	I can determine the meaning of domain-specific words in a text	Exit Ticket
Day 3	I can determine the meaning of words as they are used in a text	Exit Ticket
Day 4	I can analyze the impact of a specific word choice on meaning	Exit Ticket
Day 5	I can demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task	Exit Ticket
Unit Title Point of View (RL.5.6)		
Week 7 RL.5.6 Day 1	I can identify the narrator's or speaker's point of view	Schoolnet
Day 2	I can describe the narrator's or speaker's point of view	Exit Ticket
Day 3	I can describe how the narrator's or speaker's point of view influences how events are described	Exit Ticket
Day 4	I can explain how an author develops the point of view of the narrator or speaker in a text	Exit Ticket
Day 5	I can demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task	Readworks
Unit Title: The Author's Point of View (RL.5.6)		
Week 8 RL.5.6 Day 1	I can identify the points of view represented in each account in the text	Exit Ticket
Day 2	I can analyze multiple accounts of the same event or topic	Exit Ticket Group Activity

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Day 3	I can identify important similarities/ differences in the point of view they represent	Exit Ticket
Day 4	I can determine an author's point of view or purpose in a text	Exit Ticket
Day 5	I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	Exit Ticket
Unit Title: Using evidence to support points in a text (RI.5.8)		
Week 9 RI.5.8 Day 1	I can identify the reasons an author uses to support particular points in a text	Box & Bullets Exit Ticket
Day 2	I can identify evidence the author uses to support particular points in a text	Box & Bullets Exit Ticket
Day 3	I can explain how an author uses reasons to support particular points in a text	Exit Ticket
Day 4	I can Identify which reasons support which point(s) in the text	Box & Bullets Exit Ticket
Day 5	I can distinguish claims that are supported by reasons and evidence from claims that are not	Exit Ticket

Unit/Module Pacing: 4th Nine Weeks

Number of Days	Name of Unit/Module	Pre-Requisites	Standards	Complementary Standards (consider spiraling)	Academic Vocabulary	Instructional Resources
Week 1 RL.5.1/RL.5.3	Quote accurately from text Draw inference Compare and	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2 Days RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation inference – a conclusion derived from logical reasoning following an investigation of available evidence	NC Grade 5 Reading Portfolio Passages Question Answer Relationship (QAR) Florida Center for Reading Research

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	Contrast characters, settings or events	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	2 Days 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. L.5.5 Demonstrate understanding of figurative language and nuances in word meanings. Combine standards on the last day		compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast , this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue event – a thing that happens; an occurrence setting – the time and place of the action in a book, play, story, etc.	(FCRR) Graphic Organizers
Week 2 RL.5.2 RL.5.5 L.5.5	Theme Poetry Text Structures Definition of unfamiliar	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a 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. RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a	RL.5.10 By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account theme – the subject or	Question Answer Relationship (QAR) Florida Center for Reading Research (FCRR) Message in Poetry Lesson Graphic Organizers

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	words		<p>particular story, drama, or poem.</p> <p>SL.5.4 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; adapt speech to a variety of contexts and tasks.</p> <p>L.5.5 Demonstrate understanding of figurative language and nuances in word meanings.</p>		<p>underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message topic – the subject or matter being discussed or written about in a text, speech, etc.</p> <p>chapter – the main division within a book drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) stanza – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing</p>	
<p><i>Week 3</i></p> <p>RL.5.4 RI.5.4 RL.5.6 L.5.4</p>	<p>Meaning of words and phrases as used in a text.</p> <p>Point of View</p>	<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone</p>	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that</p>	<p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.</p>	<p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p>

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	<p>Definition of unfamiliar words</p>	<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations</p> <p>RI.4.4 Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>contribute to meaning and tone.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</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>L.5.4 Determine and/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: context clues, word parts, word relationships, and reference materials.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate</p>		<p>forest, she breathed in the fresh, crisp air.") \</p> <p>tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</p>	<p><u>Graphic Organizers</u></p>
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			facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.			
<p><i>Week 4</i></p> <p><i>RL.5.5</i> <i>RI.5.5</i> <i>RL.5.3</i> <i>L.5.4</i></p>	<p>Text Structure</p> <p>Compare and Contrast characters, settings or events in a story</p> <p>Definition of unfamiliar words</p>	<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</p>	<p>RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.</p> <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</p> <p>RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>L.5.4 Determine and/or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range</p>	<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>chapter – the main division within a book drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) stanza – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing from which one relates the events of a story or makes an argument topic – the subject or matter being discussed or written about in a text, speech, etc.</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Graphic Organizers</p>

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			<p>of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>SL.5.4 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; adapt speech to a variety of contexts and tasks.</p>			
<p><i>Week 5</i> RL.5.6/RI.5.6/RL.5.1 / L.5.4</p>	<p>Point of View</p> <p>Quote accurately from Text</p> <p>Inferencing</p> <p>Figurative Language</p>	<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</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>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when</p>	<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>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>point of view – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Graphic Organizers</p>

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			<p>drawing inferences from the text.</p> <p>SL.5.4 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; adapt speech to a variety of contexts and tasks.</p> <p>L.5.5 Demonstrate understanding of figurative language and nuances in word meanings.</p>			
<p><i>Week 6</i> <i>Review of</i> <i>Previously taught</i> <i>Standards</i> <i>RI.5.8/RI.5.2/L.5.4</i></p>	<p>Text Evidence</p> <p>Summarize Text</p> <p>Definition of unfamiliar words</p>	<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</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 point(s).</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize</p>	<p>RI.5.10 By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI.5.7 Draw on information from multiple print or digital</p>	<p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Graphic Organizers</p>

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			<p>the text.</p> <p>L.5.4 Determine and/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: context clues, word parts, word relationships, and reference materials.</p> <p>SL.5.4 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; adapt speech to a variety of contexts and tasks.</p>	<p>sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.</p>		
<p><i>Week 7</i> <i>Review of</i> <i>Previously taught</i> <i>Standards</i></p> <p>RI.5.1 & RL 5.1</p>	<p>Inferences</p> <p>Interactions between two or more individuals, events or ideas</p>	<p>RI.4.1 & RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences</p>	<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.1 Quote accurately from a</p>	<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>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</p> <p>inference – a conclusion derived from logical reasoning following an investigation of available evidence</p>	<p>Question Answer Relationship (QAR)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Graphic Organizers</p>

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RI.5.3 RL.5.4 SL.5.2		<p>from the text.</p> <p>RI 4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.</p>	<p>text when explaining what the text says explicitly and when drawing inferences from the text.</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>RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.</p>	<p>RI 5.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>quote-to repeat words, phrases or information from a passage or selection exactly.</p> <p>event – a thing that happens; an occurrence</p> <p>historical text-a selection/text about important people, places, events, and dates from the past.</p> <p>scientific text- a selection/text written to give facts, ideas, concepts, and procedures about how the parts of the word work.</p> <p>technical text -a selection/text written for the purpose of learning more about a subject, to explain how to do something or accomplish a goal.</p>	<p><u>Lesson Plan-RI.5.1, RI.5.3 & RI. 5.5</u></p>
Week 8-9	EOG Testing Window (typically reserved for last 10 days of school year)					

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Learning Targets for 4th Nine Weeks/Quarter 4:

Week/Day #	Daily Learning Target	How will the daily learning target be assessed?
Unit Title	<i>Quote accurately from text/ Draw inference & Compare and Contrast characters, settings or events (RL.5.1/RL.5.3)</i>	
Week 1 Day 1 RL.5.1/RL.5.3	<i>I can quote accurately from a text when explaining what the text says explicitly</i>	Exit Ticket
Day 2	I can quote accurately from a text when drawing inferences from the text	Exit Ticket
Day 3	I can draw on specific details in a story or drama, when comparing two or more characters, settings, or events	Exit Ticket
Day 4	I can draw on specific details in a story or drama, when contrasting two or more characters, settings, or events	Exit Ticket
Day 5	I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	Exit Ticket
Unit Title: Theme/ Poetry/ Text Structure & Definition of unfamiliar words (RL.5.2/RL.5.5)		
Week 2 RL.5.2 RL.5.5 Day 1	<i>I can summarize the text, using the theme and details from the text</i>	Exit Ticket
Day 2	I can provide a summary of the text distinct from personal opinions or judgments	Exit Ticket
Unit Title: Meaning of words and phrases as used in a text/ Point of View (RL.5.4/RL.5.6)		
Day 3	I can determine how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem	Exit Ticket
Day 4	I can explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem	Exit Ticket

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Day 5	I can demonstrates grade-level proficiency with increasingly complex texts	Exit Ticket
<i>Unit Title: Meaning of words and phrases as used in a text./Point of View (L.5.4, RI.5.4, RL.5.6)</i>		
Week 3 RL.5.4 RI.5.4 RL.5.6 Day 1	I can recognizing specific word choices that contribute to meaning	Exit Ticket
Day 2	I can determine the meaning of general academic words in a text	Exit Ticket
Day 3	I can describe the narrator's or speaker's point of view	Exit Ticket https://www.k5learning.com/vocabulary-worksheets/fifth-grade-5/context-clues
Day 4	I can describe how the narrator's or speaker's point of view influences how events are described	Exit Ticket
Day 5	I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	Exit Ticket
<i>Unit Title: Text Structure/Compare and Contrast characters, settings or events in a story/Definition of unfamiliar words (RL.5.5, RI.5.5, RL.5.3)</i>		
Week 4 RL.5.5 RI.5.5 RL.5.3 Day 1	I can determine how chapters,scenes, or stanzas provide the overall structure of a particular story, drama, or poem	Exit Ticket
Day 2	I can describe the overall structure of events, ideas, concepts, or information of each text	Exit Ticket
Day 3	I can describe two or more characters, settings, or events in story or drama	Exit Ticket
Day 4	I can draw on specific details in a story or drama, when comparing or contrasting two or more characters, settings, or events	Exit Ticket
Day 5 RL.5.6/RI.5.6/RL.5.1	I can demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task	Exit Ticket

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Unit Title: Point View of & Context Clues (RL.5.6/L.5.5)		
Week 5- Day 1	I can describe how the narrator's or speaker's point of view influences how events are described	Exit Ticket
Day 2	I can identify the points of view represented in each account	Exit Ticket
Day 3	I can note important similarities and differences in the point of view they represent	Exit Ticket
Day 4	I can quote accurately from a text when drawing inferences from the text	Exit Ticket
Day 5	I can demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task	Exit Ticket
Week 6 Day 1 RI.5.8/RI.5.2	I can identify evidence the author uses to support particular points in a text	Exit Ticket
Day 2	I can explain how an author uses reasons and evidence to support particular points in a text	Exit Ticket
Day 3	I can explain how the main ideas are supported by key details	Exit Ticket
Day 4	I can summarize the text, using the main ideas and the supporting key details	Exit Ticket
Day 5	I can consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	Exit Ticket
Unit Title: Quote Text Evidence/Explain Text Relationships (RL.5.1, RI.5.1, RI.5.3, RL.5.4)		
Week 7 RL.5.1, RI.5.1 RI.5.3, RL.5.4 Day 1	<i>I can quote accurately from a text when explaining what the text says explicitly</i>	Exit Ticket
Day 2	<i>I can refer to details and examples in a text when explaining what the text says explicitly</i>	Exit Ticket
Day 3	<i>I can identify the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical,</i>	Exit Ticket

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	<i>scientific, or technical text in a text</i>	
Day 4	<i>I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text in a text</i>	Exit Ticket
Day 5	<i>I can determine the meaning of unknown words and phrases based on grade-level reading and content</i>	Exit Ticket
Weeks 8-9	<i>Learning targets for review days may vary depending on student needs. It is best practice to personalize learning targets for student groups based on data. Review and EOG testing (typically reserved for last days of school testing)</i>	