

**5th Grade ELA**  
**2023 - 2024 NE CARES Pacing Guide**  
**(updated 10/17/2023 - see items highlighted in yellow)**

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

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

**Additional Resources:**

<a href="#">ReadWorks</a>	<a href="#">Nearpod</a>	<a href="#">Padlet</a>	<a href="#">Worksheet Works (cursive practice)</a>	<a href="#">Quizlet</a>
<a href="#">Kahoot</a>	<a href="#">Quizizz</a>	<a href="#">Genially</a>	<a href="#">Jamboard</a>	<a href="#">Florida Center for Reading Research (FCRR)</a>
<a href="#">Edulastic</a>				

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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
<b>Reading for Informational Text</b>	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
<b>Reading Literature Text</b>	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.6 RL.5.10	<b>RL.5.1</b> RL.5.2 RL.5.3 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
<b>Reading Foundational Skills</b>	RF. 5.4 RF.5.5	RF. 5.4 RF.5.5	RF. 5.4 RF.5.5	RF. 5.4 RF.5.5
<b>Language</b>	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
<b>Writing</b>	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)
<b>Speaking and Listening</b>	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
<b>L1 – Grammar Continuum L2 - Conventions Continuum</b>	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
<b>Week 1</b>	<b>Quoting from text Making inferences  Literature Text</b>	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.	<b>RL.5.1</b> Quote accurately from a text when explaining what the text says <b>explicitly</b> and when drawing <b>inferences</b> from the text.  <b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of views with reasons and information.  <b>RF.5.2</b> Create readable documents through legible handwriting (cursive).  <b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in	<b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text	<b>informational text</b> – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)  <b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation <b>inference</b> – a conclusion derived from logical reasoning following an investigation of available evidence	<a href="#">Question Answer Relationship (QAR)</a>  <a href="#">Florida Center for Reading Research (FCRR)</a>   Passage to Fr...  <a href="#">Graphic Organizers</a>  <a href="#">Marine Biology</a>

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

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			<b>SL.5.1</b> 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 <b>Language</b> <ul style="list-style-type: none"> <li>Commas/Conventions</li> </ul>	expand, and rearrange simple, compound, and complex sentences		
<b>Week 3</b>	<b>Theme of a story, poem or drama</b>  <b>Literature Text</b>  <b>Defining unknown words and multi meaning words.</b>	<b>RL.4.2</b> 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	<b>RL.5.2</b> 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.  <b>L.5.4</b> Determine and/or clarify the meaning of unknown and multiple meaning words and phrases	<b>RL.5.5</b> Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.	<b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue  <b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)  <b>summary/summarize</b> – a brief statement of the main points of a larger work or text; the act of providing such a statement or account  <b>theme</b> – the subject or underlying meaning that a	<a href="#">Freedom, Courage and Overcoming Adversity</a>  <a href="#">Graphic Organizers</a>  <a href="#">Roll and Answer Reading Center Activity</a>  <a href="#">Lesson Plan-RL.5.1 &amp; RL.5.2</a>

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		<p>have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:</p>	<p>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><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of views with reasons and information.</p> <p><b>RF.5.2</b> Create readable documents through legible handwriting (cursive).</p> <p><b>SL.5.1</b> 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><b>Language</b></p> <ul style="list-style-type: none"> <li>• Plural Nouns</li> </ul>		<p>literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message</p> <p><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p> <p><b>context clues</b> – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it</p> <p><b>multiple-meaning words and phrases</b> – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk)</p> <p><b>reference materials</b> – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary</p> <p><b>word relationship</b> – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)</p>	
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<p><b>Week 4</b></p>	<p><b>Main idea and supporting details</b></p> <p><b>Informational Text</b></p> <p><b>Understanding of figurative language.</b></p>	<p><b>RI.4.2</b> 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><b>L.4.5</b> 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><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>L.5.5</b> 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><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of views with reasons and information.</p> <p><b>RF.5.2</b> Create readable documents through legible handwriting (cursive).</p> <p><b>SL.5.1</b> Engage</p>	<p><b>RL.5.5</b> Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.</p> <p><b>Language Continuum</b></p> <p><b>Verbs</b></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><b>drama</b> – 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><b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p> <p><b>summary/summarize</b> – a brief statement of the main points of a larger work or text; the act of providing such a statement or account</p> <p><b>theme</b> – 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><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p> <p><b>figurative language</b> – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.)</p> <p><b>idiom</b> – a phrase or clause whose meaning is typically cultural and/or regional and cannot be determined by the</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">K-5 Informational Text</a></p> <p><a href="#">Graphic Organizers</a></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"> <li>• Collective Nouns</li> <li>• Review nouns</li> </ul>		<p>literal meaning of the individual words used (e.g., on pins and needles – to feel anxious or nervous about something)</p>	
<b>Week 5</b>	<p><b>Compare and Contrast characters, settings and events in a story or drama</b></p> <p><b>Literature Text</b></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><b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p><b>W.5.2</b> Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RF.5.2</b> Create readable documents through legible handwriting (cursive).</p>	<p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says <b>explicitly</b> and when drawing <b>inferences</b> from the text.</p> <p><b>Language Continuum</b></p> <p><b>Adjectives</b></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><b>compare</b> – 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 <b>contrast</b>, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p><b>drama</b> – 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><b>event</b> – a thing that happens; an occurrence</p> <p><b>setting</b> – the time and place of the action in a book, play, story, etc.</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><b>B. Hanes Text ...</b></p> <p><a href="#">Graphic Organizers</a></p>



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				conventional patterns		
<b>Week 6</b>	<p><b>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts</b></p> <p><b>Informational Text</b></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 actions.</p>	<p><b>RI.5.3</b> 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><b>W.5.2</b> Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RF.5.2</b> Create readable documents through legible handwriting (cursive).</p> <p>Language</p> <ul style="list-style-type: none"> <li>Verbs (Helping and linking)</li> </ul>	<p><b>Adjectives</b></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 conventional patterns</p>	<p><b>compare</b> – 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 <b>contrast</b>, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p><b>drama</b> – 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><b>event</b> – a thing that happens; an occurrence</p> <p><b>setting</b> – the time and place of the action in a book, play, story, etc.</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p>
<b>Week 7</b>	<p><b>Meaning of words and phrases as used in a text.</b></p>	<p>RL4.4 Students examine the text to understand the meaning of words</p>	<p><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text,</p>	<p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says <b>explicitly</b> and when</p>	<p><b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research</a></p>

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	<b>Literature Text</b>	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><b>W.5.2</b> Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RF.5.2</b> Create readable documents through legible handwriting (cursive).</p> <p><b>SL.5.1</b> 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"> <li>• Direct/ Indirect Objects</li> </ul>	<p>drawing <b>inferences</b> from the text.</p> <p><b>Language Continuum</b></p> <p><b>Adverbs</b></p> <p>Form and use comparative and superlative adverbs Use relative adverbs</p>	<p>verb would constitute a clause (e.g., “<b>Running through the forest</b>, she breathed in the fresh, crisp air.”)</p> <p><b>tone</b> – 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><a href="#">(FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>
<b>Week 8</b>	<b>Point of view</b>	RL.4.6	<b>RL.5.6</b>	<b>RL.5.4</b>	<b>phrase(s)</b> – a small group of	<a href="#">Question Answer</a>

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	<b>Literature Text</b>	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><b>W.5.2</b> Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RF.5.2</b> Create readable documents through legible handwriting (cursive).</p> <p><b>SL.5.1</b> 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><b>Language</b></p> <ul style="list-style-type: none"> <li>Run-on sentences/P hrases</li> </ul>	<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><b>Language Continuum</b></p> <p><b>Adverbs</b></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., "<b>Running through the forest</b>, she breathed in the fresh, crisp air.")</p> <p><b>tone</b> – 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><a href="#">Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>
<b>Week 9</b>	<b>Using evidence</b>	<b>RI.4.8</b>	<b>RI.5.8</b>	<b>RI.5.1</b>	<b>evidence – facts and/or</b>	<a href="#">Question Answer</a>

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	<p><b>to support points in a text</b></p> <p><b>Informational Text</b></p>	<p>Explain how an author uses <b>reasons</b> and <b>evidence</b> to support particular points in a text.</p>	<p>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><b>RF.5.2</b> Create readable documents through legible handwriting (cursive).</p> <p><b>SL.5.1</b> 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>Quote accurately from a text when explaining what the text says <b>explicitly</b> and when drawing <b>inferences</b> from the text.</p> <p><b>Language Continuum</b></p> <p><b>Nouns</b> Use abstract nouns (such as courage)</p> <p>Continue to use regular and irregular plural nouns</p>	<p>information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</p> <p><b>reasons/reasoning</b> – 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><a href="#">Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>
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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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<b>Week 1: RL.5.1</b> <b>Day 1</b>	I can refer to details and examples in a text when drawing inferences from the text	Includes <a href="#">passage</a> and <a href="#">graphic organizer</a> .
<b>Day 2</b>	I can quote accurately from a text when explaining what the text says explicitly	<a href="#">Passage</a> Exit Ticket: What is the author trying to convey? What direct quotes from the text support that?
<b>Day 3</b>	I can quote accurately from a text when drawing inferences from the text	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can cite textual evidence to support analysis of inferences drawn from the text	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can consistently demonstrates grade-level proficiency with an increasingly complex text ( <a href="#">RL.5.10</a> )	<a href="#">Schoolnet Assessment</a> ; <a href="#">Answer Key</a>
<b>Unit Title: Quoting from Text Making Inferences (RI.5.1)</b>		
<b>Week 2: RI.5.1</b> <b>Day 1</b>	I can recognize the difference between details, examples, and quotes	Have students explain the differences on paper. Cite with evidence from the text.
<b>Day 2</b>	I can quote accurately from a text when explaining what the text says explicitly	<a href="#">Template</a>
<b>Day 3</b>	I can accurately state from a text when drawing inferences from the text	<a href="#">Steph Curry</a> (use the quiz on page 12)
<b>Day 4</b>	I can cite textual evidence to support analysis of what the text says explicitly	Includes <a href="#">passage</a> and <a href="#">assessment</a> Google Doc. Make a copy.
<b>Unit Title: Theme of a story, poem or drama. Defining unknown words and multi meaning words. (RL.5.2)</b>		
<b>Week 3 RL.5.2</b> <b>Day 1</b>	I can determine a theme of a story, drama, or poem from details in the text	<a href="#">Exit Ticket</a>
<b>Day 2</b>	I can identify when characters in a story or drama respond to challenges	<a href="#">Exit Ticket</a>

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<b>Day 3</b>	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?
<b>Day 4</b>	I can summarize the text, using the theme and details from the text	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can demonstrate grade-level proficiency with an increasingly complex text <b>(RI.5.10)</b>	<a href="#">Schoolnet</a> ; <a href="#">Answer Key</a>
<b>Unit Title:</b> Informational Text. <b>Determine the main idea and supporting details; summarize.</b> (RI.5.2)		
<b>Week 4 RI.5.2</b> <b>Day 1</b>	I can determine two or more main ideas of a text	<a href="#">Readworks: Frida Kahlo: An Artist and Inspiration</a>
<b>Day 2</b>	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.
<b>Day 3</b>	I can summarize the text, using the main ideas and the supporting key details	<a href="#">Super Summaries</a> - Have students write a summary using page 3.
<b>Day 4</b>	I can determine how the main idea of a text is conveyed through particular details	Have students complete the <a href="#">graphic organizer</a> for this <a href="#">passage</a> .
<b>Day 5</b>	I can consistently demonstrates grade-level proficiency with an unfamiliar text <b>(RI.5.10)</b>	<a href="#">Schoolnet</a>
<b>Unit Title</b> Compare and Contrast characters, settings and events in a story or drama (RL.5.3)		
<b>Week 5 RL.5.3</b> <b>Day 1</b>	I can describe two or more characters, settings, or events in story or drama	<a href="#">Story Pieces</a> ; <a href="#">Plot Graphic Organizers</a>
<b>Day 2</b>	I can compare two or more characters, settings, or events in a story	<a href="#">Comparing Characters</a>
<b>Day 3</b>	I can draw on specific details in a story or drama, when comparing two or more characters, settings, or events	<a href="#">Exit Ticket</a> (Students must use quotes and/or details from the text in their <i>inside</i> portion of the Venn Diagrams.)
<b>Day 4</b>	I can identify specific details in a story or drama, when contrasting	<a href="#">Exit Ticket</a> (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.)
<b>Day 5</b>	I can compare and contrast two or more characters, settings, or events in story or drama.	<a href="#">Schoolnet</a>
<b>Unit Title</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts (RI.5.3)		
<b>Week 6 RI.5.3</b> <b>Day 1</b>	I can explain the relationships or interactions between events, individuals, ideas, or concepts in a historical text based on specific information in the text.	<a href="#">Schoolnet</a>
<b>Day 2</b>	I can explain the relationships or interactions between events, individuals, ideas, or concepts in a scientific text based on specific information in the text.	<a href="#">Exit Ticket</a> ; <a href="#">Passage</a>
<b>Day 3</b>	I can explain the relationships or interactions between events, individuals, ideas, or concepts in a technical text based on specific information in the text.	<a href="#">Exit Ticket</a> ; <a href="#">Passage</a>
<b>Day 4</b>	I can demonstrate my knowledge of relationships or interactions between two or more events, individuals, ideas, or concepts in a text.	<a href="#">Schoolnet</a>
<b>Day 5</b>	I can apply reading strategies to successfully explain the relationships or interactions between two or more events, individuals, ideas, or concepts in a text.	<a href="#">Exit Ticket</a> : Students will determine the relationship between two or more events, individuals, ideas, or concepts and note those relationships in the correct <a href="#">graphic organizer</a> .
<b>Unit Title</b> Meaning of words and phrases as used in a text. (RL.5.4)		
<b>Week 7 RL.5.4</b> <b>Day 1</b>	I can determine the meaning of words as they are used in a text	<a href="#">Schoolnet</a>
<b>Day 2</b>	I can determine the meaning of phrases as they are used in a text to better understand the text.	<a href="#">Exit Ticket</a> ; <a href="#">Passage</a>
<b>Day 3</b>	I can understand that words contribute to the meaning and tone of a text.	<a href="#">Exit Ticket</a> ; <a href="#">Passage</a>
<b>Day 4</b>	I can recognize the author's specific word choices that contribute	<a href="#">Exit Ticket</a> ; <a href="#">Passage</a> ; 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?						
<b>Day 5</b>	I can successfully analyze the impact of specific word choice on meaning in a text.	<p><a href="#">Exit Ticket: Passage</a>; Have students record the word or phrase on paper. Explain how the word or phrase impacts meaning from the text.</p> <table border="1"> <tr> <th>Word/Phrase</th><th>Context/Meaning</th><th>Impact</th></tr> <tr> <td></td><td></td><td></td></tr> </table>	Word/Phrase	Context/Meaning	Impact			
Word/Phrase	Context/Meaning	Impact						
<b>Unit Title Point of View (RL.5.6)</b>								
<b>Week 8 RL.5.6 Day 1</b>	I can identify the narrator's or speaker's point of view	<a href="#">Comic Strip Activity</a>						
<b>Day 2</b>	I can describe the narrator's or speaker's point of view	<a href="#">Exit Ticket</a> (Select a few)						
<b>Day 3</b>	I can describe how the narrator's or speaker's point of view influences how events are described in a text	<a href="#">Schoolnet</a>						
<b>Day 4</b>	I can explain how an author develops the point of view of the narrator or speaker in a text	<a href="#">Exit Ticket</a> : 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)						
<b>Day 5</b>	I can successfully demonstrate my knowledge of the narrator's or speaker's point of view in an unfamiliar text.	<a href="#">Exit Ticket</a>						
<b>Unit Title Using evidence to support points in a text (RI.5.8)</b>								
<b>Week 9 RI.5.8 Day 1</b>	I can identify the reasons an author uses to support particular points in a text.	<a href="#">Schoolnet</a>						
<b>Day 2</b>	I can explain how an author uses reasons to support particular points in a text	<a href="#">Exit Ticket</a> ; (use these <a href="#">passages</a> )						



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<b>Day 3</b>	I can identify which reasons support particular points in a text.	<a href="#">Readworks</a> ; <a href="#">NewsELA</a>
<b>Day 4</b>	I can identify which evidence supports particular points in a text.	<a href="#">Exit Ticket</a> (use this <a href="#">article</a> )
<b>Day 5</b>	I can distinguish between claims that are supported by reasons and evidence from claims that are not.	<a href="#">Exit Ticket: Passage</a> ; 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
<b>Week 1</b>	<b>Quoting from text</b>  <b>Making inferences</b>  <b>Informational Text</b>	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.	<b>RI.5.1</b> Quote accurately from a text when explaining what the text says <b>explicitly</b> and when drawing <b>inferences</b> from the text.  <b>Language</b> <ul style="list-style-type: none"> <li>Pronouns (Subject &amp; Object)</li> </ul>	<b>RI.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	<b>informational text</b> – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)  <b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation <b>inference</b> – a conclusion derived from logical reasoning following an investigation of available evidence	<a href="#">Question Answer Relationship (QAR)</a>  <a href="#">Florida Center for Reading Research (FCRR)</a>  <a href="#">K-5 Informational Text</a>  <a href="#">Graphic Organizers</a>
<b>Week 2</b>	<b>Quote accurately from the text</b>  <b>Making Inferences</b>  <b>Literary Text</b>	RL.4.1 Students should be able to specify and point out details and examples from the text to support their explanations	<b>RL.5.1</b> Quote accurately from a text when explaining what the text says <b>explicitly</b> and when drawing <b>inferences</b> from the	<b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text	<b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation <b>inference</b> – a conclusion derived from logical reasoning following an investigation of available	<a href="#">Question Answer Relationship (QAR)</a>  <a href="#">Florida Center for Reading Research (FCRR)</a>


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		of what the text clearly states, as well as the conclusions they have made from the text.	text.		evidence	<a href="#"><u>Graphic Organizers</u></a>
<b>Week 3</b>	<b>Main Idea and key details</b>  <b>Summarize the text</b>	<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><b>L.4.5</b> 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><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>L.5.5</b> 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><b>Language</b></p>	<b>RL.5.2</b> 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><b>drama</b> – 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><b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p> <p><b>summary/summarize</b> – a brief statement of the main points of a larger work or text; the act of providing such a statement or account</p> <p><b>theme</b> – 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><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p> <p><b>figurative language</b> – language that uses words and phrases to express a meaning that is different from the literal</p>	<p><a href="#"><u>Question Answer Relationship (QAR)</u></a></p> <p><a href="#"><u>Florida Center for Reading Research (FCRR)</u></a></p> <p><a href="#"><u>K-5 Informational Text</u></a></p> <p><a href="#"><u>Graphic Organizers</u></a></p> <p><a href="#"><u>Lesson Plan-RI.5.4 &amp; RI.5.2</u></a></p>

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					<p>meaning (e.g., metaphor, allusion, etc.)</p> <p><b>idiom</b> – 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>	
<b>Week 4</b>	<b>Theme of a story, drama or poem</b>	<p><b>RL.4.2</b> 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><b>RL.5.2</b> 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><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>drama</b> – 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><b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p> <p><b>summary/summarize</b> – a brief statement of the main points of a larger work or text; the act of providing such a statement or account</p> <p><b>theme</b> – 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><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p> <p><a href="#">Freedom, Courage and Overcoming Adversity</a></p>

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<p><i>Week 5</i></p>	<p><b>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts</b></p> <p><i>Informational Text</i></p>	<p><b>RI.4.3</b> 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><b>RI.5.3</b> 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><i>Language Continuum</i></p> <p><b>Adjectives</b></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 conventional patterns</p>	<p><b>compare</b> – 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 <b>contrast</b>, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p><b>drama</b> – 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><b>event</b> – a thing that happens; an occurrence</p> <p><b>setting</b> – the time and place of the action in a book, play, story, etc.</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>
<p><i>Week 6</i></p>	<p><b>Compare and Contrast characters, settings and events.</b></p> <p><i>Literary Text</i></p>	<p><b>RL.4.3</b> 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><b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p>	<p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says <b>explicitly</b> and when drawing <b>inferences</b> from the text.</p>	<p><b>compare</b> – 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 <b>contrast</b>, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p><b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p> <b>B. Hanes Text ...</b></p> <p><a href="#">Graphic Organizers</a></p>

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					<p>dialogue</p> <p><b>event</b> – a thing that happens; an occurrence</p> <p><b>setting</b> – the time and place of the action in a book, play, story, etc.</p>	
<b>Week 7</b>	<p><b>Language:</b>  <b>Meaning of domain specific words</b></p> <p><b>Informational Text</b></p>	<p><i>RI.4.4</i>  Determine the meaning of <b>general academic</b> and <b>domain specific words or phrases</b> in a text relevant to a grade 4 topic or subject area.</p> <p><b>L.4.4</b>  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 strategies:</p>	<p><b>RI.5.4</b>  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><b>L.5.4</b>  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><b>Language Continuum</b></p> <p><b>Commonly Confused Words</b> (Homophones)</p> <p>Correctly use frequently confused words (such as to, two, too)</p>	<p><b>domain-specific vocabulary/words/phrases</b> – 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><b>general academic</b> – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)</p> <p><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p> <p><b>context clues</b> – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it</p> <p><b>multiple-meaning words and phrases</b> – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk)</p> <p><b>reference materials</b> – sources that provide</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>

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					<p>information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary</p> <p><b>word relationship</b> – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)</p>	
<b>Week 8</b>	<b>Point of View</b>	<p><b>RL.4.6</b>  <b>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</b></p>	<p><b>RL.5.6</b>  <b>Describe</b> how a narrator's or speaker's <b>point of view</b> influences how <b>events</b> are described.</p>	<p><b>RL.5.4</b>  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><i>Language Continuum</i></p> <p><b>Verbs</b></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><b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</p> <p><b>event</b> – a thing that happens; an occurrence</p> <p><b>point of view</b> – 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><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>

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				Recognize and correct inappropriate shifts in verb tense		
<b>Week 9</b>	<b>Author's Reasons and Evidence</b>	RI.4.8 Explain how an author uses <b>reasons</b> and <b>evidence</b> to support particular points in a text.	<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>RI.5.1</b> Quote accurately from a text when explaining what the text says <b>explicitly</b> and when drawing <b>inferences</b> from the text.  <b>Language Continuum</b>  <b>Nouns</b> Use abstract nouns (such as courage)  Continue to use regular and irregular plural nouns	<b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.  <b>reasons/reasoning</b> – 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	<a href="#">Question Answer Relationship (QAR)</a>  <a href="#">Florida Center for Reading Research (FCRR)</a>  <a href="#">Graphic Organizers</a>

**Learning Targets for 2nd Nine Weeks/Quarter 2:**

Week/Day #	Daily Learning Target	How will the daily learning target be assessed?
<b>Unit Title</b> Quoting from Text. Making Inference (RI.5.1)		
<b>Week 1</b> <b>RI.5.1</b> <b>Day 1</b>	I can refer to details and examples in a text when explaining what the text says explicitly.	<b>Exit ticket:</b> <ul style="list-style-type: none"> <li>Explain the difference between explicit and implicit information.</li> <li>Provide an example of how you used explicit information to make an inference.</li> <li>Explain how to use details and examples to support your inferences.</li> </ul>

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<b>Day 2</b>	I can refer to details and examples in a text when drawing inferences from the text.	Exit Ticket <a href="#">Inferences Worksheet</a>
<b>Day 3</b>	I can quote accurately from a text when explaining what the text says explicitly.	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can quote accurately from a text when drawing inferences from the text.	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task <b>(RI.5.10)</b>	<a href="#">Exit Ticket</a>
<b>Unit Title</b> Quoting from Text and Making Inference (RL.5.1)		
<b>Week 2</b> <b>RL.5.1</b> <b>Day 1</b>	I can recognize the difference between details, examples, and quotes.	Exit Ticket <ul style="list-style-type: none"> <li>• Give an example of a detail from a text.</li> <li>• Give an example of an example from a text.</li> <li>• Give an example of a quote from a text.</li> <li>• How are details, examples, and quotes used to support the main idea of a text?</li> </ul>
<b>Day 2</b>	I can quote accurately from a text when explaining what the text says explicitly.	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can quote from a text when drawing inferences from the text.	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can consistently demonstrate RL.5.1 grade-level proficiency with an increasingly complex text and/or task.	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can cite textual evidence to support analysis of what the text says explicitly.	<a href="#">Exit Ticket</a>
<b>Unit Title</b> Main Ideas and Key Details/Summarize Text (RI.5.2)		
<b>Week 3</b> <b>RI.5.2</b> <b>Day 1</b>	I can determine two or more main ideas of a text.	<a href="#">Exit Ticket</a> (questions 5, 6, and 7)



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<b>Day 2</b>	I can explain how the main ideas are supported by key details.	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can summarize the text, using the main ideas and the supporting key details.	<a href="#">Reading Passage</a> - Students will write a summary for the passage.
<b>Day 4</b>	I can determine how the central idea of a text is conveyed through particular details.	<a href="#">Reading Passage</a>
<b>Day 5</b>	I can demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task. <b>(RI.5.10)</b>	<a href="#">Assessment Passage</a>
<b>Unit Title</b> Theme of a story, drama or poem (RL.5.2)		
<b>Week 4 RL.5.2</b> <b>Day 1</b>	I can determine a theme of a story, drama, or poem from details in the text.	<a href="#">Exit Ticket</a> <a href="#">Poem-Theme</a>
<b>Day 2</b>	I can identify when characters in a story or drama respond to challenges and how this impacts the theme.	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can identify when characters in a story or drama respond to challenges and how this impacts the theme.	<a href="#">Theme Reading Passage</a>
<b>Day 4</b>	I can summarize the text, using the theme and details from the text.	<a href="#">Exit Ticket</a> (this <a href="#">Theme Reading Passage</a> is an optional text)
<b>Day 5</b>	I can determine how a theme of an text is conveyed through particular details.	<a href="#">Exit Ticket</a>
<b>Unit Title</b> Identify Relationships or Interactions (RI.5.3)		
<b>Week 5 RI.5.3</b> <b>Day 1</b>	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)	Given the teacher selected text, students will determine the relationship and use the <a href="#">correct graphic organizer</a> to note the relationship between the individuals, events, ideas, or concepts.
<b>Day 2</b>	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	<a href="#">Exit Ticket</a>

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	historical, scientific or technical)	
<b>Day 3</b>	I can analyze in detail how a key individual, event, or idea is introduced in a text.	Exit Ticket: What is the individual, event, or idea introduced in the text? What details support this analysis?
<b>Day 4</b>	I can analyze in detail how a key individual, event, or idea is elaborated in a text.	Exit Ticket: How is the individual, event, or idea elaborated on in the text? Complete a <a href="#">graphic organizer</a> to show how details are expanded upon throughout the text.
<b>Day 5</b>	I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task. <a href="#">(RI.5.10)</a>	<a href="#">Exit Ticket</a>
<b>Unit Title</b> Compare and Contrast characters, settings and events. (RL.5.3)		
<b>Week 6 RL.5.3</b> <b>Day 1</b>	I can describe two or more characters, settings, or events in story or drama.	Students will complete the <a href="#">graphic organizer</a> on page 4 for the following <a href="#">passage</a> .
<b>Day 2</b>	I can compare two or more characters, settings, or events in a story or drama.	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can contrast two or more characters, settings, or events in a story or drama.	<a href="#">Reading Passage</a>
<b>Day 4</b>	I can draw on specific details in a story or drama, when comparing or contrasting two or more characters, settings, or events.	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can describe how a particular story's or drama's plot unfolds in a series of episodes.	<a href="#">Exit Ticket</a>
<b>Unit Title</b> Meaning of domain specific words (RI.5.4)		
<b>Week 7 RI.5.4</b> <b>Day 1</b>	I can identify domain-specific academic words in a text relevant to a grade 5 topic or subject area.	Students will use one of the following <a href="#">graphic organizers</a> to define domain-specific academic words in the text read today.
<b>Day 2</b>	I can determine the meaning of general academic words in a text.	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can determine the meaning of general academic phrases in a text relevant to a grade 5 topic or subject area.	<a href="#">Exit Ticket</a>

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<b>Day 4</b>	I can determine the meaning of words and phrases as they are used in a text.	<a href="#">Schoolnet</a>
<b>Day 5</b>	I can analyze the impact of a specific word choice on meaning.	<a href="#">Schoolnet</a>
<b>Unit Title</b> Point of View		
<b>Week 8</b> <b>RL.5.6</b> <b>Day 1</b>	I can identify the narrator's or speaker's point of view.	<a href="#">Exit Ticket</a>
<b>Day 2</b>	I can describe the narrator's or speaker's point of view.	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can describe how the narrator's or speaker's point of view influences how events are described.	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can explain how an author develops the point of view of the narrator or speaker in a text.	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task. (RL.5.10)	<a href="#">Readworks</a>
<b>Unit Title</b> Author's Reasons and Evidence (RI.5.8)		
<b>Week 9</b> <b>RI.5.8</b> <b>Day 1</b>	I can identify the reasons an author uses to support particular points in a text.	Exit Ticket: What is the main idea/key points the author is conveying about the topic? What reasons did the author use to support his/her points? Do the topic sentences, headings, and repeated words help provide reasons for the points? (optional passage)
<b>Day 2</b>	I can identify evidence the author uses to support particular points in a text.	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can explain how an author uses reasons to support particular points in a text.	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can identify which reasons or evidence supports which point(s).	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can distinguish claims that are supported by reasons and	<a href="#">Exit Ticket</a>

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	evidence from claims that are not.	
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**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	<b>RL.4.5</b> 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.	<b>RL.5.5</b> Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.  <b>W.5.5</b> Conduct short research projects that use several sources to build	<b>RL.5.2</b> 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.  <b>L.5.5</b>	<b>chapter</b> – the main division within a book <b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue <b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) <b>stanza</b> – the primary	<a href="#">Question Answer Relationship (QAR)</a>  <a href="#">Florida Center for Reading Research (FCRR)</a>  <a href="#">Message in Poetry Lesson</a>  <a href="#">Graphic Organizers</a>

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

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

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			<p><i>investigation of different aspects of a topic.</i></p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>RF.5.5</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs</p>	<p>dialogue  <b>event</b> – a thing that happens; an occurrence  <b>setting</b> – the time and place of the action in a book, play, story, etc.</p>	
<b>Week 4</b>	<p><b>Compare and Contrast Characters</b></p> <p><b>Informational Text</b></p>	<p><b>RI.4.3</b> 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><b>RI.5.3</b> 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><b>W.5.5</b> Conduct short research projects that use several sources to build knowledge through</p>	<p><b>RI.4.3</b> 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><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>compare</b> – 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 <b>contrast</b>, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.  <b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue  <b>event</b> – a thing that happens; an occurrence  <b>setting</b> – the time and place</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>

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			<p>investigation of different aspects of a topic.</p> <p><b>RF.5.5</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		<p>of the action in a book, play, story, etc.</p>	
<b>Week 5</b>	<b>Meaning of words and phrases as used in a text.</b>	<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.	<p><b>RL.5.4</b> 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><b>W.5.6</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work</p>	<p><b>RI 4.4</b> 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><b>Adverbs</b></p> <p>Form and use comparative and superlative adverbs</p> <p>Use relative adverbs</p>	<p><b>phrase(s)</b> – 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., “<b>Running through the forest</b>, she breathed in the fresh, crisp air.”)</p> <p><b>tone</b> – 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><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>



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			<p>and provide a list of sources.</p> <p><b>RF.5.5</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain <i>how each claim is supported by reasons and evidence.</i></p> <p><b>Language</b></p>			
<b>Week 6</b>	<b>Meaning of words and phrases as used in a text.</b>	<p><b>RI.4.4</b> 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><b>RI.5.4</b> 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><b>W.5.6</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work</p>	<p><b>RI 4.4</b> 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><b>domain-specific vocabulary/words/phrases</b> – 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><b>general academic</b> – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)</p> <p><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>

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			<p>and provide a list of sources.</p> <p><b>RF.5.5</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>			
<b>Week 7</b>	<p><b>Point of view</b></p> <p><b>Literature Text</b></p>	<p><b>RL.4.6</b> Students explain the similarities and differences in the point of view the narrator takes in different stories, including first and third-person narration.</p>	<p><b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>W.5.6</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work</p>	<p><b>RL.5.4</b> 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><b>Adverbs</b>  Form and use comparative and superlative adverbs</p> <p>Use relative adverbs</p>	<p><b>phrase(s)</b> – 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., “<b>Running through the forest</b>, she breathed in the fresh, crisp air.”)</p> <p><b>tone</b> – 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><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><b>NC Grade 5 Reading Portfolio Passages</b></p> <p><a href="#">Graphic Organizers</a></p>

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			<p>and provide a list of sources.</p> <p><b>RF.5.5</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>Language</b></p>			
<b>Week 8</b>	<b>Similarities and Differences in Point of View</b>	<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>W.5.6</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work</p>	<p><b>RI.4.6</b> 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><b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p>	<p><b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p><b>point of view</b> – 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><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p>

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			<p>and provide a list of sources.</p> <p><b>RF.5.5</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>Language</b></p>			
<b>Week 9</b>	<p><b>Using evidence to support points in a text</b></p> <p><b>Informational Text</b></p>	<p><b>RI.4.8</b> Explain how an author uses <b>reasons</b> and <b>evidence</b> to support particular points in a text.</p>	<p><b>RI.5.8</b> 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><b>W.5.6</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase</p>	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says <b>explicitly</b> and when drawing <b>inferences</b> from the text.</p> <p><b>Nouns</b> Use abstract nouns (such as courage)</p> <p>Continue to use regular and irregular plural nouns</p>	<p><b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</p> <p><b>reasons/reasoning</b> – 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><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>

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			<p>information in notes and finished work and provide a list of sources.</p> <p><b>RF.5.5</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>			
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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?
<b>Unit Title: Poetry (RL.5.5)</b>		
<b>Week 1</b> <b>RL.5.5</b> <b>Day 1</b>	I can identify the overall structure of a particular story, drama, or poem	<b>Exit Ticket:</b> Fold a piece of paper in half. Record textual evidence on one side. Explain how the evidence helps to determine the text structure.
<b>Day 2</b>	I can determine how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem	<a href="#">Exit Ticket</a>

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<b>Day 4</b>	I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<a href="#">Exit Ticket</a>
<b>Unit Title: Compare and Contrast of overall structures in text (RI.5.5)</b>		
<b>Week 2 RI.5.5</b> <b>Day 1</b>	I can identify the overall structure of events,ideas,concepts, or information in two different texts	<a href="#">Exit Ticket:</a> 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)
<b>Day 2</b>	I can describe the overall structure of events, ideas, concepts, or information of each text	<a href="#">Exit Ticket:</a> 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)
<b>Day 3</b>	I can compare the overall structure of events, ideas, concepts, or information in two or more texts	<a href="#">Exit Ticket:</a> 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)
<b>Day 4</b>	I can contrast the overall structure of events, ideas, concepts, or information in two or more texts	<a href="#">Exit Ticket:</a> 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)
<b>Day 5</b>	I can demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task	<a href="#">Schoolnet</a>
<b>Unit Title: Compare and Contrast Characters (RL.53)</b>		
<b>Week 3 RL.5.3</b> <b>Day 1</b>	I can describe two or more characters, settings, or events in story or drama	<a href="#">Exit Ticket</a>
<b>Day 2</b>	I can compare and contrast two or more characters, settings, or events in story or drama	<a href="#">Exit Ticket</a> <a href="#">Comparing and Contrasting Characters in Drama Selection</a>

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<b>Day 3</b>	I can draw on specific details in a story or drama, when comparing two or more characters, settings, or events	<a href="#">Drama Selection</a>
<b>Day 4</b>	I can draw on specific details in a story or drama, when contrasting two or more characters, settings, or events	<a href="#">Exit Ticket</a> Complete the Venn Diagram. Use the information to write a few paragraphs describing characters, settings, or events.
<b>Day 5</b>	I can describe how the characters respond or change as the plot moves toward a resolution. (RI.5.3)	<a href="#">Independent Practice Selection</a>
<b>Unit Title: Compare and Contrast Characters</b>		
<b>Week 4 RI.5.3</b>	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.	<a href="#">Quizizz</a>
<b>Day 1</b>	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.	<a href="#">Exit Ticket</a>
<b>Day 2</b>	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.	<a href="#">Science Selection</a>
<b>Day 3</b>	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.	<a href="#">Historical Selection</a>
<b>Day 5</b>	I can demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task	<a href="#">Exit Ticket</a>
<b>Unit Title: Meaning of words and phrases as used in a text (RL.5.4)</b>		
<b>Week 5 RL.5.4 Day 1</b>	I can determine the meaning of words and phrases as they are used in a text.	<a href="#">Quiz</a>
<b>Day 2</b>	I can understand that words can contribute to the meaning of the text.	<a href="#">Exit Ticket</a>

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<b>Day 3</b>	I can recognize specific word choices that contribute to meaning.	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can analyze the impact of a specific word choice on meaning.	<a href="#">Text</a> <a href="#">Exit Ticket</a>
<b>Day 5</b>	<i>I can demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task.</i>	<a href="#">Schoolnet</a>
<b>Unit Title: Meaning of words and phrases as used in a text (RI.5.4)</b>		
<b>Week 6 RI.5.4</b> <b>Day 1</b>	I can identify domain-specific academic words in a text relevant to a grade 5 topic or subject area	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can analyze in detail how a key individual, event, or idea is elaborated in a text.	<a href="#">Exit Ticket</a>
<b>Day 2</b>	I can determine the meaning of domain-specific words in a text	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can determine the meaning of words as they are used in a text	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can analyze the impact of a specific word choice on meaning	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task	<a href="#">Exit Ticket</a>
<b>Unit Title Point of View (RL.5.6)</b>		
<b>Week 7 RL.5.6</b> <b>Day 1</b>	I can identify the narrator's or speaker's point of view	<a href="#">Schoolnet</a>
<b>Day 2</b>	I can describe the narrator's or speaker's point of view	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can describe how the narrator's or speaker's point of view influences how events are described	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can explain how an author develops the point of view of the narrator or speaker in a text	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can demonstrate grade-level proficiency with an increasingly complex text	<a href="#">Readworks</a>



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	above grade-level and/or an increasingly complex task	
<b>Unit Title: The Author's Point of View (RL.5.6)</b>		
<b>Week 8 RL.5.6</b> <b>Day 1</b>	I can identify the points of view represented in each account in the text	<a href="#">Exit Ticket</a>
<b>Day 2</b>	I can analyze multiple accounts of the same event or topic	<a href="#">Exit Ticket</a> <a href="#">Group Activity</a>
<b>Day 3</b>	I can identify important similarities/ differences in the point of view they represent	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can determine an author's point of view or purpose in a text	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<a href="#">Exit Ticket</a>
<b>Unit Title: Using evidence to support points in a text (RI.5.8)</b>		
<b>Week 9 RI.5.8</b> <b>Day 1</b>	I can identify the reasons an author uses to support particular points in a text	<a href="#">Box &amp; Bullets Exit Ticket</a>
<b>Day 2</b>	I can identify evidence the author uses to support particular points in a text	<a href="#">Box &amp; Bullets Exit Ticket</a>
<b>Day 3</b>	I can explain how an author uses reasons to support particular points in a text	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can Identify which reasons support which point(s) in the text	<a href="#">Box &amp; Bullets Exit Ticket</a>
<b>Day 5</b>	I can distinguish claims that are supported by reasons and evidence from claims that are not	<a href="#">Exit Ticket</a>

**Unit/Module Pacing: 4th Nine Weeks**

Number of Days	Name of Unit/Module	Pre-Requisites	Standards	Complementary Standards (consider spiraling)	Academic Vocabulary	Instructional Resources
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<p><i>Week 1</i></p> <p><b>RL.5.1/RL.5.3</b></p>	<p><b>Quote accurately from text</b></p> <p><b>Draw inference</b></p> <p><b>Compare and Contrast characters, settings or events</b></p>	<p><b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>	<p><b>2 Days</b></p> <p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>2 Days</b></p> <p><b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p><b>L.5.5</b> Demonstrate understanding of figurative language and nuances in word meanings.</p> <p><b>Combine standards on the last day</b></p>	<p><b>RL.5.9</b> Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p><b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</p> <p><b>inference</b> – a conclusion derived from logical reasoning following an investigation of available evidence</p> <p><b>compare</b> – 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 <b>contrast</b>, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. <b>drama</b> – 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><b>event</b> – a thing that happens; an occurrence</p> <p><b>setting</b> – the time and place of the action in a book, play, story, etc.</p>	<p><b>NC Grade 5 Reading Portfolio Passages</b></p> <p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>
<p><i>Week 2</i></p> <p><b>RL.5.2</b> <b>RL.5.5</b> <b>L.5.5</b></p>	<p><b>Theme</b></p>	<p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.5</b> Explain</p>	<p><b>RL.5.2</b> 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</p>	<p><b>RL.5.10</b> 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</p>	<p><b>drama</b> – 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><b>poem</b> – a literary work, generally composed in verse</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Message in Poetry</a></p>

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	<p><b>Poetry</b></p> <p><b>Text Structures</b></p> <p><b>Definition of unfamiliar words</b></p>	<p>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>the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>RL.5.5</b> Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.</p> <p><b>SL.5.4</b> 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><b>L.5.5</b> Demonstrate understanding of figurative language and nuances in word meanings.</p>	<p>time. Connect prior knowledge and experiences to text.</p>	<p>and using figurative language, typically composed using a set structure (i.e., organizational rules) <b>summary/summarize</b> – a brief statement of the main points of a larger work or text; the act of providing such a statement or account</p> <p><b>theme</b> – 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><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p> <p><b>chapter</b> – the main division within a book <b>drama</b> – 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><b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p> <p><b>stanza</b> – 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</p>	<p><a href="#"><u>Lesson</u></a></p> <p><a href="#"><u>Graphic Organizers</u></a></p>
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					writing	
<p><i>Week 3</i></p> <p><i>RL.5.4</i> <i>RI.5.4</i> <i>RL.5.6</i> <i>L.5.4</i></p>	<p><b>Meaning of words and phrases as used in a text.</b></p> <p><b>Point of View</b></p> <p><b>Definition of unfamiliar words</b></p>	<p><b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone</p> <p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations</p> <p><b>RI.4.4</b> 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><b>RL.5.4</b> 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><b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>RI.5.4</b> 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><b>L.5.4</b> 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><b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.</p>	<p><b>phrase(s)</b> – 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., “<b>Running through the forest</b>, she breathed in the fresh, crisp air.”) \</p> <p><b>tone</b> – 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><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>

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			<p>and reference materials.</p> <p><b>SL.5.4</b> 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 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><b>Text Structure</b></p> <p><b>Compare and Contrast characters, settings or events in a story</b></p> <p><b>Definition of unfamiliar words</b></p>	<p><b>RL.4.5</b> 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><b>RL.5.5</b> Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.</p> <p><b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text</p> <p><b>RI.5.5</b> Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p>	<p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>chapter</b> – the main division within a book  <b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue  <b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)  <b>stanza</b> – 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</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>

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			<p><b>L.5.4</b> 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><b>SL.5.4</b> 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>an argument <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p>	
<p><i>Week 5</i>  <b>RL.5.6/RI.5.6/RL.5.1 / L.5.4</b></p>	<p><b>Point of View</b></p> <p><b>Quote accurately from Text</b></p> <p><b>Inferencing</b></p> <p><b>Figurative Language</b></p>	<p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting</p>	<p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p><b>point of view</b> – 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</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>

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			<p>important similarities and differences in the point of view they represent.</p> <p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>SL.5.4</b> 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><b>L.5.5</b> Demonstrate understanding of figurative language and nuances in word meanings.</p>		or information; the vantage point	
<p><i>Week 6</i>  <i>Review of</i>  <i>Previously taught</i>  <i>Standards</i>  <i>RI.5.8/RI.5</i></p>	<p><b>Text Evidence</b></p> <p><b>Summarize Text</b></p> <p><b>Definition of unfamiliar</b></p>	<p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and</p>	<p><b>RI.5.10</b>  By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and</p>	<p><b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</p> <p><b>reasons/reasoning</b> – an</p>	<p><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research</a></p>

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<b>.2/L.5.4</b>	<b>words</b>	<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>evidence support which point(s).</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>L.5.4</b> 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><b>SL.5.4</b> 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>independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.</p>	<p>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><a href="#">(FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p>
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<p><i>Week 7</i> <i>Review of</i> <i>Previousl</i> <i>y taught</i> <i>Standard</i> <i>s</i></p> <p><i>RI.5.1 &amp;</i> <i>RL 5.1</i> <i>RI.5.3</i> <i>RL.5.4</i> <i>SL.5.2</i></p>	<p><b>Inferences</b></p> <p><b>Interactions between two or more individuals, even ts or ideas</b></p>	<p><b>RI.4.1 &amp; RL 4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI 4.3:</b> 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><b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.</p>	<p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.3</b> 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><b>RL.5.4</b> 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><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI 5.5:</b> 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><b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</p> <p><b>inference</b> – a conclusion derived from logical reasoning following an investigation of available evidence</p> <p><b>quote-to</b> repeat words, phrases or information from a passage or selection exactly.</p> <p><b>event</b> – a thing that happens; an occurrence</p> <p><b>historical text</b>-a selection/text about important people, places, events, and dates from the past.</p> <p><b>scientific text</b>- a selection/text written to give facts, ideas, concepts, and procedures about how the parts of the word work.</p> <p><b>technical text</b> -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><a href="#">Question Answer Relationship (QAR)</a></p> <p><a href="#">Florida Center for Reading Research (FCRR)</a></p> <p><a href="#">Graphic Organizers</a></p> <p><a href="#">Lesson Plan-RI.5.1, RI.5.3 &amp; RI. 5.5</a></p>
<p><i>Week 8-9</i></p>	<p><i>EOG Testing Window (typically reserved for last 10 days of school year)</i></p>					

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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?
<b>Unit Title</b>	<i>Quote accurately from text/ Draw inference &amp; Compare and Contrast characters, settings or events (RL.5.1/RL.5.3)</i>	
<i>Week 1</i> <b>Day 1</b> <i>RL.5.1/RL.5.3</i>	<i>I can quote accurately from a text when explaining what the text says explicitly</i>	<a href="#">Exit Ticket</a>
<b>Day 2</b>	I can quote accurately from a text when drawing inferences from the text	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can draw on specific details in a story or drama, when comparing two or more characters, settings, or events	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can draw on specific details in a story or drama, when contrasting two or more characters, settings, or events	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<a href="#">Exit Ticket</a>
<b>Unit Title: Theme/ Poetry/ Text Structure &amp; Definition of unfamiliar words (RL.5.2/RL.5.5)</b>		
<i>Week 2</i> <i>RL.5.2</i> <i>RL.5.5</i> <b>Day 1</b>	<i>I can summarize the text, using the theme and details from the text</i>	<a href="#">Exit Ticket</a>

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<b>Day 2</b>	I can provide a summary of the text distinct from personal opinions or judgments	<a href="#">Exit Ticket</a>
<i>Unit Title: Meaning of words and phrases as used in a text/ Point of View (RL.5.4/RL.5.6)</i>		
<b>Day 3</b>	I can determine how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem	<a href="#">Exit Ticket</a>
<b>Day 4</b>	I can explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can demonstrates grade-level proficiency with increasingly complex texts	<a href="#">Exit Ticket</a>
<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>		
<b>Week 3 RL.5.4 RI.5.4 RL.5.6 Day 1</b>	I can recognizing specific word choices that contribute to meaning	<a href="#">Exit Ticket</a>
<b>Day 2</b>	I can determine the meaning of general academic words in a text	<a href="#">Exit Ticket</a>
<b>Day 3</b>	I can describe the narrator's or speaker's point of view	<a href="#">Exit Ticket</a> <a href="https://www.k5learning.com/vocabulary-worksheets/fifth-grade-5/context-clues">https://www.k5learning.com/vocabulary-worksheets/fifth-grade-5/context-clues</a>
<b>Day 4</b>	I can describe how the narrator's or speaker's point of view influences how events are described	<a href="#">Exit Ticket</a>
<b>Day 5</b>	I can consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<a href="#">Exit Ticket</a>
<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>		
<b>Week 4 RL.5.5 RI.5.5 RL.5.3 Day 1</b>	I can determine how chapters,scenes, or stanzas provide the overall structure of a particular story, drama, or poem	<a href="#">Exit Ticket</a>
<b>Day 2</b>	I can describe the overall structure of events, ideas, concepts, or information of each text	<a href="#">Exit Ticket</a>

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

**5th Grade ELA**  
**2023 - 2024 NE CARES Pacing Guide**  
**(updated 10/17/2023 - see items highlighted in yellow)**

<b>RL.5.1, RI.5.1 RI.5.3, RL.5.4 Day 1</b>		
<b>Day 2</b>	<i>I can refer to details and examples in a text when explaining what the text says explicitly</i>	<a href="#">Exit Ticket</a>
<b>Day 3</b>	<i>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</i>	<a href="#">Exit Ticket</a>
<b>Day 4</b>	<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>	<a href="#">Exit Ticket</a>
<b>Day 5</b>	<i>I can determine the meaning of unknown words and phrases based on grade-level reading and content</i>	<a href="#">Exit Ticket</a>
<b>Weeks 8-9</b>	<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>	