

ELA Essential Elements – 5th Grade Curriculum Map by Quarter

	I Can Statements	Standards-Based Essential Elements	Activities/Formative Assessments	Text Examples
1 st Quarter	I can identify words in the text that help me answer a question that was explicitly stated.	EE.RL.5.1- Identify words in the text to answer a question about explicit information.	-Circle words in the question that will help students locate words in the text to help answer the question.	Literature text examples: Wonder Thank you, Mr. Falker 4 th -5 th DLM Book List https://www.dlmpd.com/grade-band-4-5/
	I can identify the central idea or theme in a story, drama, or poem.	EE.RL.5.2- Identify the central idea or theme of a story, drama or poem.	-Provide students with a list of themes/central ideas to pull from.	
	I can use a thinking map to compare two character in a familiar story.	EE.RL.5.3-Compare two characters in a familiar story.	-Give students a thinking map to use; may need to provide visual supports about the characters.	
	I can identify the meaning of a multiple meaning word using clues from the text.	EE.RL.5.4- Determine the intended meaning of multi-meaning words in a text.	-Highlight clues in the text to help identify the word; some students may need more scaffolding for this.	
	I can identify how characters, events, or settings change from the beginning to end of the story.	EE.RL.5.5-Identify a story element that undergoes change from beginning to end.	-Have students create a retelling map during the story so they can notice the changes from the beginning to end.	
	I can identify the narrator and the point of view of the narrator.	EE.RL.5.6-Determine the point of view of the narrator.	-Give choices for students to identify the narrator along with point of view options.	
	I can identify illustrations, tactual, or multimedia that helps me understand the story.	EE.RL.5.7-Identify illustrations, tactual or multimedia elements that add to understanding.	-Have students mark illustrations that support the understanding of the story with a post-it.	
	I can use a thinking map to compare stories, myths, or texts with similar themes/topics.	EE.RL.5.9- Compare stories, myths, or texts with similar topics or themes.	-Give students thinking maps to compare text with similar topics/themes; some students may benefit from visuals or short phrases of events.	
	I can participate and answer questions during shared reading with my teacher.	EE.RL.5.10- Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.	-Use core board and questioning to keep students engaged in shared reading.	

1st Quarter- 5th grade Writing Standards

	I can write about personal experiences or events with 3 or more events.	EE.W.5.3- Write about events or personal experiences. a. Write about an experience or event including three or more events in sequence.	-Families may need to send in the events that happened to assist non-verbal students in writing. -Make a description word list with visuals for students to use to describe their events.	
	I can stay on topic during writing. I can plan and revise my writing with support.	EE.W.5.4-Produce writing that is appropriate for an explicitly stated task or purpose. EE.W.5.5- With guidance and support from adults and peers, plan before writing and revise own writing.	-Sort sentences to topics for students to see what their paper should look like when staying on topic. -Model how to plan and revise writing for students.	
	I can use print or digital sources to gather information.	EE.W.5.8- Gather and sort relevant information on a topic from print or digital sources into given categories.	-Provide categories for students to sort information from sources.	
	I can use my evidence from reading to support my writing.	EE.W.5.9-Use information from literary and informational text to support writing. Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., "Compare and contrast two characters in the story.").	-Use evidence from the text to support writing about a story.	

2 nd Quarter	I can identify words in the text that help me answer a question that was explicitly stated.	EE.RI.5.1- Identify words in the text to answer a question about explicit information.	-Circle words in the question that will help students locate words in the text to help them answer the question.	<p>Informational Text Resources to support your Science or Social Studies topics...</p> <p>Create a free account on GetEpic.com to have access to free books.</p> <p>Moonshot</p>
	I can identify the main idea of a text.	EE.RI.5.2- Identify the main idea of a text when it is not explicitly stated.	-Have students find details in the text to help them identify the main idea.	
	I can use a thinking map to compare individuals, events, or ideas in a text.	EE.RI.5.3-Compare two individuals, events, or ideas in a text.	-Have students identify individuals, events, or ideas in the text and compare using a thinking map; may need visuals.	
	I can identify the meaning of domain-specific words and phrases using the text.	EE.RI.5.4- Determine the meanings of domain-specific words and phrases.	-Use highlighters to find the meaning of domain-specific words; some students may need to be given a familiar word to identify word knowledge.	
	I can label if a text tells about events, gives directions or provides information.	EE.RI.5.5-Determine if a text tells about events, gives directions, or provides information on a topic.	-Have a chart where you and the students place text examples that tells about events, gives directions, or provides information.	
	I can use a graphic organizer to compare two books on the same topic.	EE.RI.5.6-Compare two books on the same topic.	-Create a chart to compare two books on the same topic; may need visuals.	
	I can use highlighters to locate information in print or digital sources.	EE.RI.5.7-Locate information in print or digital sources.	-For students that need help locating information in print or digital sources, you can provide them with illustrations to sort if they are related/unrelated.	
	I can identify the relationship between a specific point and supporting reasons.	EE.RI.5.8-Identify the relationship between a specific point and supporting reasons in an informational text.	-Help students identify the claim/specific point; provide visuals/phrases to sort the reasons under the points.	
	I can use a graphic organizer to compare and contrast details from two texts.	EE.RI.5.9-Compare and contrast details gained from two texts on the same topic.	-Use a graphic organizer to compare/contrast-may need visuals or premade phrases to sort.	
	I can participate and answer questions during shared reading with my teacher to show I understand the text.	EE.RI.5.10-Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	-Use core board and questioning to engage students in text.	

2nd Quarter- 5th grade Writing Standards

	I can write an opinion about topics or text with an introduction and provide reasons to support the opinion.	EE.W.5.1-Write opinions about topics or text. a. Introduce a topic or text and state an opinion about it. b. Provide reasons to support the opinion.	-Provide a template for writing so students can use that to write their introduction and use transition words for facts/details.	
	I can introduce a topic, provide facts, details, and other relevant information.	EE.W.5.2-Write to share information supported by details. a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic.	-Provide a template for writing so students can use that to write their introduction and use transition words for facts/details.	
	I can use the Internet to produce writing while interacting with people. I can use two or more sources to write a short research project.	EE.W.5.6- With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. EE.W.5.7- Conduct short research projects using two or more sources.	-Provide students with a template to gather information during Internet searches; gathering information from different sources.	
	I can use information from the text to respond to a writing prompt.	EE.W.5.9-Use information from literary and informational text to support writing. (b) Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., "Use specific reasons and evidence for supporting specific points in an informational text.").	-Use information from text to support reasons.	
	I can write to respond to many different writing topics.	EE.W.5.10-Write routinely for a variety of tasks, purposes, and audiences.	-Incorporate writing into your daily routine for students to respond to different prompts.	

3 rd Quarter	I can identify words in the text that help me answer a question that was explicitly stated.	EE.RL.5.1- Identify words in the text to answer a question about explicit information.	-Circle words in the question that will help students locate words in the text to help them answer the question.	Literature text examples: The One and Only Ivan
	I can identify the central idea or theme in a story, drama, or poem.	EE.RL.5.2- Identify the central idea or theme of a story, drama or poem.	-Provide students with a list of themes/central ideas to pull from.	
	I can use a thinking map to compare two character in a familiar story.	EE.RL.5.3-Compare two characters in a familiar story.	-Give students a thinking map to use; may need to provide visual supports about the characters.	
	I can identify the meaning of a multiple meaning word using clues from the text.	EE.RL.5.4- Determine the intended meaning of multi-meaning words in a text.	-Highlight clues in the text to help identify the word; some students may need more scaffolding for this.	
	I can identify how characters, events, or settings change from the beginning to end of the story.	EE.RL.5.5-Identify a story element that undergoes change from beginning to end.	-Have students create a retelling map during the story so they can notice the changes from the beginning to end.	
	I can identify the narrator and the point of view of the narrator.	EE.RL.5.6-Determine the point of view of the narrator.	-Give choices for students to identify the narrator along with point of view options.	
	I can identify illustrations, tactual, or multimedia that helps me understand the story.	EE.RL.5.7-Identify illustrations, tactual or multimedia elements that add to understanding.	-Have students mark illustrations that support the understanding of the story with a post-it.	
	I can use a thinking map to compare stories, myths, or texts with similar themes/topics.	EE.RL.5.9- Compare stories, myths, or texts with similar topics or themes.	-Give students thinking maps to compare text with similar topics/themes; some students may benefit from visuals or short phrases of events.	
	I can participate and answer questions during shared reading with my teacher.	EE.RL.5.10- Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.	-Use core board and questioning to keep students engaged in shared reading.	

3rd Quarter- 5th grade Writing Standards

	I can write about personal experiences or events with 3 or more events.	EE.W.5.3- Write about events or personal experiences. a. Write about an experience or event including three or more events in sequence.	-Families may need to send in the events that happened to assist non-verbal students in writing.	
	I can stay on topic during writing. I can plan and revise my writing with support.	EE.W.5.4-Produce writing that is appropriate for an explicitly stated task or purpose. EE.W.5.5- With guidance and support from adults and peers, plan before writing and revise own writing.	-Remind students of writing prompt to stay focused. -Planning map/Revising checklist.	
	I can use print or digital sources to gather information.	EE.W.5.8- Gather and sort relevant information on a topic from print or digital sources into given categories.	-Model how to research related to a topic.	
	I can use my evidence from reading to support my writing.	EE.W.5.9-Use information from literary and informational text to support writing. Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., “Compare and contrast two characters in the story.”).	-Use evidence from the text to support writing about a story.	

4 th Quarter	I can identify words in the text that help me answer a question that was explicitly stated.	EE.RI.5.1- Identify words in the text to answer a question about explicit information.	-Circle words in the question that will help students locate words in the text to help them answer the question.	Informational Text Examples: Use topics to address Science and Social Studies topics as well
	I can identify the main idea of a text.	EE.RI.5.2- Identify the main idea of a text when it is not explicitly stated.	-Have students find details in the text to help them identify the main idea.	
	I can use a thinking map to compare individuals, events, or ideas in a text.	EE.RI.5.3-Compare two individuals, events, or ideas in a text.	-Have students identify individuals, events, or ideas in the text and compare using a thinking map; may need visuals.	
	I can identify the meaning of domain-specific words and phrases using the text.	EE.RI.5.4- Determine the meanings of domain-specific words and phrases.	-Use highlighters to find the meaning of domain-specific words; some students may need to be given a familiar word to identify word knowledge.	
	I can label if a text tells about events, gives directions or provides information.	EE.RI.5.5-Determine if a text tells about events, gives directions, or provides information on a topic.	-Have a chart where you and the students place text examples that tells about events, gives directions, or provides information.	
	I can use a graphic organizer to compare two books on the same topic.	EE.RI.5.6-Compare two books on the same topic.	-Create a chart to compare two books on the same topic; may need visuals.	
	I can use highlighters to locate information in print or digital sources.	EE.RI.5.7-Locate information in print or digital sources.	-For students that need help locating information in print or digital sources, you can provide them with illustrations to sort if they are related/unrelated.	
	I can identify the relationship between a specific point and supporting reasons.	EE.RI.5.8-Identify the relationship between a specific point and supporting reasons in an informational text.	-Help students identify the claim/specific point; provide visuals/phrases to sort the reasons under the points.	
	I can use a graphic organizer to compare and contrast details from two texts.	EE.RI.5.9-Compare and contrast details gained from two texts on the same topic.	-Use a graphic organizer to compare/contrast-may need visuals or premade phrases to sort.	
	I can participate and answer questions during shared reading with my teacher to show I understand the text.	EE.RI.5.10-Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	-Use core board and questioning to engage students in text.	

4th Quarter- 5th grade Writing Standards

	I can write an opinion about topics or text with an introduction and provide reasons to support the opinion.	EE.W.5.1-Write opinions about topics or text. a. Introduce a topic or text and state an opinion about it. b. Provide reasons to support the opinion.	-Provide a template for writing so students can use that to write their introduction and use transition words for facts/details.	
	I can introduce a topic, provide facts, details, and other relevant information.	EE.W.5.2-Write to share information supported by details. a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic.	-Provide a template for writing so students can use that to write their introduction and use transition words for facts/details.	
	I can use the Internet to produce writing while interacting with people. I can use two or more sources to write a short research project.	EE.W.5.6- With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. EE.W.5.7- Conduct short research projects using two or more sources.	-Provide students with a template to gather information during Internet searches; gathering information from different sources.	
	I can use information from the text to respond to a writing prompt.	EE.W.5.9-Use information from literary and informational text to support writing. (b) Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., "Use specific reasons and evidence for supporting specific points in an informational text.").	-Use information from text to support reasons.	
	I can write to respond to many different writing topics.	EE.W.5.10-Write routinely for a variety of tasks, purposes, and audiences.	-Incorporate writing into your daily routine for students to respond to different prompts.	

Embedded throughout the year:

Phonics and Word Recognition

EE.RF.5.3- Use letter-sound knowledge to read words.

- a. Read common sight words and decode single syllable words.

EE.RF.5.4-Read words in a text.

- a. Read text comprised of familiar words with accuracy and understanding.
- b. Not applicable.
- c. Use context to confirm or self-correct word recognition when reading.

Speaking and Listening Essential Elements:

EE.SL.5.1- Engage in collaborative discussions.

- a. Come to discussion prepared to share information.
- b. Carry out assigned role in a discussion.
- c. Ask questions related to information in a discussion.
- d. Make comments that contribute to the discussion and link to the remarks of others.

EE.SL.5.2-Identify the explicitly stated main idea of a text presented orally or through other media.

EE.SL.5.3-Identify the reasons and evidence supporting a specific point.

EE.SL.5.4-Report on a familiar topic or text or present an opinion including related facts.

EE.SL.5.5-Select or create audio recordings and visual/tactile displays to enhance a presentation.

EE.SL.5.6-Differentiate between contexts that require formal and informal communication.

Conventions of Standard English Essential Elements:

EE.L.5.1- Demonstrate standard English grammar and usage when communicating.

- a. Not applicable.
- b. Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told).
- c. Not applicable.
- d. Not applicable.
- e. Use frequently occurring conjunctions: and, but, or, for, because.

EE.L.5.2-Demonstrate understanding of conventions of standard English.

- a. Not applicable.
- b. Not applicable.
- c. Not applicable.
- d. Not applicable.
- e. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.

Knowledge of Language:

EE.L.5.3-Use language to achieve desired meaning when communicating.

- a. Communicate using complete sentences when asked.
- b. Not applicable.

Vocabulary Acquisition and Use:

EE.L.5.4-Demonstrate knowledge of word meanings.

- a. Use sentence level context to determine which word is missing from a content area text.
- b. Use frequently occurring root words (e.g., talk) and the words that result when word ending are added (e.g., talked, talking, talks).
- c. Not applicable.

EE.L.5.5-Demonstrate understanding of word relationship and use.

- a. Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).
- b. Not applicable.
- c. Demonstrate understanding of words that have similar meanings.

EE.L.5.6-Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.