



GRANITE SCHOOL DISTRICT
5th Grade ELA Core Curriculum Maps at a Glance

QUARTER 1

READING LITERATURE – Key Indicators

RL 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (W 9.a. is also a component when determining proficiency).

READING INFORMATIONAL – Key Indicators

RI 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

READING FOUNDATIONAL SKILL – Key Indicators

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (W 4 is also a component when determining proficiency).

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (L 2 and L 3 are also components when determining proficiency).

W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly (SL 2 and SL 3 are also components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 2

READING LITERATURE – Key Indicators

RL 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

READING INFORMATIONAL – Key Indicators

RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

READING FOUNDATIONAL SKILL – Key Indicators

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W 4 is also a component when determining proficiency) .

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (L 2 and L 3 are also components when determining proficiency).

W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly (SL 2 and SL 3 are also components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 3

READING LITERATURE – Key Indicators

RL 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL 6. Describe how a narrator’s or speaker’s point of view influences how events are described.

RL 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

READING INFORMATIONAL – Key Indicators

RI 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) (W 9.b. is also a component when determining proficiency).

RI 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

READING FOUNDATIONAL SKILL – Key Indicators

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W 4 is also a component when determining proficiency).

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (L 2 and L 3 are also components when determining proficiency).

W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL 5, SL 6, L 1, and L3 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 4

READING LITERATURE – Key Indicators

RL 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL 6. Describe how a narrator’s or speaker’s point of view influences how events are described.

RL 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Additional Indicators

RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive. (L 3 is also a component when determining proficiency).

READING INFORMATIONAL – Key Indicators

RI 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) (W 9.b. is also a component when determining proficiency).

RI 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Additional Indicators

RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive.

READING FOUNDATIONAL SKILL – Key Indicators

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W 4 is also a component when determining proficiency).

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (L 2 and L 3 are also components when determining proficiency).

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SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL 5, SL 6, L 1, and L3 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).