



**GRANITE SCHOOL DISTRICT**  
**5<sup>th</sup> 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 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

**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 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 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.

**Additional Indicators**

- W 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.
- W 6. With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- Cluster: Research to Build and Present Knowledge (standards W7, W8, and W9)

**SPEAKING AND LISTENING – Additional Indicators**

- Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)
- Cluster: Presentation of knowledge and Ideas (standards SL4, SL5, and SL6)

**LANGUAGE – Key Indicators**

- Cluster: Conventions of Standard English (standards L1 and L2)
- Cluster: Knowledge of Language (standards L3 and L4)
- Cluster: Vocabulary Acquisition and Use (standards L5 and L6)

## 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.

RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

### 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 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI 5. Compare and contrast the overall structure 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 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### Additional Indicators

W 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.

W 6. With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Cluster: Research to Build and Present Knowledge (standards W7, W8, and W9)

### SPEAKING AND LISTENING – Additional Indicators

Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)

Cluster: Presentation of knowledge and Ideas (standards SL4, SL5, and SL6)

### LANGUAGE – Key Indicators

Cluster: Conventions of Standard English (standards L1 and L2)

Cluster: Knowledge of Language (standards L3 and L4)

Cluster: Vocabulary Acquisition and Use (standards L5 and L6)

## QUARTER 3

### READING LITERATURE – Key Indicators

- RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 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 on their approaches to similar themes and topics.

### READING INFORMATIONAL – Key Indicators

- RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 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).
- 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 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

#### Additional Indicators

- W 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.
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- Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)
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### LANGUAGE – Key Indicators

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## QUARTER 4

### READING LITERATURE – Key Indicators

RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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 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.

### READING INFORMATIONAL – Key Indicators

RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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).

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.

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