



# Decatur Public Schools

## Essential Standards

### 5th Grade ELA

Common Core Standard and Description	Example Rigor	Prerequisite Skill	Common Assessment	When Taught?	Extension Standards	Resources
What is the essential standard to be learned? Describe in student friendly vocabulary.	What does proficient look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?	
<b>RL.5.1</b> I can quote accurately from a text when drawing inferences from the text.	-Written form -Use text evidence to support connection between own ideas and what happened in the story -EBT used	-EBT -Inferences -Go back and find evidence to support ideas/on topic	<ul style="list-style-type: none"> <li>Acadience</li> <li>NWEA Reading</li> <li>M-STEP (3rd-5th grades)</li> </ul>	Throughout the year	-Relate to own experiences -Make connections to other stories	
<b>RL.5.3</b> I can compare and contrast two or more characters, settings, or events in a story, drawing on specific details in the text	-Double bubble -Compare and contrast what characters do and say, thoughts -Written or oral	-Compare -Contrast -Keep it balanced when comparing and contrasting, use compare and contrast transition	<ul style="list-style-type: none"> <li>Acadience</li> <li>NWEA Reading</li> <li>M-STEP (3rd-5th grades)</li> </ul>	Throughout the year	<b>5.RL.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their	

(e.g., how characters interact).	-Describe how setting impacts the events of the story -Describe how the events determine the actions of the characters	words- not just a list -Identify characters -Setting-where and when -Determine main events -Verbally compare and contrast			approaches to similar themes and topics. -Compare story to history	
RL.5.4 I can use context clues within the text to determine the meaning of unfamiliar words.	-Students will use figurative language in their own writing. -Students add words to their vocabulary-written or spoken. -Bridge map	-Context clue -Read grade level material -Draw conclusions -Prior knowledge -Knowledge of how to use thinking map	<ul style="list-style-type: none"> <li>Acadience</li> <li>NWEA Reading</li> <li>M-STEP (3rd-5th grades)</li> </ul>	Throughout the year	-Using words more often in writing and vocabulary -Read higher grade level materials	
RI.5.1 I can utilize details from the text to support my inferences verbally and in writing.	Use evidence from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Evidence -Reading at grade level -Utilize -Inferences -Write in sentences	<ul style="list-style-type: none"> <li>Acadience</li> <li>NWEA Reading</li> <li>M-STEP (3rd-5th grades)</li> </ul>	Throughout the year	-Counter argument	
RI.5.2 I can determine two or more main ideas of a text and explain how they are	-Summarize the text verbally or in writing. -Use thinking maps - partial multi-flow	-Know difference between main idea and detail -Read content information	<ul style="list-style-type: none"> <li>Acadience</li> <li>NWEA Reading</li> <li>M-STEP (3rd-5th grades)</li> </ul>	Throughout the year	-Compare and contrast to a prior event/knowledge -Apply the new information a real-life situation	

supported by key details.  I can 5 summarize the text.		-Familiar with partial multi-flow map -Summarize is not just copying sentences from the text				
RF.5.4.a I can read grade-level text with purpose and understanding.	-Read a passage at 5th grade -Verbally retell or in writing (using thinking maps), summarize and answer comprehension questions	-Read at grade level -Content specific vocabulary	<ul style="list-style-type: none"> <li>● Acadience</li> <li>● NWEA Reading</li> <li>● M-STEP (3rd-5th grades)</li> </ul>	Throughout the year	-Read above grade level -Complex project after reading book/passage	
W.5.1 I can write opinion pieces on topics and support my opinion with evidence.	-State opinion -Give own reasons -Use evidence from story or real world to connect -Use evidence based terms -Closing that is connected to theme or paragraph (not just repeating intro)	-Opinion statement -Supporting information -Reasons are on topic -Partial multi-flow -Point of view	<ul style="list-style-type: none"> <li>● Acadience</li> <li>● NWEA Reading</li> <li>● M-STEP (3rd-5th grades)</li> </ul>	Throughout the year	-Debate -Add counter argument -Write from someone else's point of view	
W.5.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey			<ul style="list-style-type: none"> <li>● Acadience</li> <li>● NWEA Reading</li> <li>● M-STEP (3rd-5th grades)</li> </ul>			

ideas and information clearly.						
W.5.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			<ul style="list-style-type: none"> <li>• Acadience</li> <li>• NWEA Reading</li> <li>• M-STEP (3rd-5th grades)</li> </ul>			
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words			<ul style="list-style-type: none"> <li>• Acadience</li> <li>• NWEA Reading</li> <li>• M-STEP (3rd-5th grades)</li> </ul>			