

**St. Johns County School District:  
Fifth Grade ELA Public Year-at-a-Glance 2018-2019**

Standard		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>LITERATURE</b>	<b>Quote accurately from a text</b> when explaining what the text says explicitly and when drawing inferences from the text.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Determine a <b>theme of a story, drama or poem</b> 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>X</b>	<b>X</b>	
	<b>Compare and contrast two or more characters, settings, or events</b> in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<b>X</b>	<b>X</b>		
	Determine the <b>meaning of words and phrases</b> as they are used in a text, including <i>figurative language, such as metaphors and similes</i> *.	<b>X</b>	<b>X*</b>	<b>X</b>	<b>X</b>
	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular <b>story, drama, or poem</b> .		<b>X</b>		
	Describe how a <b>narrator's or speaker's point of view</b> influences how events are described.			<b>X</b>	
	Analyze how <b>visual and multimedia elements</b> contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<b>X</b>			
	<b>Compare and contrast stories</b> in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.				<b>X</b>
<b>By the end of the year</b> , read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>INFORMATIONAL TEXT</b>	<b>Quote accurately from a text</b> when explaining what the text says explicitly and when drawing inferences from the text.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Determine <b>two or more main ideas</b> of a text and explain how they are supported by key details; <b>summarize</b> the text.	<b>X</b>			
	Explain the <b>relationships or interactions</b> between two or more <b>individuals, events, ideas, or concepts</b> in a historical, scientific, or technical text based on specific information in the text.		<b>X</b>	<b>X</b>	
	Determine the <b>meaning of general academic and domain-specific words and phrases</b> in a text relevant to a <i>grade 5 topic or subject area</i> .	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Compare and contrast the overall <b>structure</b> (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or in two or more texts.		<b>X</b>	<b>X</b>	
	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the <b>point of view</b> they represent.			<b>X</b>	
	Draw on <b>information from multiple print or digital sources</b> , demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>X</b>			
	Explain how an <b>author uses reasons and evidences</b> to support particular points in a text, identifying which reasons and evidence support which point(s).			<b>X</b>	
	Integrate <b>information from several texts</b> on the same topic in order to write or speak about the subject knowledgeably.				<b>X</b>
<b>By the end of the year</b> , 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.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	

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<b>WRITING</b>	Write <b><i>opinion</i></b> pieces on topics or texts, supporting a point of view with reasons and information. (a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. (b) Provide logically ordered reasons that are supported by facts and details. (c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (d) Provide a concluding statement or section related to the opinion presented.			X	
	Write <b><i>informative/ explanatory</i></b> texts to examine a topic and convey ideas and information clearly. (a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; included formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (d) Use precise language and domain-specific vocabulary to inform about or explain the topic. (e) Provide a concluding statement or section related to the information or explanation presented.		X		
	Write <b><i>narratives</i></b> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (d) Use concrete words and phrases and sensory details to convey experiences and events precisely. (e) Provide a conclusion that follows from the narrated experiences or events.	X			X
	Produce clear and coherent writing in which the <b>development and organization</b> are appropriate to task, purpose, and audience.	X	X	X	X
	With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, editing, rewriting, or trying a new approach</b> .	X	X	X	X
	With some guidance and support from adults, <b>use technology</b> , including the Internet, <b>to produce and publish</b> writing as well as to interact and collaborate with others; demonstrate sufficient command of <b>keyboarding skills to type a minimum of two pages</b> in a single sitting.	X	X	X	X
	Conduct <b>short research projects</b> that build knowledge through investigation of different aspects of a topic.		X		
	<b>Recall</b> relevant <b>information</b> from experiences or <b>gather</b> relevant <b>information</b> from print and digital sources; <b>summarize</b> or <b>paraphrase information</b> in notes and finished work, and provide a list of sources.	X	X	X	X
	Draw <b>evidence</b> from literary or informational texts to support analysis, reflection, and research.	X	X	X	X

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<b>SPEAKING AND LISTENING</b>	Engage effectively in a <b>range of collaborative discussions</b> (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. (a) <b>Come to discussions prepared</b> , having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (b) Follow agreed-upon <b>rules</b> for discussions and <b>carry out assigned roles</b> . (c) <b>Pose and respond to specific questions</b> by making comments that contribute to the discussion and elaborate on the remarks of others. (d) <b>Review the key ideas</b> expressed and draw conclusions in light of information and knowledge gained from the discussions.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	<b>Summarize a written text</b> read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>X</b>			
	<b>Summarize</b> the points a <b>speaker</b> makes and explain how each claim is supported by reasons and evidence.	<b>X</b>			
	<b>Report on a topic or text or present an opinion</b> , sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		<b>X</b>	<b>X</b>	
	Include <b>multimedia components</b> (e.g., graphics, sound) and <b>visual displays</b> in presentations when appropriate to enhance the development of main ideas or themes.				<b>X</b>
	<b>Adapt speech to a variety of contexts and tasks</b> , using formal English when appropriate to task and situation.			<b>X</b>	
<b>FOUNDATIONS</b>	Know and apply <b>grade-level phonics</b> and <b>word analysis skills</b> in decoding words. (a) Use combined knowledge of all <b>letter-sound correspondences, syllabication patterns, and morphology</b> (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	<b>Read</b> with sufficient <b>accuracy</b> and <b>fluency</b> to support <b>comprehension</b> . (a) Read on-level text with purpose and understanding. (b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

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LANGUAGE	grammar and usage when writing or speaking	Demonstrate fluent and legible <b>cursive writing</b> skills.	X	X	X	X
		Explain the function of <b>conjunctions</b> , <b>prepositions</b> , and <b>interjections</b> in general and their function in particular sentences.	X	X		
		Form and use the <b>perfect</b> (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) <b>verb tenses</b> .			X	
		<b>Use verb tense</b> to convey various times, sequences, states, and conditions.			X	X
		Recognize and correct inappropriate <b>shifts in verb tense</b> .			X	X
		Use <b>correlative conjunctions</b> (e.g., <i>either/or</i> , <i>neither/nor</i> ).		X		
LANGUAGE	capitalization, punctuation, & spelling	Use <b>punctuation</b> to separate items in a series.	X			
		Use a <b>comma</b> to separate an introductory element from the rest of the sentence.	X			
		Use a <b>comma</b> to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).		X		
		Use underlining, quotation marks, or italics to indicate <b>titles of work</b> .			X	X
		<b>Spell</b> grade-appropriate words <b>correctly</b> , consulting references as needed.	X	X	X	X
LANGUAGE	knowledge of language	<b>Expand, combine, and reduce sentences</b> for meaning, reader/listener interest, and style.	X	X	X	X
		Compare and contrast the <b>varieties of English</b> (e.g., dialects, registers) used in stories, dramas, or poems.	X	X	X	X
LANGUAGE	unknown and multiple-meaning words & phrases	<b>Use context</b> (e.g., cause/effect relationships and comparisons in a text) <b>as a clue</b> to the meaning of a word or phrase.	X	X	X	X
		Use common, grade-appropriate Greek and Latin <b>affixes</b> and <b>roots</b> as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	X	X	X	X
		Consult <b>reference materials</b> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	X	X	X	X
LANGUAGE	explore word relationships and nuances in word meanings	Interpret figurative language, including <b>similes</b> and <b>metaphors</b> , in context.		X		
		Recognize and explain the meaning of common <b>idioms</b> , <b>adages</b> , and <b>proverbs</b>			X	X
		Use the <b>relationship between particular words</b> (e.g., synonyms, antonyms, homographs) to better understand each of the words.	X	X		

### Websites to Support Your Child with Reading

- ✓ [Storyline Online](#): Storyline Online provides numerous videos of stories read aloud by actors.
- ✓ [Epic](#): Epic is a digital library with access to over 25,000 books for a monthly fee.
- ✓ [Sunshine State Young Reader Award Books](#): This link provides information on the 15 SSYRA books for 2018-2019.
- ✓ [Find a Book](#): Find a Book will help you build a reading list that is 'just right' for each reader.
- ✓ [FSA Portal](#): The portal has FSA test specifications and sample test items.
- ✓ [Reading Rockets](#): Reading Rockets provides a variety of resources parents can use with growing readers.
- ✓ [Read, Write, Think Video](#): Video explaining how to use the free resources available on Read, Write, Think to engage students after school and at home.

### Websites to Support Your Child's Overall Learning

- ✓ [ABCYa](#): ABCYa is an online resource students can use to review fifth grade skills.
- ✓ [Jump Start](#): Jump Start is an online resource with a variety of free, printable 4<sup>th</sup> grade resources.
- ✓ [Read, Write, Think](#): Materials to help make the most of time out of school.
- ✓ [FSA Students and Families](#): This page provides access to general information about the Florida Standards Assessments (FSA) and links to other FSA resources.

### Websites to Support Your Child with Language

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|---|---|--|
| <ul style="list-style-type: none"><li>✓ <u>Grammar &amp; Usage Information</u><ul style="list-style-type: none"><li>○ <a href="#">Cursive Writing</a></li><li>○ <a href="#">Conjunctions</a></li><li>○ <a href="#">Prepositions</a></li><li>○ <a href="#">Interjections</a></li><li>○ <a href="#">Verb Tenses</a></li></ul></li></ul> | <ul style="list-style-type: none"><li>✓ <u>Conventions Information</u><ul style="list-style-type: none"><li>○ Correct use of a COMMA in <a href="#">introduction of sentence</a></li><li>○ Correct use of a COMMA to <a href="#">set off words</a></li><li>○ <a href="#">Varieties of English</a></li></ul></li></ul> | <ul style="list-style-type: none"><li>✓ <u>Vocabulary Information</u><ul style="list-style-type: none"><li>○ Learn about <a href="#">Affixes and Root Words</a></li><li>○ Using <a href="#">Reference Materials</a></li><li>○ Meaning of <a href="#">Similes and Metaphors</a></li><li>○ Common <a href="#">Idioms, Adages, and Proverbs</a></li></ul></li></ul> |
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**Note:** All standards are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.