



5th Grade ELA Alignment

Story Town and Making Meaning are district resources that can be utilized to instruct the standards. However, leveled readers and other materials should be used to instruct, accommodate, and differentiate as needed.

Reading - Literature

Standard		Resources	I can	Academic Vocabulary
RL.5.1	Quote accurately from a text when explaining what the text says	Making Meaning: Units 1, 4, 5, 6, 7, 8, 9, 10 StoryTown SE: 40, 93, 192, 254, 400–401, 424, 438–439, 456 TE(1): T52, T187, T196–T197, T254–255 TE(2): T128, TE(4): T30–T31, T42, T52, T58, T66–T67, T116–T117, T128, T136, T138, T144–T145, T326 TE(5): T118 Finish Line Lesson 4, page 45	I can quote accurately from a text when explaining what the text says explicitly. I can quote accurately from a text when making inferences from the text.	quote accurately explicitly inferences

RL.5.2	Determine a theme of a story, drama, or poem from details; summarize	<p>Making Meaning: Units 4, 6, 8, 9 StoryTown SE: 146–147, 161, 162, 174–175, 192, 196, 348, 480, 586, 610, 650, 653 TE(1): T50, T53, T180, T187 TE(2): T30–T31, T42, T48, T50, T51, T56–T57, T106–T107, T122, T126, T128, T129, T132, T134–T135, T192–T193, T300, T302, T312 TE(3): T51, T194, T195, T206, T258–T259 TE(4): T59, T62, T139, T196, T198, T199 TE(5): T32–T33, T108–T109, T117, T119, T121, T127, T130, T187, T190, T247, T298, T305 TE(6): T312, T314 Finish Line Lesson 5 page 46</p>	<p>I can determine the theme of a story, drama, or poem using details from the text.</p> <p>I can summarize the text.</p>	<p>theme drama summarize</p>
RL.5.3	Compare two or more characters, settings, or events in a story or drama	<p>Making Meaning: Unit 6 StoryTown SE: 272–273, 279 TE(3): T30–T31, T40, T42, T44, T48, T50, T56–T57, T180, T306, T318 TE(4): T44, T130 TE(5): T180 TE(6): T314 Finish Line Lesson 6, page 70 Finish Line Lesson 7, page 85</p>	<p>I can use details to compare and contrast two or more characters, settings, or events in a story or drama.</p>	<p>compare & contrast drama</p>

RL.5.4	Determine meanings of words and phrases including metaphors and similes	<p>Making Meaning: Units 1, 4, 5 StoryTown SE: 192, 614–615, 630 TE(1): T41, T180, T242, T292, T296 TE(2): T119, T128, T300 TE(3): T189 TE(4): T56, T128 TE(5): T182, T226–T227, T236, T238, T240, T244, T246, T250, T254–T255, T292, T296, T309 TE(6): T316 Finish Line Lesson 2, page 19</p>	<p>I can determine the meaning of words and phrases as they are used in a text.</p> <p>I determine the meaning of figurative language such as metaphors and similes.</p>	<p>phrases figurative language metaphor simile personification idiom context clues</p>
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together	<p>SE: 22–23, 352 TE(1): T30–T31, T32–T33, T58–T59, T110–T111, T181, T183, T302, T305 TE(2): T60, T119 TE(3): T190, T198 TE(4): T32–T33, T41, T45, T49, T118–T119, T127, T129, T131, T133, T134, T135, T136, T321–T325 TE(5): T1114–T1115, T120, T179, T241 Finish Line Lesson 8, page 106 Finish Line Lesson 9, page 117</p>	<p>I can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>chapter scene stanza drama</p>
RL.5.6	Describe how a narrator’s or speaker’s point of view influences events	<p>TE(2): T47 TE(3): T41 TE(4): T208–T209, T272, T238 Finish Line Lesson 10, page 130</p>	<p>I can describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>narrator speaker point of view</p>

RL.5.7	Analyze how multimedia elements contribute to meaning, tone, or beauty of text	TE(3): T258 TE(4): T81, T159 Finish Line Lesson 11, page 156	I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	analyze visual element multimedia element tone of text beauty of text mood
RL.5.9	Compare stories in the same genre on approaches to similar themes and topics	Making Meaning: Unit 9 StoryTown: 352, 430, 486 TE(1): T306, T324 TE(2): T254 TE(3): T196, T198 TE(4): T64, T68–T69, T204 TE(5): T190	I can compare and contrast stories in the same genre with similar themes or topics.	genre theme topic
RL.5.10	Read and comprehend literature, including stories, dramas, and poetry	Making Meaning: Units 1, 4, 5, 6, 7, 8, 9, 10 StoryTownStudents read literature throughout the StoryTown program. Representative pages: SE: 26–39, 70–71, 80–92, 126–135, 150–161, 178–191, 194–195, 220–221, 246–247, 252–261, 276–287, 332–347, 380–389, 404–423, 442–455, 468–479, 518–527, 570–581, 594, 605, 618–629, 632–635, 640–649, 776–785 TE(1): T38–T51, T130–T131, T174–T186, T290–T299 TE(2): T38–T49, T114–T127, T130–T131, T192–T193, T254–T255, T294–T303 TE(3): T38–T49, T178–T193, T300–T309 TE(4): T38–T57, T124–T137, T186–T197, T308–T317 TE(5): T114–T125, T174–T185, T234–T245, T248–T251, T290–T299 TE(6): T308–T317	I can read and comprehend a variety of grade level literature independently and proficiently.	comprehend literature independently proficiently
Reading - Informational Text				

RI.5.1	Quote accurately from a text when explaining what the text says	<p>Making Meaning: Units 2, 3, 6, 7, 8, 9 StoryTownSE: 68, 118, 218, 328–329, 720–721, 748–749 TE(1): T122, T128, T248 TE(2): T183, T188, T190, T207 TE(3): T13, T71, T140, T170–T171, T248 TE(4): T252, T254, T158, T270–T271, T327 TE(5): T42, T60 TE(6): T13, T42, T60–T61, T62, T174–T175, T204–T205, T208, T209, T240–T241, T270–T271 Finish Line Lesson 4, page 46</p>	<p>I can quote accurately from a text when explaining what the text says explicitly.</p> <p>I can quote accurately from a text and when making inferences from the text.</p>	quote accurately explicitly inferences
RI.5.2	Determine main ideas of text and how they are supported by details; summarize	<p>Making Meaning: Units 3, 8 StoryTownSE: 244, 320, 464–465, 490–491, 502, 504, 510, 554, 660–661, 676, 692–693, 712, 786, 789 TE(1): T129, T249 TE(2): T180, T183, T186, T191, T252, T253, T310 TE(3): T116, T118, T124, T128, T130, T131, T252, T257, T314 TE(4): T141, T178–T179, T240–T241, T250, T252, T256, T258, T260, T264, T265, T267, T270–T271 TE(5): T32–T33, T43, T47, T50, T51, T108–T109, T129 TE(6): T30–T31, T40, T42, T44, T48, T50, T51, T58–T59, T112–T113, T122, T124, T126, T128, T130, T134, T136, T137, T139, T142–T143, T176–T177, T185, T187, T192, T193, T195, T196, T199, T242–T243, T251, T252, T257, T259, T263, T323, T324, T326 Finish Line Lesson 5, page 58</p>	<p>I can determine two or more main ideas of a text and explain how they are supported by key details.</p> <p>I can summarize the text.</p>	main idea key details summarize

RI.5.3	Explain concepts in a historical, scientific, or technical text	<p>Making Meaning: Units 2, 6, 7 StoryTown: SE: 300–301 TE(1): T244 TE(3): T106–T107, T119, T124, T125, T128, T136–T137, T251, T254, T256, T262–T263, T314, T317 TE(4): T274 TE(6): T46, T273</p>	I can use specific information to explain the relationships between individuals, events, or concepts in informational text.	relationships informational text
RI.5.4	Determine the meaning of general academic and domain-specific words	<p>Making Meaning: Unit 7 StoryTown:TE(1): T199, T256, T259, T311 TE(2): T138, T174–T175, T203, T236–T237, T263 TE(3): T52, T112–T113, T143, T242–T243, T247, T250,T269 TE(4): T246–T247, T277 TE(5): T36–T37, T63 TE(6): T36–T37, T65, T118–T119, T147, T180–T181, T213,T246–T247, T277</p>	I can determine the meaning of specific words and phrases in a text.	context clues
RI.5.5	Compare the structure of events, ideas, or concepts in two or more texts	<p>Making Meaning: Units 7, 9 StoryTown:SE: 324, 772 TE(2): T170–T171, T232–T233 TE(3): T134, T138–T139, T238–T239, T265, T320 TE(4): T273 TE(6): T268, T273</p>	I can compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	compare & contrast structure concepts chronological order; sequence of events; problem/solution; cause/effect; fact/opinion; main ideas/details

RI.5.6	Analyze accounts of same event, noting important similarities and differences	<p>Making Meaning: Unit 7, 9 StoryTown:SE: 122, 222, 324, 514 TE(1): T252 TE(2): T13, T194 TE(3): T134, T265 TE(4): T268 TE(5): T207 TE(6): T47, T273, T285 Finish Line Lesson 10, page 130</p>	<p>I can analyze multiple accounts of the same event or topic.</p> <p>I can note important similarities and differences in the point of view represented in multiple accounts of the same topic or event.</p>	<p>analyze multiple accounts similarities differences point of view</p>
RI.5.7	Use a variety of sources to find an answer quickly or solve a problem	<p>Making Meaning: Units 6, 7, 8 StoryTown:SE: 166, 324 TE(2): T53, T54, T198–T199, T260, T315 TE(3): T13, T71, T133, T134, T217, T266 TE(6): T87 Finish Line Lesson 11, page 156</p>	<p>I can analyze information from multiple sources to locate an answer to a question or to solve a problem.</p>	<p>analyze information from multiple sources: dictionary, almanac, atlas, internet, thesaurus, index, table of contents, glossary, and other reference materials</p>
RI.5.8	Explain how an author uses evidence to support particular points	<p>Making Meaning: Unit 7, 9 StoryTown:SE: 510 TE(4): T260, T264, T270–T271 TE(5): T40, T56–T57, T132–T133 TE(6): T134, T274 Finish Line Lesson 12, page 170</p>	<p>I can explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>evidence</p>

RI.5.9	Use information from texts on a topic to write or speak about the topic	Making Meaning: Units 3, 4, 7 StoryTown: TE(1): T13 TE(2): T13 TE(3): T13 TE(4): T13 TE(5): T13 TE(6): T13, T86–T89, T203 Finish Line Lesson 11, page 156 Finish Line Lesson 13, page 178	I can paraphrase and integrate information from several texts on the same topic in order to write or speak knowledgeably.	integrate knowledgeably paraphrase note-taking
RI.5.10	Read and comprehend history/social studies, science, and technical texts	Making Meaning: Units 2, 3, 6, 7, 8, 9 StoryTown: Students read informational texts throughout the StoryTown program. Representative pages: SE: 42–43, 56–67, 108–117, 204–217, 230–243, 304–319, 322–323, 360–371, 458–459, 494–509, 542–553, 664–675, 696–711, 724–739, 752–765 TE(1): T54–T55, T116–T128, T238–T247 TE(2): T176–T189, T238–T251 TE(3): T114–T129, T132–T133, T244–T255 TE(4): T140–T141, T248–T263 TE(5): T38–T49 TE(6): T38–T49, T120–T135, T182–T197, T248–T261	I can read and comprehend grade-level informational texts independently and proficiently.	informational text independently proficiently
Reading - Foundational Skills				
RF.5.3	Apply grade-level phonics and word analysis skills in decoding	Making Meaning: Units 4, 5, 6, 7, 8, 9 Finish Line Lesson 1, page 6	I can know and apply grade-level phonics and word analysis skills in decoding words.	phonics decoding multisyllabic context letter-sound correspondences Latin & Greek roots affixes

RF.5.3a	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	TE(1): T63, T137, T201, T257, T293, T312–T313 TE(2): T61, T139, T201, T261, T316–T317 TE(3): T45, T47, T61, T121, T141, T207, T267, T322–T323 TE(4): T71, T149, T211, T275, T330–T331 TE(5): T61, T137, T197, T257, T312–T313 TE(6): T63, T145, T211, T275, T330–T331	I can read unfamiliar multisyllabic words by using letter-sound correspondences, syllable patterns, and/or morphology.	syllable morphology prefix suffix root
RF.5.4	Read with sufficient accuracy and fluency to support comprehension	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	I can read with sufficient accuracy and fluency to support comprehension	accuracy fluency comprehension
RF.5.4a	Read on-level text with purpose and understanding	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 StoryTown: Students read on-level text throughout the StoryTown program. Representative pages: SE: 56–67, 204–217, 276–287, 494–509, 542–553, 664–675 TE(1): T116–T128 TE(2): T176–T190 TE(3): T38–T49, T300–T309 TE(4): T248–T262 TE(5): T38–T50 TE(6): T38–T50	I can grade-level text with purpose and understanding.	

RF.5.4b	Read prose and poetry orally with accuracy, appropriate rate, and expression	<p>Making Meaning: Units 4, 5, 6, 7, 8, 9 StoryTownSE: 45, 73, 101, 123, 128, 130, 134, 167, 197, 254, 258, 353, 377, 384, 386, 487, 515, 552, 526, 559, 587, 611, 637, 643, 644, 646, 648, 683, 717, 781, 785 TE(1): T57, T64, T133, T138, T195, T202, T253, T258, T293, T295, T297, T299 TE(2): T55, T62, T133, T140, T297, T301 TE(3): T199, T208, T261, T268, T305, T307 TE(4): T205, T212, T269, T276, T313 TE(5): T55, T62, T131, T138, T191, T198, T253, T258, T293, T295, T299 TE(6): T57, T64, T141, T146</p>	I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	prose poetry successive
RF.5.4c	Use context to confirm word recognition and understanding	<p>Making Meaning: Units 4, 5, 6, 7, 8, 9, 10 StoryTown SE: 367, 646, 784 TE(1): T198–T199, T232–T233, T256, T311 TE(2): T46, T138 TE(3): T32–T33, T41, T47, T60, T108–T109, T121, T123, T250 TE(6): T316</p>	I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.	context clues confirm
Writing				
W.5.1	Write opinion pieces, supporting a point of view with reasons and information	Making Meaning: Units 7, 9	I can write opinion pieces on topics or texts, supporting a point of view with reasons and information.	opinion organizational structure logically phrases clauses concluding statement

W.5.1a	Introduce a topic, state opinion, and create structure to support the purpose	<p>Making Meaning: Unit 9 StoryTown:SE: 559 TE(1): T55 TE(2): T66–T67, T84, T90–T91 TE(3): T133 TE(5): T55, T66–T67, T83, T84, T90–T91, T142–T143</p>	I can 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.
W.5.1b	Provide logically ordered reasons supported by facts and details	<p>TE(1): T55 TE(2): T67, T84–T85, T90–T91, T190 TE(3): T133 TE(5): T55, T67, T84, T90–T91, T143</p>	I can provide logically ordered reasons that are supported by facts and details.
W.5.1c	Link opinion and reasons using words, phrases, and clauses		I can link opinion and reasons using words, phrases, and clauses.
W.5.1d	Provide a concluding statement related to the opinion presented	<p>TE(2): T67, T90–T91 TE(5): T85, T143, T90–T91</p>	I can provide a concluding statement or section related to the opinion presented.

W.5.2	Write informative/explanatory texts to examine a topic and convey ideas clearly	<p>Making Meaning: Unit 2 StoryTown:SE: 249, 325, 487, 559, 717, 745 TE(2): T53, T206–T207, T257, T266–T267 TE(3): T84–T85, T89, T135, T146–T147, T273 TE(4): T141, T203, T205 TE(5): T53, T55 TE(6): T68–T69, T89, T90, T96, T139, T150–T151, T203, T216–T217, T280–T281</p>	I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.	informative explanatory examine convey general observation logically formatting concrete details
W.5.2a	Introduce a topic, provide general focus, and group information logically		<p>I can introduce a topic clearly, provide a general observation and focus, and group related information logically.</p> <p>I can include formatting, illustrations, and multimedia when useful to aiding comprehension.</p>	multimedia categories domain specific concluding phrases clauses concluding statement

W.5.2b	Develop the topic with facts, definitions, details, quotations, and examples	SE: 325, 559, 745 TE(2): T53, T206–T207, T267 TE(3): T50, T85, T135, T147 TE(4): T141, TE(5): T53, T55 TE(6): T13, T69, T89–T90, T96, T151, T203, T217, T281	I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2c	Link ideas within and across categories using words, phrases, and clauses	TE(2): T207, T257, T267 TE(3): T147, T273 TE(6): T92, T97, T281	I can link ideas within and across categories of information using words, phrases, and clauses.
W.5.2d	Use precise language and domain-specific vocabulary about the topic	TE(4): T141, T205 TE(5): T55 TE(6): T55, T86–T91, T203	I can use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2e	Provide a concluding statement related to the information presented	TE(2): T207, T267 TE(3): T273 TE(6): T69, T281	I can provide a concluding statement or section related to the information or explanation presented.

W.5.3	Write narratives using effective technique, details, and clear sequences	SE: 101, 123, 223, 637 TE(1): T86–T87, T93, T143, T195, T207, T251, T253 TE(2): T144–T145, T195 TE(4): T77, T95, T100–T101, T155, T217 TE(5): T189, T253, T263	I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	narratives imagined experiences effective technique transitional orient narrative techniques dialogue description pacing conclusion
W.5.3a	Establish a situation, introduce narrator and/or characters; organize naturally		I can orient the reader by establishing a situation and introducing a narrator and/or characters. I can organize an event sequence that unfolds naturally.	

W.5.3b	Use narrative techniques, such as dialogue, description, and pacing	SE: 101, 123, 223, 637 TE(1): T86–T87, T93, T143, T195, T207, T251, T253 TE(2): T144–T145, T195 TE(4): T77, T95, T100–T101, T155, T217 TE(5): T189, T253, T263	I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3c	Use a variety of transitional words, phrases, and clauses	TE(1): T86–T87 TE(4): T96 TE(5): T263 TE(2): T207, T257, T267 TE(3): T147, T273 TE(6): T92, T97, T281	I can use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3d	Use sensory details to convey experiences and events precisely	TE(4): T141, T205 TE(5): T55 TE(6): T55, T86–T91, T203	I can use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3e	Provide a conclusion that follows from the narrated experiences or events	TE(2): T207, T267 TE(3): T273 TE(6): T69, T281	. I can provide a conclusion that follows from the narrated experiences or events.

W.5.4	Produce writing which is appropriate to task, purpose, and audience	<p>SE: 45, 101, 123, 167, 197, 223, 249, 293, 325, 353, 377, 431, 461, 487, 515, 559, 587, 611, 637, 717, 745</p> <p>TE(1): T55, T57, T68–T69, T84–T87, T131, T142–T143, T195, T206–T207, T251, T253, T262–T263</p> <p>TE(2): T53, T55, T66–T67, T82–T87, T131, T133, T144–T145, T193, T195, T206–T207, T255, T257, T266–T267</p> <p>TE(3): T55, T66–T67, T82–T87, T133, T135, T146–T147, T199, T212–T213, T259, T261, T272–T273</p> <p>TE(4): T63, T65, T76–T77, T92–T97, T141, T143, T154–T155, T203, T205, T216–T217, T269, T280–T281</p> <p>TE(5): T53, T55, T66–T67, T82–T87, T131, T142–T143, T189, T191, T202–T203, T251, T253, T262–T263</p> <p>TE(6): T55, T57, T68–T69, T86–T95, T139, T141, T150–T151, T201, T203, T216–T217, T280–T281</p>	I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	coherent appropriate purpose task audience
W.5.5	Develop writing by planning, editing, rewriting, or trying a new approach	<p>Making Meaning: Units 8, 9</p> <p>StoryTown:</p> <p>TE(1): T69, T84–T89, T143, T207, T263, T316–T317</p> <p>TE(2): T67, T82–T87, T89, T145, T207, T267, T320–T321</p> <p>TE(3): T66–T67, T82–T87, T147, T213, T273, T326–T327</p> <p>TE(4): T77, T92–T97, T155, T217, T281, T334–T335</p> <p>TE(5): T67, T82–T87, T143, T203, T263, T316–T317</p> <p>TE(6): T69, T86–T95, T151, T217, T281, T334–T335</p>	With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	planning revising editing rewriting

W.5.6	Use technology to produce and publish writing and to collaborate with others	TE(1): T91, T317 TE(2): T89, T321 TE(3): T89, T327 TE(4): T99, T335 TE(5): T89, T317 TE(6): T95, T335	With some guidance and support from adults, I can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. I can demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting	interact collaborate
W.5.7	Conduct short research projects that use several sources to build knowledge	Making Meaning: Units 2, 3, 6, 7, 8 StoryTown:TE(1): T13 TE(2): T13 TE(3): T13 TE(4): T13 TE(5): T13 TE(6): T13, T86–T93	I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	conduct investigation aspects

W.5.8	Gather information; summarize in notes and finished work, and provide sources	Making Meaning: Unit 8 StoryTown:SE: 745 TE(2): T13 TE(3): T13, T71, T82, T217 TE(4): T205 TE(5): T13 TE(6): T13, T88, T93, T203	I can recall relevant information from experiences or gather relevant information from print and digital sources. I can summarize or paraphrase information in notes and finished work, and provide a list of sources	relevant paraphrase digital sources
W.5.9	Draw evidence from texts to support analysis, reflection, and research	Making Meaning: Units 8, 9	I can draw evidence from literary texts to support analysis, reflection, and research. I can draw evidence from informational texts to support analysis, reflection, and research.	draw evidence support analysis reflection
W.5.9a	Apply grade 5 Reading standards to literature	Making Meaning: Units 8, 9 StoryTown:TE(2): T27, T50, T66–T67, T84–T85, T90–T91, T103 TE(4): T27, T176	I can draw evidence from informational texts to support	

W.5.9b	Apply grade 5 Reading standards to informational texts	<p>Making Meaning: Unit 8 StoryTown:SE: 582 TE(1): T55 TE(2): T53, T190, T195, T252, T257, T266–T267 TE(3): T53, T133, T135, T146–T147, T233, T261 TE(4): T264 TE(5): T126 TE(6): T50, T55, T141, T198, T203, T262</p>	analysis, reflection, and research.	
5.W.10	Write for a range of discipline-specific tasks, purposes, and audiences	<p>Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 StoryTown SE: 45, 101, 123, 167, 197, 223, 249, 293, 325, 353, 377, 431, 461, 487, 515, 559, 587, 611, 637, 717, 745, TE(1): T55, T57, T68–T69, T84–T91, T92–T93, T131, T142–T143, T195, T206–T207, T251, T253, T262–T263 TE(2): T53, T55, T66–T67, T82–T89, T90–T91, T131, T133, T144–T145, T193, T195, T206–T207, T255, T257, T266–T267 TE(3): T55, T66–T67, T82–T89, T90–T91, T133, T135, T146–T147, T212–T213, T259, T261, T272–T273 TE(4): T63, T65, T76–T77, T92–T99, T100–T101, T141, T143, T154–T155, T203, T205, T216–T217, T269, T280–T281 TE(5): T53, T55, T66–T67, T82–T89, T90–T91, T131, T142–T143, T189, T191, T202–T203, T251, T253, T262–T263 TE(6): T55, T68–T69, T86–T95, T96–T97, T139, T141, T150–T151, T201, T203, T216–T217, T280–T281</p>	I can write routinely for shorter or extended time frames for a range of discipline-specific tasks, purposes, and audiences.	routinely discipline-specific audiences

Speaking and Listening

SL.5.1	Engage effectively in a range of collaborative discussions	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	I can engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas	engage diverse partners explicitly draw on collaborative agreed-upon contribute elaborate pose and respond
SL.5.1a	Come to discussions prepared; draw on that preparation explore ideas	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 StoryTown: TE(1): T324 TE(2): T89, T210, T328 TE(3): T276, T334 TE(4): T284, T342 TE(5): T324 TE(6): T154, T342	I can come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
SL.5.1b	Follow agreed-upon rules	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 StoryTownTE(1): T324 TE(2): T210, T328 TE(3): T276, T334 TE(4): T284, T342 TE(5): T324 TE(6): T154, T342	I can follow agreed-upon rules for discussions and carry out assigned roles.	

SL.5.1c	Pose and respond to questions by making comments that contribute	<p>Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>StoryTown</p> <p>TE(1): T146, T210, T266, T324</p> <p>TE(2): T148, T210, T270, T328</p> <p>TE(3): T70, T216, T276, T334</p> <p>TE(4): T284, T342</p> <p>TE(5): T70, T71, T206, T266, T324</p> <p>TE(6): T72, T154, T284, T342</p>	I can pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
SL.5.1d	Review the ideas expressed and draw conclusions from information gained	<p>Making Meaning: Units 1,5, 6, 8, 9, 10</p> <p>StoryTown</p> <p>TE(1): T73, T324</p> <p>TE(2): T210, T328</p> <p>TE(3): T276, T334</p> <p>TE(4): T284, T342</p> <p>TE(5): T71, T324</p> <p>TE(6): T154, T342</p>	I can review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
SL.5.2	Summarize information presented in diverse media	<p>Making Meaning: Units 8, 10</p> <p>StoryTown</p> <p>TE(1): T107, T266, T285</p> <p>TE(2): T29, T167, T246, T270</p> <p>TE(3): T235, T295</p> <p>TE(4): T81, T221, T258</p> <p>TE(5): T33, T109, T147, T207, T285</p> <p>TE(6): T29, T111, T155, T177, T194, T200, T220, T206–T207, T239, T243, T254, T264, T272, T285, T329</p>	I can summarize a written text read aloud or information presented in diverse media and formats.	diverse media

SL.5.3	Summarize points a speaker makes and how claims are supported by evidence	TE(1): T266	I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	points claim evidence
SL.5.4	Report on a topic or present an opinion; speaking clearly at a good pace	<p>Making Meaning: Unit 110 StoryTown TE(1): T13, T266, T325 TE(2): T13, T148, T270, T329 TE(3): T13, T70, T150, T216, T276, T335 TE(4): T34 TE(5): T13, T70, T146, T266, T325 TE(6): T13, T72, T220, T284, T343</p>	<p>I can 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.</p> <p>I can speak clearly at an understandable pace.</p>	<p>opinion sequencing ideas logically appropriate relevant descriptive</p>

SL.5.5	Include multimedia components in presentations when appropriate	TE(1): T13, T210, T325 TE(2): T13, T329 TE(3): T13, T70, T150, T276, T335 TE(4): T221, T343 TE(5): T146, T266, T325 TE(6): T72, T73, T220, T221, T284, T343	I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	multimedia components appropriate enhance the development
SL.5.6	Adapt speech to a variety of contexts and tasks	TE(1): T72, T146, T325 TE(2): T70, T210, T329 TE(3): T13, T150, T276, T335 TE(4): T13, T80, T158, T220, T284, T343 TE(5): T13, T70, T146, T206, T325 TE(6): T13, T154, T220, T343	I can adapt speech to a variety of contexts and tasks, using formal English appropriate to task and situation.	adapt formal English
Language				
L.5.1	Demonstrate command of English grammar and when writing or speaking	Making Meaning: Unit 3	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	command of conventions standard English grammar function conjunctions prepositions interjections verb tenses

L.5.1a	Explain the function of conjunctions, prepositions, and interjections	TE(1): T144–T145, T318–T319 TE(2): T146–T147, T208–T209, T322–T323	I can explain the function of conjunctions. I can explain the function of prepositions. I can explain the function of interjections.	correlative conjunctions
L.5.1b	Use the perfect verb tenses	TE(5): T264–T265, T319	I can form and use the perfect verb tenses.	
L.5.1c	Use verb tense to convey times, sequences, states, and conditions	TE(4): T282–T283 TE(5): T144–T145, T203, T204–T205, T263, T264–T265, T318–T319 TE(6): T70–T71	I can use verb tense to convey various times, sequences, states, and conditions.	
L.5.1d	Correct inappropriate shifts in verb tense		I can recognize and correct inappropriate shifts in verb tense.	
L.5.1e	Use correlative conjunctions		I can use correlative conjunctions.	

L.5.2	Demonstrate capitalization, punctuation, and spelling when writing		I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	demonstrate command of standard English capitalization punctuation spelling series introductory element
L.5.2a	Use punctuation to separate items in a series	TE(2): T69	I can use punctuation to separate items in a series.	tag question direct address quotation marks italics
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence	TE(2): T268–T269, T323	I can use a comma to separate an introductory element from the rest of the sentence.	consulting references
L.5.2c	Use a comma to set off: yes and no, a tag question, and a direct address		<p>I can use a comma to set off the words yes and no.</p> <p>I can use a comma to set off a tag question from the rest of the sentence.</p> <p>I can use a comma to indicate direct address.</p>	

L.5.2d	Use underlining, quotation marks, or italics to indicate titles	TE(6): T93, T282–T283, T337	I can use underlining, quotation marks, or italics to indicate titles of works.	
L.5.2e	Spell words correctly, consulting references as needed	TE(1): T66–T67, T89, T140–T141, T204–T205, T260–T261 TE(2): T64–T65, T142–T143, T204–T205, T264–T265 TE(3): T64–T65, T144–T145, T210–T211, T270–T271 TE(4): T74–T75, T152–T153, T214–T215, T278–T279 TE(5): T64–T65, T140–T141, T200–T201, T260–T261 TE(6): T66–T67, T148–T149, T214–T215, T217, T278–T279, T281	I can spell grade-appropriate words correctly, consulting references as needed.	
L.5.3	Use language conventions when writing, speaking, reading, or listening	Making Meaning: Units 3, 4, 5, 6, 7, 8, 9	I can use knowledge of language and its conventions when writing, speaking, reading, or listening.	conventions expand combine reduce compare & contrast
L.5.3a	Expand, combine, and reduce sentences for meaning, reader interest, and style	TE(1): T198–T199, T311 TE(2): T138 TE(3): T60, T250 TE(4): T177 TE(5): T296	I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	

L.5.3b	Compare varieties of English used in stories, dramas, or poems	TE(3): T202–T203, T264, T321 TE(5): T136 TE(6): T170	I can compare and contrast the varieties of English used in stories, dramas, or poems.	
L.5.4	Determine meaning of unknown and multiple-meaning words and phrases	Making Meaning: Units 4, 5, 6, 7, 8, 9	I can choose flexibly from a range of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	flexibly strategies clarify multiple-meaning context clues Greek & Latin affixes roots reference materials pronunciation
L.5.4a	Use context as a clue to the meaning of a word or phrase		I can use context clues to determine the meaning of a word or phrase.	
L.5.4b	Use common Greek and Latin affixes and roots as clues to the meaning of a word		I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	

L.5.4c	Consult reference materials for pronunciation and determine precise meanings	TE(1): T26, T199, T211, T311, R18 TE(2): T199, T260 TE(3): T26, T202 TE(4): T147, T236 TE(5): T136 TE(6): T108	I can consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.5.5	Understand figurative language, word relationships, and nuances		I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	demonstrate figurative language word relationships nuances similes metaphors common idioms adages
L.5.5a	Interpret figurative language, including similes and metaphors	SE: 192, 614–615 TE(1): T41, T180, T242, T292, T306 TE(2): T119, T120, T128, T240, T248, T300 TE(3): T189, T259 TE(4): T56, T115, T129, T322 TE(5): T166–T167, T182, T192–T193, T226–T227, T254–T255, T292 TE(6): T144, T252	I can interpret figurative language including similes and metaphors, in context.	proverbs relationship
L.5.5b	Explain the meaning of common idioms, adages, and proverbs	TE(1): T296 TE(2): T105 TE(5): T188	I can recognize and explain the meaning of common idioms, adages, and proverbs.	

L.5.5c	Use the relationship between words to better understand each word	TE(1): T198–T199 TE(4): T146–T147, T210, T278–T279, T329 TE(5): T162, T295	I can use the relationship between particular words to better understand each of the words.	
L.5.6	Use general and domain-specific words and phrases, including relationships		I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships	grade appropriate general academic domain-specific phrases signal contrast logical relationships