



# MOHAWK

**Local School District**

*Preparing today's students for tomorrow's challenges*

## Mohawk Local Schools      Grade 5 ELA

### Quarter 1      Curriculum Guide

General Expectations of the ELA Standards

- A Focus on Results Rather than Means
- An Integrated Model of Literacy
- Research and Media Blended into the Standards as a Whole
- Shared Responsibility for Students' Literacy Development
- Focus and Coherence in Instruction and Assessment

**Critical Areas of Focus Being Addressed:**

- Reading
- Writing
- Language
- Speaking and Listening

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:  
 (DOK1)      (DOK2)      (DOK3)      (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

5RL. 1 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. (DOK 2)

(DOK 1) Explain explicitness of text by quoting accurately from the text  
 (DOK 2) Draw inferences using textual information

<p>5RL.2 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). (DOK 2)</p>	<p>(DOK 1 ) Determine the theme of a: story drama poem using details in the text  (DOK 1 ) Summarize text  (DOK 2) Explain how characters in a story or drama respond to challenges  -Explain how the speaker in a poem reflects upon a topic  -Summarize the key ideas and details of a: story, drama, or poem including how characters respond to challenges or how the speaker in a poem reflects upon a topic</p>
<p>5RL.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). (DOK 2)</p>	<p>(DOK 1 )Define terms: compare and contrast  <ul style="list-style-type: none"> <li>- Identify specific details that describe: characters settings events in a story or drama</li> <li>- Identify similarities of two or more: characters settings events in a story or drama</li> </ul> (DOK 2) Compare two or more: characters settings events in a text using specific details from a text  -Contrast two or more: characters settings Events in a text using specific details from a text</p>
<p>5RL.4 : Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes(DOK 2)</p>	<p>(DOK 1 ) Recognize examples of figurative language in text, such as similes and metaphors  (DOK 2) Determine the: meaning of words and phrases in texts and figurative meaning of words and phrases, including metaphors and similes, as used in a text</p>
<p>5RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (DOK 1)</p>	<p>(DOK 1 ) Explain how a series of : chapters, scenes, stanzas fits together to provide the overall structure of a: story, drama, poem</p>
<p>5RL.6 : Describe how a narrator’s or speaker’s point of view influences how events are described. (DOK 2)</p>	<p>(DOK 1 )Define influences  -Identify narrator’s or speaker’s point of view  -Describe narrator’s or speaker’s point of view  -Identify relevant events  (DOK2) Infer the characteristics of the narrator or speaker  - Describe how the: narrator’s point of view influences the description of the event and speaker’s point of view influences how the events are described</p>

<p>5RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (DOK 2)</p>	<p>(DOK 1 ) Define analyze          -Identify multimedia and visual elements within a text          Recognize: meaning, tone, and beauty of text          (DOK2) Analyze how visual elements contribute to text : meaning, tone, and beauty          -Analyze how multimedia elements contribute to text : meaning, tone, beauty</p>
<p>5RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (DOK 2)</p>	<p>(DOK 1 ) Identify the characteristics of a: theme a topic genre          (DOK2) Compare and contrast how two or more stories of the same genre approach a similar: theme or topic</p>
<p>5RL.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. (DOK 2)</p>	<p>(DOK 1) Identify/Understand in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity          (DOK 2) Comprehend in literary text: key ideas and details, craft and structure, &amp; integration of knowledge and ideas at appropriate complexity</p>
<p>5RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 2)</p>	<p>(DOK 1) Explain explicitness of text by quoting accurately from the text          (DOK 2) Draw inferences using textual information</p>
<p>5RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (DOK 2)</p>	<p>(DOK 1) Explain how the supporting details of a text          -determine the main ideas          (DOK 2) Summarize text          -Determine two or more ideas of a text          - Explain how multiple ideas are supported by key ideas          -Summarize the multiple ideas of a text using key details</p>
<p>5RI.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.. (DOK 2)</p>	<p>(DOK 1) Define relationships and interactions          (DOK 2) Explain the relationships or interactions between two or more: individuals events ideas concepts in multiple types of informational text          -Use specific information from text to support the relationship identified between : individuals ideas concepts in multiple types of informational text</p>
<p>5RI.4 Determine the meaning of general academic and</p>	<p>(DOK 1) Identify: general academic domain-specific words and phrases</p>

domain-specific words and phrases in a text relevant to a grade 5 topic or subject area(DOK 2)	in a text relevant to a grade 5 topic or subject area (DOK 2) Determine the meaning of: general academic domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
5RI.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. (DOK 2)	(DOK 1) Determine the overall structure: (e.g., chronology comparison cause/effect problem/solution) of a text or a part of a text - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of: events ideas concepts or information in a text or part of a text (DOK 2) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of: events ideas concepts or information in a text or part of a text in two or more texts
5RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (DOK 2)	(DOK 1) Describe the events or main ideas of multiple accounts -Distinguish between firsthand or second hand accounts (DOK 2)Compare and contrast multiple accounts of the same event or topic -Describe the similarities and differences in each point of view -Support your analysis with evidence from the texts
5RI.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. (DOK 2)	(DOK 1) Obtain information from sources -Recognize digital sources -Identify problem solving steps (DOK 2) Collect information/data -Locate an answer or solve problem efficiently from various: print sources digital sources -Organize information to answer efficiently
5RI.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) (DOK 2)	(DOK 1) Identify: an author's particular points in a text which evidence and reasons support each point (DOK 2) Explain how an author uses evidence and reasons to support particular points in a text
5RI.9Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (DOK 2)	(DOK 1) Identify the information from each text on the same topic (DOK 2)Integrate information from several texts on the same topic
5RI.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	(DOK 1) Identify/understand in an informational text: key ideas and details craft and structure integration of knowledge and ideas at appropriate complexity

<p>complexity band independently and proficiently. (DOK 2)</p>	<p>(DOK 2) Comprehend independently in an informational text: key Ideas and details craft and structure integration of knowledge and ideas at appropriate complexity</p>
<p>5RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. (DOK 3)</p>	<p>(DOK 1) Know: grade level-level phonics word analysis skills in decoding words          - Identify syllabication patterns          -Identify root words          Explain meanings of prefixes and suffixes          Accurately read words with Latin roots          (DOK 2) Apply grade level-level phonics and word analysis skills in decoding words          -Synthesize phonics and word analysis skills to decode words          (DOK 3)Read accurately unfamiliar multisyllabic words in context and out of context</p>
<p>5RF.4 Read with sufficient accuracy and fluency to support comprehension. (DOK 3)</p>	<p>(DOK 1) Identify and understand foundational skills for Reading #1-3          -To support comprehension: identify the purpose and understanding of text, identify oral reading with accuracy, appropriate rate, and expression on successive readings, and identify rereading, when necessary, as a strategy when confirming or self-correcting words in text          - understand how context can help to confirm or self- correct word recognition          (DOK 2) Apply foundational skills reflected in Reading #1-3          -To support comprehension: determine the purpose for reading on-level text, apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings, &amp; confirm or self- correct word recognition and understanding by using context          (DOK3) To support comprehension: read on-level text fluently and accurately &amp; reread with fluency as necessary          -Read with: accuracy appropriate rate expression on successive readings</p>
<p>5W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (DOK 4)</p>	<p>(DOK 1) Describe the: use of story elements in narratives and characteristics of narrative          - Explain how the: sequence of events affects the story's conclusion and transitional words, phrases and clauses advances the sequence of events</p>

	<ul style="list-style-type: none"> <li>- Describe narrative techniques such as: dialogue description pacing, etc.</li> <li>(DOK 2) Establish a situation, a narrator and/or characters</li> <li>-Organize story events to determine logical sequence that results in a conclusion</li> <li>-Use a variety of transitions to move the events along</li> <li>- Use dialogue and description to develop experiences and events</li> <li>-Use concrete and/or sensory details to develop experiences or events</li> <li>-Develop characters through: dialogue, description, actions, &amp; reactions</li> <li>(DOK 4) Write a narrative that effectively: establishes a situation, uses techniques such as dialogue and description to develop experiences, events, characters; utilizes appropriate transitional words/phrases , and includes sensory details, leads to a conclusion</li> </ul>
5W.4 Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience. (DOK 4)SL	<ul style="list-style-type: none"> <li>(DOK 2) Analyze the reason for writing a piece to decide on: task, purpose, &amp; audience</li> <li>- Determine suitable idea development strategies &amp; organization appropriate to task, purpose, and audience</li> <li>(DOK 4) Produce a writing piece that is clear and cohesive with idea development &amp; organization appropriate to task, purpose, and audience</li> </ul>
5W.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. (DOK 2)	<ul style="list-style-type: none"> <li>(DOK 1) With guidance and support from peers and adults, students recognize how to: plan, revise, edit, rewrite, &amp;/or try a new approach</li> <li>- Know how to edit for conventions of Writing</li> <li>(DOK 2) With guidance and support from peers and adults, develop and strengthen writing by: planning, revising, editing, rewriting, &amp;/or trying a new approach</li> </ul>
5W.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. (DOK 3)	<ul style="list-style-type: none"> <li>(DOK 1) With some guidance and support: use keyboarding skills, know how to use technology software to produce and publish writing, &amp;/or know how to use the Internet to communicate with others</li> <li>(DOK 2) With some guidance and support: evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others</li> <li>(DOK 3) With some guidance and support: use technology, including the Internet, to produce and publish writing, use technology to interact and collaborate with others, &amp;/or use keyboarding skills to type two or more pages in a single sitting</li> </ul>
5W.7 Conduct short research projects that use several	(DOK 1) Identify the: various research sources and/or different aspects

sources to build knowledge through investigation of different aspects of a topic. (DOK 2)	<p>of a topic (DOK 2) Discriminate between various research sources (i.e. atlas, map, encyclopedia, internet)</p> <ul style="list-style-type: none"> <li>-Compare/contrast information from various research sources</li> <li>-Interpret information derived from various sources</li> <li>-Participate in short research and writing projects</li> <li>-Conduct investigations on a different aspects of a topic</li> <li>- Question information to build knowledge of a topic</li> </ul>
5W.8 : Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (DOK 2)	<p>(DOK 1) Define: summarize and paraphrase</p> <ul style="list-style-type: none"> <li>- Recall relevant information from experiences</li> <li>-Gather relevant information from print and digital sources</li> <li>-Identify source list</li> </ul> <p>(DOK 2) Summarize information in notes and finished work</p> <ul style="list-style-type: none"> <li>-paraphrase information in notes and finished work</li> </ul>
5W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (DOK 2)	<p>(DOK 1) Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <ul style="list-style-type: none"> <li>-Cite textual evidence to support analysis of what the text says explicitly</li> </ul> <p>(DOK 2) Draw evidence from key ideas and details as support for research</p> <ul style="list-style-type: none"> <li>-Analyze key ideas and details in a text as evidence for support understanding of text</li> <li>-Reflect on key ideas and details in a text as evidence for support understanding of text</li> </ul>
5W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences. (DOK 3)	<p>(DOK 1) Identify the various purposes for writing</p> <ul style="list-style-type: none"> <li>-Identify and understands the various organizational structures related to different genres or purposes for writing</li> </ul> <p>(DOK 2) Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences</p> <ul style="list-style-type: none"> <li>-Determine the appropriate organizational structure needed for specific audiences and purposes</li> </ul> <p>(DOK 3) Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences</p>
5SL1 Engage effectively in a range of collaborative	(DOK 1) Identify : key ideas from reading material & ways to listen

<p>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 (DOK 3)</p>	<p>effectively</p> <ul style="list-style-type: none"> <li>-Describe discussion rules and roles</li> <li>-Know how to pose questions and provide feedback</li> <li>- Identify key ideas presented during discussion</li> </ul> <p>(DOK 2) Relate information read to discussion topics</p> <ul style="list-style-type: none"> <li>-Evaluate implementation of discussion rules and roles</li> <li>-Formulate questions and responses based on comments made by others during discussion</li> <li>- Explain the topic using personal ideas, opinions, and reasoning</li> <li>-Think critically about ideas posed to draw conclusions</li> <li>- Justify responses by providing</li> </ul> <p>(DOK 3) Engage in a variety of discussions by sharing acquired and prior knowledge of grade 5 topics and texts</p> <ul style="list-style-type: none"> <li>-Listen actively to discussions and presentations</li> <li>-Follow agreed-upon rules during discussion</li> <li>- Carry out assigned roles during discussions</li> <li>-Pose and respond to specific questions to clarify understanding of discussion or presentation</li> <li>- Connect comments to the remarks of other</li> <li>-Express ideas clearly</li> </ul>
<p>5SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (DOK 1)</p>	<p>(DOK 1) Summarize: a written text read aloud &amp;/or information presented in divers media, including: visually, quantitatively, and/or orally</p>
<p>5SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (DOK2)</p>	<p><del>(DOK1)</del> Define summarize</p> <ul style="list-style-type: none"> <li>-Identify a speaker's: points, claims, reasons, &amp;/or evidence</li> </ul> <p>(DOK 2) Summarize the points a speaker makes</p> <ul style="list-style-type: none"> <li>-Explain how each of a speaker's claims is supported by reasons and evidence</li> </ul>
<p>5SL.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. (DOK 3)</p>	<p>(DOK 1) Identify: topic, text, opinion, facts, relevant , descriptive details</p> <ul style="list-style-type: none"> <li>- Identify: clearly pronounced and enunciated words, understandable pace</li> </ul> <p>(DOK 1) Sequence ideas logically</p> <ul style="list-style-type: none"> <li>-Determine: appropriate facts, relevant descriptive details to support main ideas or themes</li> </ul>

	(DOK 3) Speak clearly at an understandable pace while: reporting on a topic or text presenting an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details that support main ideas or themes
5SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (DOK 3)	(DOK 1) Define multimedia components (DOK 2) Determine when it's appropriate to add: graphics, sound, &/or visual displays in presentations to enhance development of main ideas or themes (DOK 3) Add: graphics to enhance the main idea or theme when appropriate during presentations, sound to enhance the main idea or theme when appropriate during presentations, &/or visual displays to enhance the main idea or theme when appropriate during presentations
5SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (DOK 3)	(DOK 1) Identify audience, task, and situation -Identify characteristics of formal and informal speaking (DOK 2) Distinguish between formal and informal speech -Analyze situation to determine appropriate speech use (formal English or informal discourse) (DOK 3) Speak appropriately for a variety of contexts and tasks, adapting speech as needed -Speak using formal English when appropriate to task and situation
5L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (DOK 3)	(DOK 1) Identify: conjunctions, interjections, & correlative conjunctions - Recognize: perfect verb tenses & inappropriate changes in verb tense (DOK 2) Demonstrate command of the conventions of standard English grammar and usage when writing - Explain the function of : conjunctions, prepositions, & interjections in particular sentences - Determine when/how to form perfect verb tense - Use verb tense to convey: various times, sequences, states, &/or conditions (DOK 3) Demonstrate command of the conventions of standard English grammar and usage when speaking -Use: perfect verb tenses & verb tense to convey various: times, sequences, States, and conditions - Correct inappropriate changes in verb tense -Use correlative conjunctions

<p>5L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (DOK 1)</p>	<p>(DOK 1) Apply correct: capitalization, punctuation, &amp; spelling when writing</p> <ul style="list-style-type: none"> <li>-Use commas to separate items in a series</li> <li>-Use a comma to separate an introductory element from the rest of the sentence</li> <li>- Use a comma to set off the words yes and no (e.g. Yes, thank you), to set off a tag questions from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (Is that you, Steve?)</li> <li>-Know underlining or italics indicate the title of a book, play, film, long musical works, broadcast series and quotation marks indicate a title of other titles such as an article, poem, or story</li> <li>-Use underlining, quotation marks, or italics to indicate titles of works</li> </ul> <p>Recall and apply spelling rules</p> <ul style="list-style-type: none"> <li>- Identify and correct misspelled words</li> <li>-Consult references as needed</li> </ul>
<p>5L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (DOK 3)</p>	<p>(DOK 1) Recognize the conventions of language for: writing, speaking, reading, &amp; listening</p> <ul style="list-style-type: none"> <li>-Recognize various sentence structures</li> <li>- Recognize varieties of English (e.g., dialects, registers) used in: stories, dramas, &amp;/or poems</li> </ul> <p>(DOK 2) Apply knowledge of language when: writing, reading, &amp; listening</p> <ul style="list-style-type: none"> <li>-Apply knowledge of language conventions when: writing, reading, &amp; listening</li> <li>- Determine when to: expand, combine, &amp;/or reduce sentences for: meaning, reader/listener interest, and style</li> <li>-Compare and contrast the varieties of English (e.g., dialects, registers) used in: stories, dramas, poems</li> </ul> <p>(DOK 3) Use knowledge of language when speaking</p> <ul style="list-style-type: none"> <li>-Use knowledge of language conventions when speaking</li> <li>-Expand, combine, and reduce sentences for: meaning, reader/listener interest, style</li> </ul>
<p>5L.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of</p>	<p>(DOK 1) Identify and define grade appropriate Greek and Latin affixes and roots</p> <ul style="list-style-type: none"> <li>-Identify common context clues in text (e.g., cause/effect relationships,</li> </ul>

<p>strategies. (DOK 2)</p>	<p>comparisons)  - Use common print and digital reference materials (e.g., dictionary, glossary, thesaurus)  -Use print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to: find pronunciation, &amp; determine the meaning of key words and phrases  (DOK 2) Determine the meaning of unknown and multiple-meaning words by: Examining a text to find clues to the meanings of words (e.g., cause/effect relationships and comparisons in text)  - Using common Greek and Latin affixes and roots as clues to the meanings of words (e.g., photograph, photosynthesis)  -Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p>
<p>5L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. (DOK 2)</p>	<p>(DOK 1) Define homograph  -Identify: similes metaphors in context  - Recognize: idioms, adages, &amp; proverbs  - Identify: synonyms, antonyms, &amp; homographs  (DOK 2) Interpret figurative language using similes and metaphors  -Explain meanings of: idioms, adages, &amp; proverbs  Utilize: synonyms, antonyms, &amp; homographs to understand figurative language</p>
<p>5L.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 (e.g. however, although, nevertheless, similarly, moreover, in addition). (DOK 2)</p>	<p>(DOK 1) Acquire grade appropriate: general academic &amp; domain-specific words and phrases including those that signal: contrast, addition, &amp; other logical relationship  (DOK 2) Make meaning of grade appropriate: general academic &amp; domain-specific words and phrases vocabulary that signals contrast, addition, and other logical relationship  - Use accurately grade appropriate: general academic words and phrases domain specific words and phrases including those that: signal contrast, addition, &amp; logical relationships</p>