

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
5.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 5.1A share how literature contributes to strengthening moral character *			
Literacy Routines	Instructional Focus			
5.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 5.2A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments <input type="checkbox"/> 5.2B follow, restate, and give oral instructions that include multiple action steps <input type="checkbox"/> 5.2C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively <input type="checkbox"/> 5.2D work collaboratively with others to develop a plan of shared responsibilities			
Word Study	Instructional Focus			
5.3A/B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 5.3A.1/5.3B.1 decode and spell words with consonant changes <input type="checkbox"/> 5.3A.2/5.3B.2 decode and spell multisyllabic words <input type="checkbox"/> 5.3A.3/5.3B.3 decode and spell words using syllable division patterns <input type="checkbox"/> 5.3A.4/5.3B.4 decode and spell words with prefixes and suffixes on base words <input type="checkbox"/> 5.3A.5 identify, read, and spell high-frequency words from a research-based list <input type="checkbox"/> 5.3B.5 spell multisyllabic words with multiple sound-spelling patterns			
5.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 5.3C.1 use print or digital resources to determine meaning, syllabication, pronunciation, and word origin <input type="checkbox"/> 5.3C.2 identify the meaning of and use words with affixes and roots <input type="checkbox"/> 5.3C.3 identify, use, and explain the meaning of adages and puns <input type="checkbox"/> 5.3C.4 use context within or beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words			
Shared Reading	Instructional Focus			
5.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> 5.3C.4 use context within or beyond a paragraph to clarify the meaning of unfamiliar words <input type="checkbox"/> 5.4A use appropriate fluency when reading grade-level text <input type="checkbox"/> 5.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 5.5B generate questions about text before, during, and after reading <input type="checkbox"/> 5.5C make and correct or confirm predictions using text features, characteristics of genre, and structures			
5.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> 5.5D create mental images to deepen understanding <input type="checkbox"/> 5.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down			
5.6/5.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Tools to Know: Comprehension			
	<input type="checkbox"/> 5.5F make connections to personal experiences, ideas in other texts, and society			
	<input type="checkbox"/> 5.5G make inferences and use evidence to support understanding			
	<input type="checkbox"/> 5.5H evaluate details read to determine key ideas			
	<input type="checkbox"/> 5.5I synthesize information to create new understanding			
	Fiction			
	Poetry			
	Drama			
	Informational			
	Argumentative			

Unit 1: Reading and Writing Process

CHECKPOINT		
1	2	3

Independent Reading	Instructional Focus			
5.9 self-select text and read independently	<input type="checkbox"/> 5.9A self-select text and read independently for a sustained period of time <input type="checkbox"/> 5.9B share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
5.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills <input type="checkbox"/> 5.10A describe personal connections to a variety of sources, including self-selected texts <input type="checkbox"/> 5.10B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources <input type="checkbox"/> 5.10C use text evidence to support an appropriate response <input type="checkbox"/> 5.10D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order			
5.8 analyze the authors' choices and how they influence and communicate meaning				

Writing	Instructional Focus			
5.11A plan first drafts	<input type="checkbox"/> 5.11A plan a first draft by selecting a genre for a particular topic, determining purpose and audience, and using prewriting strategies such as brainstorming, freewriting and mapping			
5.11B develop drafts	<input type="checkbox"/> 5.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 5.11B.2 develop an engaging idea reflecting depth of thought with specific facts and details			
5.11C revise drafts	<input type="checkbox"/> 5.11C revise drafts by improving sentence structure and word choice; by adding, deleting, combining, and rearranging ideas for coherence and clarity			
5.11D edit drafts	<input type="checkbox"/> 5.11D.1 edit drafts using standard English conventions including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 5.11D.2 past tense of irregular verbs <input type="checkbox"/> 5.11D.3 collective nouns <input type="checkbox"/> 5.11D.9 capitalization of abbreviations, initials, acronyms, and organizations <input type="checkbox"/> 5.11D.10 italics and underlining titles and emphasis and punctuation marks, including Quotation marks in dialogue and commas in compound and complex sentences <input type="checkbox"/> 5.11D.11 correct spelling of words (multisyllabic words, prefixes, suffixes, orthographic patterns, high frequency words commonly found in students' writing and reading)			
5.11E publish written work	<input type="checkbox"/> 5.11E publish written work for appropriate audiences <input type="checkbox"/> 5.11F write legibly in cursive			
5.12A use the writing process to compose literary texts	<input type="checkbox"/> 5.12A compose personal narratives using genre characteristics and craft			
5.12B use the writing process to compose informational texts				
5.12C use the writing process to compose argumentative texts				
5.12D compose correspondence				

Research	Instructional Focus			
5.13 use research skills to plan and present in written, oral, or multimodal formats				

Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
5.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 5.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 5.1C share how literature ignites the creative imagination *			
Literacy Routines	Instructional Focus			
5.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 5.2A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments <input type="checkbox"/> 5.2B follow, restate, and give oral instructions that include multiple action steps <input type="checkbox"/> 5.2C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively <input type="checkbox"/> 5.2D work collaboratively with others to develop a plan of shared responsibilities			
Word Study	Instructional Focus			
5.3A/B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 5.3A.1/5.3B.1 decode and spell words with consonant changes <input type="checkbox"/> 5.3A.2/5.3B.2 decode and spell multisyllabic words <input type="checkbox"/> 5.3A.3/5.3B.3 decode and spell words using syllable division patterns <input type="checkbox"/> 5.3A.4/5.3B.4 decode and spell words with prefixes and suffixes on base words <input type="checkbox"/> 5.3A.5 identify, read, and spell high-frequency words from a research-based list <input type="checkbox"/> 5.3B.5 spell multisyllabic words with multiple sound-spelling patterns			
5.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 5.3C.1 use print or digital resources to determine meaning, syllabication, pronunciation, and word origin <input type="checkbox"/> 5.3C.2 identify the meaning of and use words with affixes and roots <input type="checkbox"/> 5.3C.3 identify, use, and explain the meaning of adages and puns <input type="checkbox"/> 5.3C.4 use context within or beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words			
Shared Reading	Instructional Focus			
5.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> 5.3C.4 use context within or beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words <input type="checkbox"/> 5.4A use appropriate fluency when reading grade-level text <input type="checkbox"/> 5.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 5.5B generate questions about text before, during, and after reading <input type="checkbox"/> 5.5C make and correct or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 5.5D create mental images to deepen understanding <input type="checkbox"/> 5.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down			
5.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> 5.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 5.5G make inferences and use evidence to support understanding <input type="checkbox"/> 5.5H evaluate details read to determine key ideas <input type="checkbox"/> 5.5I synthesize information to create new understanding			
5.5/5.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 5.7B analyze plot elements, including rising action, climax, falling action, and resolution <input type="checkbox"/> 5.7C analyze the relationships of and conflicts among the characters <input type="checkbox"/> Poetry Drama Informational <input type="checkbox"/> 5.6D recognize features such as insets, timelines, and sidebars to support understanding Argumentative			
Independent Reading	Instructional Focus			
5.9 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *			

Unit 2: Responding to Text/Writing Design

		Instructional Focus	CHECKPOINT		
			1	2	3
Responding to Text					
		Ways to Show: Response Skills			
5.10	respond to an increasingly challenging variety of sources that are read, heard, or viewed	<input type="checkbox"/> 5.10A describe personal connections to a variety of sources, including self-selected texts <input type="checkbox"/> 5.10B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources <input type="checkbox"/> 5.10C use text evidence to support an appropriate response <input type="checkbox"/> 5.10D retell, paraphrase, or summarize text in ways that maintain meaning and logical order <input type="checkbox"/> 5.10F respond using newly acquired vocabulary as appropriate			
5.8	analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 5.8C analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 5.8D analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 5.8F examine how the author's use of language contributes to voice			

Writing		Instructional Focus			
5.11A	plan first drafts	<input type="checkbox"/> 5.11A plan a first draft by selecting a genre for a particular topic, determining purpose and audience, and using prewriting strategies such as brainstorming, freewriting and mapping			
5.11B	develop drafts	<input type="checkbox"/> 5.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 5.11B.2 develop an engaging idea reflecting depth of thought with specific facts and details			
5.11C	revise drafts	<input type="checkbox"/> 5.11C revise drafts by improving sentence structure and word choice; by adding, deleting, combining, and rearranging ideas for coherence and clarity			
5.11D	edit drafts	<input type="checkbox"/> 5.11D.4 edit drafts using standard English conventions, including: adjectives, including comparative and superlative forms <input type="checkbox"/> 5.11D.5 conjunctive adverbs <input type="checkbox"/> 5.11D.6 prepositions and prepositional phrases and their influence on subject-verb agreement			
		<input type="checkbox"/> 5.11D.9 capitalization of abbreviations, initials, acronyms, and organizations			
		<input type="checkbox"/> 5.11D.10 italics, and underlining of titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound sentences			
		<input type="checkbox"/> 5.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
5.11E	publish written work	<input type="checkbox"/> 5.11E.1 publish written work for appropriate audiences <input type="checkbox"/> 5.11E.2 write legibly in cursive			
5.12A	use the writing process to compose literary texts	<input type="checkbox"/> 5.12A compose personal narratives using genre characteristics and craft			
5.12B	use the writing process to compose informational texts	<input type="checkbox"/> 5.12B compose informational texts using a clear central idea and genre characteristics and craft			
5.12C	use the writing process to compose argumentative texts				
5.12D	compose correspondence				

Research		Instructional Focus			
5.13	use research skills to plan and present in written, oral, or multimodal formats				

Unit 3: Exploring Literary Texts

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
5.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 5.1C share how literature ignites the creative imagination * <input type="checkbox"/> 5.1D recognize and model the virtues possessed by literary characters *			

Literacy Routines	Instructional Focus			
5.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 5.2A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments <input type="checkbox"/> 5.2B follow, restate, and give oral instructions that include multiple action steps <input type="checkbox"/> 5.2C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively <input type="checkbox"/> 5.2D work collaboratively with others to develop a plan of shared responsibilities			

Word Study	Instructional Focus			
5.3A/B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 5.3A.1/5.3B.1 decode and spell words with consonant changes <input type="checkbox"/> 5.3A.2/5.3B.2 decode and spell multisyllabic words <input type="checkbox"/> 5.3A.3/5.3B.3 decode and spell words using syllable division patterns <input type="checkbox"/> 5.3A.4/5.3B.4 decode and spell words with prefixes and suffixes on base words <input type="checkbox"/> 5.3A.5 identify, read, and spell high-frequency words from a research-based list <input type="checkbox"/> 5.3B.5 spell multisyllabic words with multiple sound-spelling patterns			
5.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 5.3C.1 use print or digital resources to determine meaning, syllabication, pronunciation, and word origin <input type="checkbox"/> 5.3C.2 identify the meaning of and use words with affixes and roots <input type="checkbox"/> 5.3C.3 identify, use, and explain the meaning of adages and puns <input type="checkbox"/> 5.3C.4 use context within or beyond a paragraph to clarify the meaning of unfamiliar words			

Shared Reading	Instructional Focus			
5.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (reading fluency, purpose)			
5.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
5.6/5.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 5.7A infer multiple themes within a text using text evidence <input type="checkbox"/> 5.7B analyze plot elements, including rising action, climax, falling action, and resolution <input type="checkbox"/> 5.7C analyze the relationships of and conflicts among the characters <input type="checkbox"/> 5.7D analyze the influence of the setting on the plot <input type="checkbox"/> 5.7E identify examples of noble characteristics in stories of virtuous heroes and heroines * <input type="checkbox"/> 5.7F articulate how spiritual knowledge is communicated <input type="checkbox"/> 5.7G share how literature can contribute to strengthening one’s moral character *			
	Poetry <input type="checkbox"/> 5.6B explain the use of sound devices and figurative language across a variety of poetic forms <input type="checkbox"/> 5.7E share how the beauty and cadence of poetry impacts human sensibilities/forms the soul *			
	Drama <input type="checkbox"/> 5.6C explain structure in drama such as character tags, acts, scenes, and stage directions <input type="checkbox"/> 5.7E use imagination to create dialogue between the readers and the characters in a story *			
	Informational Argumentative			

Independent Reading	Instructional Focus			
5.9 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *			

Unit 3: Exploring Literary Texts

		Instructional Focus	CHECKPOINT		
			1	2	3
Responding to Text					
5.10	respond to an increasingly challenging variety of sources that are read, heard, or viewed	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
		Tools to Know: Comprehension maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
5.8	analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> maintain previously learned skills (use of text structure, print and graphic features, use of language, voice) <input type="checkbox"/> 5.8B understand the use of literary devices, including first- or third- person point of view <input type="checkbox"/> 5.8E describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes <input type="checkbox"/> 5.8H recognize Christian and Western symbols and symbolism *			

Writing		Instructional Focus			
5.11A	plan first drafts	<input type="checkbox"/> 5.11A plan a first draft by selecting a genre for a particular topic, determining purpose and audience, and using prewriting strategies such as brainstorming, freewriting and mapping			
5.11B	develop drafts	<input type="checkbox"/> 5.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 5.11B.2 develop an engaging idea reflecting depth of thought with specific facts and details			
5.11C	revise drafts	<input type="checkbox"/> 5.11C revise drafts by improving sentence structure and word choice; by adding, deleting, combining, and rearranging ideas for coherence and clarity			
5.11D	edit drafts	<input type="checkbox"/> 5.7D.7 pronouns, including indefinite <input type="checkbox"/> 5.7D.8 subordinating conjunctions to form complex sentences <input type="checkbox"/> maintain previously learned capitalization skills			
		<input type="checkbox"/> maintain previously learned punctuation skills			
		<input type="checkbox"/> 5.11D.11 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too			
		<input type="checkbox"/> 5.11E.1 publish written work for appropriate audiences <input type="checkbox"/> 5.11E.2 write legibly in cursive			
5.12A	use the writing process to compose literary texts	<input type="checkbox"/> 5.12A.1 compose fiction using genre characteristics and craft <input type="checkbox"/> 5.12A.2 compose poetry using genre characteristics and craft			
5.12B	use the writing process to compose informational texts				
5.12C	use the writing process to compose argumentative texts				
5.12D	compose correspondence				

Research		Instructional Focus			
5.13	use research skills to plan and present in written, oral, or multimodal formats				

Unit 4: Exploring Informational Texts

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
5.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 5.1B interpret and evaluate literature in a Christian spirit *			

Literacy Routines	Instructional Focus			
5.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> maintain previously learned oral communication skills			

Word Study	Instructional Focus			
5.3A/B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 5.3A.1/5.3B.1 decode and spell words with consonant changes <input type="checkbox"/> 5.3A.2/5.3B.2 decode and spell multisyllabic words <input type="checkbox"/> 5.3A.3/5.3B.3 decode and spell words using syllable division patterns <input type="checkbox"/> 5.3A.4/5.3B.4 decode and spell words with prefixes and suffixes on base words <input type="checkbox"/> 5.3A.5 identify, read, and spell high-frequency words from a research-based list <input type="checkbox"/> 5.3B.5 spell multisyllabic words with multiple sound-spelling patterns			
5.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 5.3C.1 use print or digital resources to determine meaning, syllabication, pronunciation, and word origin <input type="checkbox"/> 5.3C.2 identify the meaning of and use words with affixes and roots <input type="checkbox"/> 5.3C.3 identify, use, and explain the meaning of adages and puns <input type="checkbox"/> 5.3C.4 use context with and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words			

Shared Reading	Instructional Focus			
5.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
5.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
5.5/5.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational	<input type="checkbox"/> 5.6D recognize features such as insets, timelines, and sidebars to support understanding		
	Argumentative	<input type="checkbox"/> 5.6E recognize characteristics and structures of argumentative text		

Independent Reading	Instructional Focus			
5.9 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
5.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
5.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 5.8A explain the author's purpose and message within a text <input type="checkbox"/> 5.8C analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 5.8D analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 5.8G explain the purpose of hyperbole, stereotyping, and anecdote <input type="checkbox"/> 5.8H recognize Christian and Western symbols and symbolism *			

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
5.11A plan first drafts	<input type="checkbox"/> 5.11A plan a first draft by selecting a genre for a particular topic, determining purpose and audience, and using prewriting strategies such as brainstorming, freewriting and mapping			
5.11B develop drafts	<input type="checkbox"/> 5.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 5.11B.2 develop an engaging idea reflecting depth of thought with specific facts and details			
5.11C revise drafts	<input type="checkbox"/> 5.11C revise drafts by improving sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
5.11D edit drafts	<input type="checkbox"/> edit drafts using standard English conventions, including: maintain previously learned grammar skills			
	<input type="checkbox"/> maintain previously learned capitalization skills			
	<input type="checkbox"/> maintain previously learned punctuation skills			
	<input type="checkbox"/> 5.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
5.11E publish written work	<input type="checkbox"/> 5.11E.1 publish written work for appropriate audiences			
	<input type="checkbox"/> 5.11E.2 write legibly in cursive			
5.12A use the writing process to compose literary texts				
5.12B use the writing process to compose informational texts	<input type="checkbox"/> 5.12B compose informational texts using a clear central idea, genre characteristics, and craft			
5.12C use the writing process to compose argumentative texts	<input type="checkbox"/> 5.12C compose argumentative texts, including opinion essays, using genre characteristics and craft			
5.12D compose correspondence	<input type="checkbox"/> 5.12D compose correspondence that requests information			
Research	Instructional Focus			
5.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 5.13A generate and clarify questions on a topic for formal and informal inquiry			
	<input type="checkbox"/> 5.13B develop and follow a research plan with adult assistance			
	<input type="checkbox"/> 5.13C identify and gather relevant information from a variety of sources			
	<input type="checkbox"/> 5.13D understand credibility of primary and secondary sources			
	<input type="checkbox"/> 5.13E demonstrate understanding of information gathered			
	<input type="checkbox"/> 5.13F differentiate between paraphrasing and plagiarism when using source materials			
	<input type="checkbox"/> 5.13G develop a bibliography			
	<input type="checkbox"/> 5.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			

Reading and Writing – Grade 5 (all standards)

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
5.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 5.1A share how literature contributes to strengthening moral character * <input type="checkbox"/> 5.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 5.1C share how literature ignites the creative imagination * <input type="checkbox"/> 5.1D recognize and model the virtues possessed by literary characters *			

Literacy Routines	Instructional Focus			
5.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 5.2A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments <input type="checkbox"/> 5.2B follow, restate, and give oral instructions that include multiple action steps <input type="checkbox"/> 5.2C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively <input type="checkbox"/> 5.2D work collaboratively with others to develop a plan of shared responsibilities			

Word Study	Instructional Focus			
5.3A/B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 5.3A.1/5.3B.1 decode and spell words with consonant changes <input type="checkbox"/> 5.3A.2/5.3B.2 decode and spell multisyllabic words <input type="checkbox"/> 5.3A.3/5.3B.3 decode and spell words using syllable division patterns <input type="checkbox"/> 5.3A.4/5.3B.4 decode and spell words with prefixes and suffixes on base words <input type="checkbox"/> 5.3A.5 identify, read, and spell high-frequency words from a research-based list <input type="checkbox"/> 5.3B.5 spell multisyllabic words with multiple sound-spelling patterns			
5.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 5.3C.1 use print or digital resources to determine meaning, syllabication, pronunciation, and word origin <input type="checkbox"/> 5.3C.2 identify the meaning of and use words with affixes and roots <input type="checkbox"/> 5.3C.3 identify, use, and explain the meaning of adages and puns <input type="checkbox"/> 5.3C.4 use context within or beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words			

Shared Reading	Instructional Focus			
5.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> 5.3C.4 use context within or beyond sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words <input type="checkbox"/> 5.4A use appropriate fluency when reading grade-level text <input type="checkbox"/> 5.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 5.5B generate questions about text before, during, and after reading <input type="checkbox"/> 5.5C make and correct or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 5.5D create mental images to deepen understanding <input type="checkbox"/> 5.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down			
5.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> 5.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 5.5G make inferences and use evidence to support understanding <input type="checkbox"/> 5.5H evaluate details read to determine key ideas <input type="checkbox"/> 5.5I synthesize information to create new understanding			
5.6/5.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 5.6A demonstrate knowledge of characteristics of folktales, fables, legends, myths, and tall tales <input type="checkbox"/> 5.7A infer multiple themes within a text using text evidence <input type="checkbox"/> 5.7B analyze plot elements, including rising action, climax, falling action and resolution <input type="checkbox"/> 5.7C analyze the relationships of and conflicts among the characters <input type="checkbox"/> 5.7D analyze the influence of the setting on the plot <input type="checkbox"/> 5.7E identify examples of noble characteristics in stories of virtuous heroes and heroines* <input type="checkbox"/> 5.7F articulate how spiritual knowledge is communicated <input type="checkbox"/> 5.7G share how literature can contribute to strengthening one’s moral character*			
	Poetry <input type="checkbox"/> 5.6B explain the use of sound devices and figurative language across a variety of poetic forms			
	Drama <input type="checkbox"/> 5.8C explain structure in drama such as character tags, acts, scenes, and stage directions			
	Informational <input type="checkbox"/> 5.6D recognize features such as insets, timelines and sidebars t support understanding. <input type="checkbox"/> 5.6D.1 recognize the central idea with supporting evidence <input type="checkbox"/> 5.6D.2 recognize organizational patterns such as logical order and order of importance			

Reading and Writing – Grade 5 (all standards)

		CHECKPOINT		
		1	2	3
	Argumentative <input type="checkbox"/> 5.6E recognize characteristics and structures of argumentative text <input type="checkbox"/> 5.6E.1 explain the author’s purpose and message within a text <input type="checkbox"/> 5.6E.2 identify the intended audience or reader <input type="checkbox"/> 5.6E.3 explain ho the author has used facts for or against an argument			
Independent Reading	Instructional Focus			
5.9 self-select text and read independently	<input type="checkbox"/> 5.9A self-select text and read independently for a sustained period of time <input type="checkbox"/> 5.9B share beautifully told and well-crafted works *			
Responding to Text	Instructional Focus			
5.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 5.10A describe personal connections to a variety of sources, including self-selected texts <input type="checkbox"/> 5.10B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources <input type="checkbox"/> 5.10C use text evidence to support an appropriate response <input type="checkbox"/> 5.10D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order <input type="checkbox"/> 5.10E Interact with sources in meaningful ways such as notetaking, annotating, freewriting or illustrating <input type="checkbox"/> 5.10F respond using newly acquired vocabulary as appropriate <input type="checkbox"/> 5.10G discuss specific ideas in the text that are important to the meaning			
5.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 5.8A explain the author’s purpose and message within a text <input type="checkbox"/> 5.8B identify and understand the use of literary devices, including first-or third-person point of view 5.8C analyze how the use of text structure contributes to the author’s purpose <input type="checkbox"/> 5.8D analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 5.8E describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes <input type="checkbox"/> 5.8F analyze how the author’s use of language contributes to voice <input type="checkbox"/> 5.8G explain the purpose of hyperbole, stereotyping, and anecdote <input type="checkbox"/> 5.8H explain how Christian and Western symbols and symbolism*			

Reading and Writing – Grade 5 (all standards)

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
5.11A plan first drafts	<input type="checkbox"/> 5.11A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests			
5.11B develop drafts	<input type="checkbox"/> 5.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 5.11B.2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples			
5.11C revise drafts	<input type="checkbox"/> 5.11C revise drafts for clarity, development, organization, style, word choice, and sentence variety			
5.11D edit drafts	<input type="checkbox"/> 5.11D edit drafts using standard English conventions, including: <input type="checkbox"/> 5.11D.1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 5.11D.2 past tense of irregular verbs <input type="checkbox"/> 5.11D.3 collective nouns <input type="checkbox"/> 5.11D.4 adjectives, including their comparative and superlative forms <input type="checkbox"/> 5.11D.5 conjunctive adverbs <input type="checkbox"/> 5.11D.6 prepositions and prepositional phrases and their influence on subject-verb agreement <input type="checkbox"/> 5.11D.7 pronouns, including indefinite <input type="checkbox"/> 5.11D.8 subordinating conjunctions to form complex sentences <input type="checkbox"/> 5.11D.9 capitalization of abbreviations, initials, acronyms, and organizations <input type="checkbox"/> 5.11D.10 italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences <input type="checkbox"/> 5.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
5.11E publish written work	<input type="checkbox"/> 5.11E publish written work for appropriate audiences <input type="checkbox"/> 5.11F write legibly in cursive			
5.12A use the writing process to compose literary texts	<input type="checkbox"/> 5.12A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft			
5.12B use the writing process to compose informational texts	<input type="checkbox"/> 5.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft			
5.12C use the writing process to compose argumentative texts	<input type="checkbox"/> 5.12C compose argumentative texts including opinion essays, using genre characteristics and craft			
5.12D compose correspondence	<input type="checkbox"/> 5.12D compose correspondence that requests information			
Research	Instructional Focus			
5.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 5.13A generate and clarify questions on a topic for formal and informal inquiry <input type="checkbox"/> 5.13B develop and follow a research plan with adult assistance <input type="checkbox"/> 5.13C identify and gather relevant information from a variety of sources <input type="checkbox"/> 5.13D understand credibility of primary and secondary sources <input type="checkbox"/> 5.13E demonstrate understanding of information gathered <input type="checkbox"/> 5.13F differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 5.13G develop a bibliography <input type="checkbox"/> 5.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			