

Catholic Identity

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Grow 5.1 understand and integrate the content of what is learned into faith and daily life*	<input type="checkbox"/> 5.1A recognize that every human life is sacred because each person is created and loved by God* <input type="checkbox"/> 5.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts* <input type="checkbox"/> 5.1C recognize and oppose unjust social structures and work toward justice for all* <input type="checkbox"/> 5.1D see God at work in all things and as expressed in the sacraments* <input type="checkbox"/> 5.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Application	Instructional Focus				
5.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 5.2A listen actively to interpret verbal and nonverbal 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

Application	Instructional Focus				
5.3A/B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> demonstrate and apply phonetic knowledge by: <input type="checkbox"/> 5.3A.1/5.3B.1 decode and spell words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician <input type="checkbox"/> 5.3A.2/5.3B.2 decode and spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables <input type="checkbox"/> 5.3A.3/5.3B.3 decode and spell words using advanced knowledge of syllable division patterns <input type="checkbox"/> 5.3A.4/5.3B.4 decode words using advanced knowledge of the influence of prefixes and suffixes on base words / spell words using knowledge of prefixes and suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants <input type="checkbox"/> 5.3A.5 identify and read 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 use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words <input type="checkbox"/> 5.3C.3 identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo <input type="checkbox"/> 5.3C.4 identify, use, and explain the meaning of adages and puns				

Shared Reading

Application		Instructional Focus	Unit	1	2	3
Tools to Know	5.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> 5.4A use appropriate fluency (rate, accuracy, and prosody) 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 the reading process to 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				
Ways to Show	5.6/5.7 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning	Ways to Show: Fiction <input type="checkbox"/> 5.6A demonstrate knowledge of characteristics of folktales, fables, legends, myths, and tall tales <input type="checkbox"/> 5.6L explain the author's purpose and message within a text <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/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*				
		Ways to Show: Poetry <input type="checkbox"/> 5.6B explain the use of sound devices and figurative language across a variety of poetic forms <input type="checkbox"/> 5.6L explain the author's purpose and message within a text <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"/> 5.7H share how the beauty and cadence of poetry impacts human sensibilities and forms the soul*				
		Ways to Show: Drama <input type="checkbox"/> 5.6C explain structure in drama such as character tags, acts, scenes, and stage directions <input type="checkbox"/> 5.6L explain the author's purpose and message within a text <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"/> 5.7I use imagination to create dialogue between the readers and the characters in a story*				
		Ways to Show: Informational <input type="checkbox"/> 5.6D recognize characteristics and structures of information text, including features such as insets, timelines, and sidebars to support understanding <input type="checkbox"/> 5.6E recognize the central idea with supporting evidence <input type="checkbox"/> 5.6F recognize organizational patterns such as logical order and order of importance <input type="checkbox"/> 5.6L explain the author's purpose and message within a text				
		Ways to Show: Argumentative <input type="checkbox"/> 5.6G recognize characteristics and structures of argumentative text <input type="checkbox"/> 5.6H identify the claim <input type="checkbox"/> 5.6I identify the intended audience or reader <input type="checkbox"/> 5.6J explain how the author has used facts for or against an argument <input type="checkbox"/> 5.6L explain the author's purpose and message within a text				
		Ways to Show: Multimodal and Digital <input type="checkbox"/> 5.6K recognize characteristics of multimodal and digital texts <input type="checkbox"/> 5.6L explain the author's purpose and message within a text				
		Analysis: All Genres <input type="checkbox"/> 5.8A identify and understand the use of literary devices, including first- or third-person point of view <input type="checkbox"/> 5.8B analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 5.8C analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 5.8D 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"/> 5.8E examine how the author's use of language contributes to voice <input type="checkbox"/> 5.8F explain the purpose of hyperbole, stereotyping, and anecdote <input type="checkbox"/> 5.8G recognize Christian and Western symbols and symbolism*				
		5.8 analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking				

Independent Reading

Application	Instructional Focus	Unit	1	2	3
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				

Responding to Text (applied to both Shared Reading and Independent Reading)

Application	Instructional Focus				
Ways to Show 5.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: All Genres <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				

Writing

Application	Instructional Focus				
Tools to Know: Writing Process 5.11A plan first drafts 5.11B develop drafts 5.11C revise drafts 5.11D edit drafts 5.11E publish written work	<input type="checkbox"/> 5.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping				
	develop drafts into a focused, structured, and coherent piece of writing by: <input type="checkbox"/> 5.11B.1 organizing with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 5.11B.2 developing an engaging idea reflecting depth of thought with specific facts and details				
	<input type="checkbox"/> 5.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity				
	edit drafts using standard English conventions, including: <input type="checkbox"/> 5.11D.1 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.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				
<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 <input type="checkbox"/> 5.12A compose fiction using genre characteristics and craft <input type="checkbox"/> 5.12A compose 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 use the writing process to compose correspondence	<input type="checkbox"/> 5.12D compose correspondence that requests information				

Unit Map – Grade 5 Literacy

Research (embedded skills throughout Reading and Writing)

Application	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				