Lincoln Elementary School Curriculum Prioritization and Mapping
5th Grade Reading

Timeline	Topic	Priority	Standard	Learning Targets
On-Going	Foundational Skills	C	F.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined 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.	I CAN decode words in and out of context.
On-Going	Foundational Skills	C	F.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I CAN read with accuracy and appropriate rate. I CAN read with expression. I CAN read with comprehension. I CAN use context and re-read to self-correct for understanding.
On-Going	Literature	C	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I CAN quote accurately from the text. I CAN use information from the text to make inferences.
On-Going	Informational Text	C	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I CAN quote accurately from the text. I CAN use information from the text to make inferences.
On-going	Literature	C	RL.5.10. 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.	I CAN proficiently read and understand **stories** independently.
On-going	Informational Text	C	RI.5.10 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 complexity band independently and proficiently.	I CAN proficiently read and understand informational texts in various subjects independently.
Week 1-9 (on-going)	Read-aloud (on-going)	E	RL5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.7 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).	I CAN explain how a series of **chapters** fits together to provide the overall structure of a **story.** I CAN describe how visual elements add to the meaning, tone, and beauty of the text. I CAN describe how multimedia elements add to the meaning, tone, and beauty of the text. I CAN identify visual and multimedia elements within in a text. I can identify meaning, beauty, and tone of a text.
Week 1-6	"Never Stop Learning" (HMT1)	E	RL.5.2 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.	I CAN identify the theme of a **story** using details from the text. I CAN summarize the key ideas and details of a **story** I CAN describe how characters react to conflicts in the **story**
		E	RL.5.3 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).	I CAN compare and contrast two or more characters using details from the text. I CAN compare and contrast two or more settings using details from the text. I CAN compare and contrast two or more events in a **story** using details from the text.
		C	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	I CAN use context clues to figure out the meaning of words and phrases in text. I CAN figure out the meaning of figurative language in text. I CAN identify examples of figurative language in text.
		E	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	I CAN describe how a narrator's point of view affects how the events are told. I CAN identify the narrator's point of view. I CAN infer the characteristics of the narrator.
		E	RL.5.9 Compare and contrast stories in the same genre (e.g., adventure stories) on their approaches to similar themes and topics.	I CAN compare and contrast topics and themes of stories in the same genre
		E	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	I CAN summarize the text. I CAN identify two or more main ideas of a text.

		E	RI.5.3 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.		I CAN explain relationships or interactions between two or more individuals, events, ideas, or concepts in a variety of informational texts. I CAN use specific information from the text to support the relationship identified between individuals, ideas, or concepts.
`		E	RI.5.5 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.		I CAN identify the organizational pattern of a text or part of a text. I CAN compare and contrast organizational patterns used in two parts of the same text or different texts.
		E	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		I CAN identify the key points in a text. I CAN identify the supporting details or evidence in a text. I CAN explain how an author uses evidence to support the main points in the text.
		E	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		I CAN collect information from different sources. I CAN organize information from various sources to write or speak about a topic.
Week 7-11	"Nature Deserves Our Respect" (HMT2)	E	RL.5.2 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.		I CAN identify the theme of a **story** using details from the text. I CAN summarize the key ideas and details of a **story** I CAN describe how characters react to conflicts in the **story**
		E	RL.5.3 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).		I CAN compare and contrast two or more characters using details from the text. I CAN compare and contrast two or more settings using details from the text. I CAN compare and contrast two or more events in a **story** using
		C	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		I CAN use context clues to figure out the meaning of words and phrases in text. I CAN figure out the meaning of figurative language in text. I CAN identify examples of figurative language in text.
		E	RL5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		I CAN explain how a series of chapters fits together to provide the overall structure of a story.
		E	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.		I CAN describe how a narrator's point of view affects how the events are told. I CAN identify the narrator's point of view. I CAN infer the characteristics of the narrator.
		I	RL.5.7 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).		I CAN describe how visual elements add to the meaning, tone, and beauty of the text. I CAN describe how multimedia elements add to the meaning, tone, and beauty of the text. I CAN identify visual and multimedia elements within in a text. I can identify meaning, beauty, and tone of a text.
		E	RL.5.9 Compare and contrast stories in the same genre (e.g., adventure stories) on their approaches to similar themes and topics.		I CAN compare and contrast topics and themes of stories in the same genre
		E	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		I CAN summarize the text. I CAN identify two or more main ideas of a text.
		E	RI.5.3 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.		I CAN explain relationships or interactions between two or more individuals, events, ideas, or concepts in a variety of informational texts. I CAN use specific information from the text to support the relationship identified between individuals, ideas, or concepts.

		RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		I CAN determine the meaning of new words and phrases in 5th grade subject areas. I CAN identify vocabulary words in 5th grade subject areas.
	E	RI.5.5 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.		I CAN identify the organizational pattern of a text or part of a text. I CAN compare and contrast organizational patterns used in two parts of the same text or different texts.
	C	RI.5.7 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.		I CAN collect important information from print and digital sources. I CAN organize information from various sources to answer or solve a problem.
	E	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		I CAN identify the key points in a text. I CAN identify the supporting details or evidence in a text. I CAN explain how an author uses evidence to support the main points in the text.
	E	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		I CAN collect information from different sources. I CAN organize information from various sources to write or speak about a topic.
Week 12-16	"Everyone has a story to tell" (HMT4)	E	RL.5.2 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.	I CAN identify the theme of a **story** using details from the text. I CAN summarize the key ideas and details of a **story** I CAN describe how characters react to conflicts in the **story**
		E	RL.5.3 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).	I CAN compare and contrast two or more characters using details from the text. I CAN compare and contrast two or more settings using details from the text.
		C	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	I CAN use context clues to figure out the meaning of words and phrases in text. I CAN figure out the meaning of figurative language in text. I CAN identify examples of figurative language in text.
		E	RL5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	I CAN explain how a series of chapters fits together to provide the overall structure of a story.
		E	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	I CAN describe how a narrator's point of view affects how the events are told. I CAN identify the narrator's point of view. I CAN infer the characteristics of the narrator.
		I	RL.5.7 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).	I CAN describe how visual elements add to the meaning, tone, and beauty of the text. I CAN describe how multimedia elements add to the meaning, tone, and beauty of the text. I CAN identify visual and multimedia elements within in a text. I can identify meaning, beauty, and tone of a text.
		E	RL.5.9 Compare and contrast stories in the same genre (e.g., adventure stories) on their approaches to similar themes and topics.	I CAN compare and contrast topics and themes of stories in the same genre
		E	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	I CAN summarize the text. I CAN identify two or more main ideas of a text.

Week	Topic		Standard	I CAN Statements
		E	RI.5.3 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.	I CAN explain relationships or interactions between two or more individuals, events, ideas, or concepts in a variety of informational texts. I CAN use specific information from the text to support the relationship identified between individuals, ideas, or concepts.
			RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	I CAN determine the meaning of new words and phrases in 5th grade subject areas. I CAN identify vocabulary words in 5th grade subject areas.
		E	RI.5.5 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.	I CAN identify the organizational pattern of a text or part of a text. I CAN compare and contrast organizational patterns used in two parts of the same text or different texts.
		C	RI.5.7 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.	I CAN collect important information from print and digital sources. I CAN organize information from various sources to answer or solve a problem.
		E	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	I CAN identify the key points in a text. I CAN identify the supporting details or evidence in a text. I CAN explain how an author uses evidence to support the main points in the text.
		E	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	I CAN collect information from different sources. I CAN organize information from various sources to write or speak about a topic.
Week 17-23	"History is made by individuals" (HMT3)	E	RL.5.2 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.	I CAN identify the theme of a **story** using details from the text. I CAN summarize the key ideas and details of a **story** I CAN describe how characters react to conflicts in the **story**
		E	RL.5.3 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).	I CAN compare and contrast two or more characters using details from the text. I CAN compare and contrast two or more settings using details from the text. I CAN compare and contrast two or more events in a **story** using details from the text.
		C	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	I CAN use context clues to figure out the meaning of words and phrases in text. I CAN figure out the meaning of figurative language in text. I CAN identify examples of figurative language in text.
		E	RL5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	I CAN explain how a series of chapters fits together to provide the overall structure of a story.
		E	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	I CAN describe how a narrator's point of view affects how the events are told. I CAN identify the narrator's point of view. I CAN infer the characteristics of the narrator.
		I	RL.5.7 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).	I CAN describe how visual elements add to the meaning, tone, and beauty of the text. I CAN describe how multimedia elements add to the meaning, tone, and beauty of the text. I CAN identify visual and multimedia elements within in a text. I can identify meaning, beauty, and tone of a text.
		E	RL.5.9 Compare and contrast stories in the same genre (e.g., adventure stories) on their approaches to similar themes and topics.	I CAN compare and contrast topics and themes of stories in the same genre
		E	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	I CAN summarize the text. I CAN identify two or more main ideas of a text.
		E	RI.5.3 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.	I CAN explain relationships or interactions between two or more individuals, events, ideas, or concepts in a variety of informational texts. I CAN use specific information from the text to support the relationship identified between individuals, ideas, or concepts.
		E	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	I CAN determine the meaning of new words and phrases in 5th grade subject areas. I CAN identify vocabulary words in 5th grade subject areas.

Week	Unit	Priority	Standard	I CAN Statements
		E	RI.5.5 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.	I CAN identify the organizational pattern of a text or part of a text. I CAN compare and contrast organizational patterns used in two parts of the same text or different texts.
		E	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	I CAN compare and contrast different versions of the same event or topic told from different points of view.
		C	RI.5.7 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.	I CAN collect important information from print and digital sources. I CAN organize information from various sources to answer or solve a problem.
		E	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	I CAN identify the key points in a text. I CAN identify the supporting details or evidence in a text. I CAN explain how an author uses evidence to support the main points in the text.
		E	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	I CAN collect information from different sources. I CAN organize information from various sources to write or speak about a topic.
Week 24-29	"Our country is always changing" (HMT5)	E	RL.5.2 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.	I CAN identify the theme of a **story** using details from the text. I CAN summarize the key ideas and details of a **story** I CAN describe how characters react to conflicts in the **story**
		E	RL.5.3 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).	I CAN compare and contrast two or more characters using details from the text. I CAN compare and contrast two or more settings using details from the text. I CAN compare and contrast two or more events in a **story** using details from the text.
		C	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	I CAN use context clues to figure out the meaning of words and phrases in text. I CAN figure out the meaning of figurative language in text. I CAN identify examples of figurative language in text.
		E	RL5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	I CAN explain how a series of chapters fits together to provide the overall structure of a story.
		E	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	I CAN describe how a narrator's point of view affects how the events are told. I CAN identify the narrator's point of view. I CAN infer the characteristics of the narrator.
		I	RL.5.7 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).	I CAN describe how visual elements add to the meaning, tone, and beauty of the text. I CAN describe how multimedia elements add to the meaning, tone, and beauty of the text. I CAN identify visual and multimedia elements within in a text. I can identify meaning, beauty, and tone of a text.
		E	RL.5.9 Compare and contrast stories in the same genre (e.g., adventure stories) on their approaches to similar themes and topics.	I CAN compare and contrast topics and themes of stories in the same genre
		E	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	I CAN summarize the text. I CAN identify two or more main ideas of a text.
		E	RI.5.3 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.	I CAN explain relationships or interactions between two or more individuals, events, ideas, or concepts in a variety of informational texts. I CAN use specific information from the text to support the relationship identified between individuals, ideas, or concepts.
		E	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	I CAN determine the meaning of new words and phrases in 5th grade subject areas. I CAN identify vocabulary words in 5th grade subject areas.

Week	Code	Priority	Standard	I CAN Statements
		E	RI.5.5 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.	I CAN identify the organizational pattern of a text or part of a text. I CAN compare and contrast organizational patterns used in two parts of the same text or different texts.
		E	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	I CAN compare and contrast different versions of the same event or topic told from different points of view.
		C	RI.5.7 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.	I CAN collect important information from print and digital sources. I CAN organize information from various sources to answer or solve a problem.
		E	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	I CAN identify the key points in a text. I CAN identify the supporting details or evidence in a text. I CAN explain how an author uses evidence to support the main points in the text.
		E	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	I CAN collect information from different sources. I CAN organize information from various sources to write or speak about a topic.
Week 30-33	(HMT6)	E	RL.5.2 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.	I CAN identify the theme of a **story** using details from the text. I CAN summarize the key ideas and details of a **story** I CAN describe how characters react to conflicts in the **story**
		E	RL.5.3 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).	I CAN compare and contrast two or more characters using details from the text. I CAN compare and contrast two or more settings using details from the text. I CAN compare and contrast two or more events in a **story** using details from the text.
		C	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	I CAN use context clues to figure out the meaning of words and phrases in text. I CAN figure out the meaning of figurative language in text. I CAN identify examples of figurative language in text.
		E	RL5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	I CAN explain how a series of chapters fits together to provide the overall structure of a story.
		E	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	I CAN describe how a narrator's point of view affects how the events are told. I CAN identify the narrator's point of view. I CAN infer the characteristics of the narrator.
		I	RL.5.7 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).	I CAN describe how visual elements add to the meaning, tone, and beauty of the text. I CAN describe how multimedia elements add to the meaning, tone, and beauty of the text. I CAN identify visual and multimedia elements within in a text. I can identify meaning, beauty, and tone of a text.
		E	RL.5.9 Compare and contrast stories in the same genre (e.g., adventure stories) on their approaches to similar themes and topics.	I CAN compare and contrast topics and themes of stories in the same genre
		E	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	I CAN summarize the text. I CAN identify two or more main ideas of a text.
		E	RI.5.3 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.	I CAN explain relationships or interactions between two or more individuals, events, ideas, or concepts in a variety of informational texts. I CAN use specific information from the text to support the relationship identified between individuals, ideas, or concepts.
		E	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	I CAN determine the meaning of new words and phrases in 5th grade subject areas. I CAN identify vocabulary words in 5th grade subject areas.
		E	RI.5.5 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.	I CAN identify the organizational pattern of a text or part of a text. I CAN compare and contrast organizational patterns used in two parts of the same text or different texts.
		E	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	I CAN compare and contrast different versions of the same event or topic told from different points of view.

Lincoln Elementary School Curriculum Prioritization and Mapping
5th Grade Reading

C		RI.5.7 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.	I CAN collect important information from print and digital sources. I CAN organize information from various sources to answer or solve a problem.
E		RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	I CAN identify the key points in a text. I CAN identify the supporting details or evidence in a text. I CAN explain how an author uses evidence to support the main points in the text.
E		RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	I CAN collect information from different sources. I CAN organize information from various sources to write or speak about a topic.
Week 34-35	Review	(all)	(all)