



5th Grade English Language Arts Curriculum Guide

Curriculum Overview

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

5th Grade Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit #	Unit Name	Priority Standards	Supporting Standards
	1	1	Journey	Assessment based on BOY data	
1st	6	1	Journeys	5.1, 5.2, 5.12e, 5.17, 5.18, 5.19, 5.22, 5.24ab, 5.26bce, 5.31, 5.32, 5.40a	5.34, 5.36, 5.38e, 5.39afgh, 5.40c
1st-2nd	6	2	Observations	5.1, 5.2, 5.17, 5.18, 5.19, 5.24a, 5.26abcde	5.35, 5.39deg, 5.40bc
2nd-3rd	6	3	Reflections	5.1, 5.2, 5.12e, 5.17, 5.19, 5.20, 5.23ab, 5.24, 5.26, 5.27, 5.31, 5.36, 5.38ac, 5.39bdh	5.32, 5.39ace, 5.40c
4th	6	4	Liberty	5.1, 5.2, 5.12e, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.23ab, 5.24a, 5.39ae, 5.40abc	5.35, 5.38, 5.39,
4th	6	5	Systems	5.1, 5.2, 5.12e, 5.16, 5.17, 5.19, 5.21, 5.22, 5.25, 5.32, 5.35, 5.38, 5.39	5.32, 5.38, 5.39, 5.40ac

UNIT 1: Journey

DURATION: 6 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- 5.1
- 5.2
- 5.12e
- 5.17
- 5.18
- 5.19
- 5.22
- 5.24
 - a
 - b
- 5.26
 - b
 - c
 - e
- 5.31
- 5.32
- 5.40a

SUPPORTING STANDARDS

- 5.34
- 5.36
- 5.38e
- 5.39
 - a
 - f
 - g
 - h
- 5.40c

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
To Encode means to spell and decode means to read.				
Informational text often explains the relationships among events, people, or concepts (ideas). Comprehension can be demonstrated by referring to specific evidence in the text.	Explain Relationships	Evaluating	C	
They can show they understood informational text by using specific text evidence to support their explanations.	Textual Evidence to justify their claims, response to text)	Evaluating	C	

The main idea is the most important idea presented in the text.	Identify explicit or implied main idea	Understanding	A	
Text features are items like charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages. Text features can provide additional information or enhance understanding of the text.	Analyze Text Features (graphics, bold words, captions, headings, charts, graphs, diagrams, maps)	Analyzing	B	
Literary elements within a story include the theme, plot, and point of view. Comprehension can be demonstrated by asking and answering questions about a text.	Understand Point of View	Understanding	A	
Many English words and English morphemes originated from ancient Latin and Greek languages. Understanding Latin and Greek roots and affixes can provide clues to meanings of unknown words	Explain Figurative Language (metaphors, similes, hyperboles,	Evaluating	B	

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> ● Week 1: I can analyze main ideas and details in informational texts through text evidence. ● Week 2: I can analyze text features in an informational text to make inferences. ● Week 3: I can understand point of view in historical fiction by using text evidence. ● Week 4: I can use sound devices and figurative language in poetry to create mental images. ● Week 5: I can analyze text structure to confirm or correct predictions in an informational text. ● Week 6: I can generate questions for inquiry and engage in productive collaboration. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● Insight ● Wandered ● Passage ● Adventure ● Curious ● Informational text ● Text features 	<ul style="list-style-type: none"> ●
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> ● How do journeys change us? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> ● Understanding main idea, details, text features 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Checks for Understanding, Graphic organizers, Turn-N-Talks-Gallery Walks, Daily Workbook pages, Writing Workshops, Assess and differentiate, observational checklists, weekly cold read assessments	SAVVAS Reading Weekly and Unit Assessments Week 6: Project-Based Inquiry

ACTIVITIES & RESOURCES

SAAVAS
 iReady Standards Mastery
 iReady Teacher Toolbox
 ACAP Instructional Supports

RTI Core Phonics Survey (LETRS) West Virginia Phonics (Small group Instruction for deficit skills) as needed Souday System Heggerty CommonLit	EXTENSION OPPORTUNITIES ACAP Proficiency Scales Collaborate with Social Studies Teacher for planning activities about this unit Newsela Florida Center for Reading Research (Additional Activities)
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UNIT 2: Observations**DURATION: 6 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 5.1
- 5.2
- 5.17
- 5.18
- 5.19
- 5.24a
- 5.26
 - a
 - b
 - c
 - d
 - e

SUPPORTING STANDARDS

- 5.35
- 5.39d
- 5.39e
- 5.39g
- 5.40b
- 5.40c

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
	Apply phonics and word-analysis skills to spell grade-appropriate words.	Applying	A	
To Encode means to spell and decode means to read.		Remembering	B	
Literary elements within a story include the theme, plot, and point of view.	Identify literary elements in a text.	Identifying	B	
	Interpret how authors use literary elements throughout a text	Applying	B	

Informational text often explains the relationships among events, people, or concepts (ideas). Comprehension can be demonstrated by referring to specific evidence in the text.	Explain Relationships	Evaluating	C	
Text features are items like charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages.	Identify and examine digital and print text features and structures.	Identifying	B	
Text features can provide additional information or enhance understanding of the text.	Evaluate the effectiveness of digital and print text features and structures in communicating the intended meaning.	Analyzing	C	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> • Week 1: I can evaluate details to help explain the author's purpose in an informational text. • Week 2: I can monitor comprehension to better analyze text structure in an informational text. • Week 3: I can generate questions to help analyze point of view in realistic fiction. • Week 4: I can confirm predictions about informational text and explain relationships between ideas • Week 5: I can analyze and synthesize information to compare argumentative texts. • Week 6: I can generate questions for inquiry and engage in productive collaboration. 	KEY VOCABULARY Expert Focus Visible Relate detect	<ul style="list-style-type: none"> •
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ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • How do we learn through observations? 	PRIOR KNOWLEDGE Analyze text features
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
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Checks for Understanding, Graphic organizers, Turn -N-Talks-Gallery Walks, Daily Workbook pages, Writing Workshops	SAVVAS Reading Weekly and Unit Assessments Week 6: Project-Based Inquiry
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ACTIVITIES & RESOURCES

SAAVAS
iReady Standards Mastery
iReady Teacher Toolbox
ACAP Instructional Supports

RTI
West Virginia Phonics (Small group Instruction for deficit skills) as needed

EXTENSION OPPORTUNITIES
ACAP Proficiency Scales

UNIT 3: Reflections

DURATION: 6 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- 5.1
- 5.2
- 5.12e
- 5.17
- 5.19
- 5.20
- 5.23
 - a
 - b
- 5.24
- 5.26
- 5.27
- 5.31
- 5.36
- 5.38
 - a
 - c
- 5.39b
- 5.39d
- 5.39h

SUPPORTING STANDARDS

- 5.32
- 5.39
 - a
 - c
 - e
- 5.40c

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
There are three person pronouns in English: first-person, second-person, and third-person.	Identify inappropriate shifts in pronoun person in writing.	Identifying	A	
	Write sentences with correct subject-verb agreement. Revise writing to ensure all sentences have correct subject-verb agreement	Applying	B	

	Interpret how authors use literary elements throughout a text.	Applying	B	
Theme is the main, recurring idea in a text. An author develops a theme by including specific details in the text to help the reader identify and understand the theme. There are common, or universal, themes that frequently appear in literary text.	Identify and describe the theme of a story. Identify similarities between themes of texts in the same genre. Identify differences between themes of texts in the same genre	Identifying	B	
Strategies to analyze text and diverse media formats. Similar topics can be presented in different formats.		Identifying	B	
Authors use different character types to develop, or drive, the plot. A static character does not change during the narrative, while a dynamic character exhibits many changes. A stock character represents a particular stereotype and is recognizable as belonging to a certain genre	Identify different character types in a narrative.	Identifying	B	
Authors use literary elements, such as character, setting, conflict, dialogue, and point of view, throughout a text to develop and drive the plot.	Identify literary elements in a text.	Identifying	B	

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: I can analyze characters in realistic fiction to make connections. • Week 2: I can analyze plot elements to help summarize events in realistic fiction. • Week 3: I can explain literary structures in a legend and a drama and synthesize information across texts. • Week 4: I can use figurative language to visualize images in poetry. • Week 5: I can make inferences about multiple themes in realistic fiction and confirm or correct predictions. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Demonstrate • Perspective • Recall • Appeal • confide 	•
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<ul style="list-style-type: none"> • Week 6: I can generate questions for inquiry and engage in productive collaboration. 		
ESSENTIAL QUESTION(S) How do experiences of others reflect our own?	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • Analyzing and investigating texts • Make inferences 	
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	
Checks for Understanding, Graphic organizers, Turn -N-Talks-Gallery Walks, Daily Workbook pages, Writing Workshops	SAVVAS Reading Weekly and Unit Assessments Week 6: Project-Based Inquiry	
ACTIVITIES & RESOURCES		
SAVVAS iReady Standards Mastery iReady Teacher Toolbox ACAP Instructional Supports		
RTI West Virginia Phonics (Small group Instruction for deficit skills) as needed	EXTENSION OPPORTUNITIES	

UNIT 4: Liberty

DURATION: 6 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- 5.1
- 5.2
- 5.12e
- 5.16
- 5.17
- 5.18
- 5.19
- 5.20
- 5.21
- 5.23
 - a
 - b
- 5.24a
- 5.39
 - a
 - e
- 5.40
 - a
 - b
 - c

SUPPORTING STANDARDS

- 5.35
- 5.38
- 5.39

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Previously taught phonics and word-analysis skills.		Remembering	A	
	Apply phonics and word-analysis skills to spell grade-appropriate words.	Applying	B	
Informational text often explains the relationships among events, people, or concepts (ideas).		Remembering	A	

The tense of a verb tells you when a person did something or when something existed or happened.	Use verb tenses to describe various times, sequences, states, and conditions in writing.	Applying	A	
	Identify literary elements in a text.	Identifying	A	
	Interpret how authors use literary elements throughout a text.	Analyzing	C	
	Identify text features in varied forms of texts.	Identifying	A	
	Identify and use Latin and Greek affixes and roots as clues to the meaning of a word.	Applying	B	
	Demonstrate understanding of varied literary and informational text by referring to the text in discussions.	Analyzing	C	
	Analyze common themes of diverse texts with support from textual evidence.	Analyzing	C	

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: I can learn more about historical fiction by analyzing characters and evaluating details. • Week 2: I can monitor comprehension to understand historical fiction and infer multiple themes. • Week 3: I can interpret text structure in informational text to help summarize the text. • Week 4: I can generate questions about and explain relationships between ideas in a biography. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Limitation • Grace • Noble • Empower • resist 	<ul style="list-style-type: none"> •
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<ul style="list-style-type: none"> • Week 5: I can make inferences to help explain the author's purpose in historical fiction. • Week 6: I can generate questions for inquiry and engage in productive collaboration. 		
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • What does it mean to be free? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • 	
FORMATIVE ASSESSMENT		
Checks for Understanding, Graphic organizers, Turn -N-Talks-Gallery Walks, Daily Workbook pages, Writing Workshops	SUMMATIVE ASSESSMENT	
	SAVVAS Reading Weekly and Unit Assessments Week 6: Project-Based Inquiry	
ACTIVITIES & RESOURCES		
SAAVAS iReady Standards Mastery iReady Teacher Toolbox ACAP Instructional Supports		
RTI West Virginia Phonics (Small group Instruction for deficit skills)	EXTENSION OPPORTUNITIES	

UNIT 5: Systems**DURATION: 6 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 5.18-Explain relationships among events, people, or concepts in information text supported by textual evidence
- 5.21-Compare and contrast characters, points of view, or events in two or more texts

SUPPORTING STANDARDS

- 5.17-Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Theme, plot, point of view	Discuss the elements above in a single story	Understand	A	
	Compare characters in two texts	Analyze / Evaluate	C	
	Compare points of view in two texts	Analyze / Evaluate	C	
	Compare events in two texts	Analyze / Evaluate	C	

	Explain the relationships between events, people, or concepts in text	Analyze	B	
	Select appropriate text evidence	Evaluate	C	
	Respond to text about literary elements used in the text to demonstrate comprehension.	Applying	B	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> • Week 1: Main Ideas and Details and details • Week 2 : Interpret text features • Week 3: Analyze plot and setting • Week 4 : Compare and Contrast different accounts to monitor comprehension • Week 5: Analyze an argumentative text • Week 6: Generate questions for inquiry 	KEY VOCABULARY <ul style="list-style-type: none"> • 	
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • How do elements of systems change? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • Text features, Informational Text, Text Analysis 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Checks for Understanding, Graphic organizers, Turn -N-Talks-Gallery Walks, Daily Workbook pages, Writing Workshops	SAVVAS Reading Weekly and Unit Assessments Week 6: Project-Based Inquiry

ACTIVITIES & RESOURCES
SAAVAS iReady Standards Mastery iReady Teacher Toolbox ACAP Instructional Supports

RTI:
West Virginia Phonics (Small group Instruction for deficit skills)

EXTENSION OPPORTUNITIES
Partner with 4H , Alabama Agricultural Agency, Wildlife and Forestry, National Oceanic and Atmospheric Administration and other agencies to plan field-trips and continue with project based learning

UNIT 6: [Unit Name]

DURATION: [# of weeks]

CONTENT STANDARDS

PRIORITY STANDARDS

-

SUPPORTING STANDARDS

-

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS**LEARNING TARGETS (incremental learning target by week)**

- Week 1:
-

KEY VOCABULARY

-
-

-

ESSENTIAL QUESTION(S)

-

PRIOR KNOWLEDGE

-

FORMATIVE ASSESSMENT**SUMMATIVE ASSESSMENT****ACTIVITIES & RESOURCES****RTI****EXTENSION OPPORTUNITIES****UNIT 7: [Unit Name]****DURATION: [# of weeks]****CONTENT STANDARDS****PRIORITY STANDARDS**

-

SUPPORTING STANDARDS

-

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> • Week 1: • 	KEY VOCABULARY <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> •
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ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> •

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

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RTI	EXTENSION OPPORTUNITIES
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Recurring Standards

These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.

Knowledge - Students need to know... <ul style="list-style-type: none">•	Skills - Students need to be able to do... <ul style="list-style-type: none">•	
Learning Targets <ul style="list-style-type: none">••	Bloom's Taxonomy:	Quad:
Key Vocabulary: <ul style="list-style-type: none">•	Examples, Activities, & Helpful Resources:	