

Essential Learnings

What Is It We Expect Students to Learn?

Grade: 5th	Subject: ELA	Trimester 1	Team Members: S. Passalacqua		
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
<p>What is the essential to be learned? Describe in student-friendly vocabulary.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p>	<p>What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?</p>	<p>When will this standard be taught?</p>	<p>What assessment(s) will be used to measure student mastery?</p>	<p>What will we do when students have already learned this standard?</p>
<p>(RI.5.1) I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>I can refer to the text when talking about what the text says explicitly and when drawing inferences from the text.</p>	<p>Master 5th Grade Reading strategies and understanding the meaning of inferences & quoting.</p>	<p>Sept. 16 – Oct. 4th</p>	<p>Use appropriate Thinking Maps to draw inferences on text by using quotes.</p>	<p>Students will continue throughout the year with more challenging text.</p>
<p>(RI.5.2) I can determine one or more main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>I can determine the main ideas of a text based on the details in the text.</p>	<p>Master 4th Grade Reading strategies and understand the meaning of Main Ideas & Details.</p>	<p>Oct. 7 - 25</p>	<p>Use appropriate Thinking Maps to organize Main Idea & Details to produce a summary from that Thinking Map.</p>	<p>Students will continue throughout the year with more challenging text.</p>

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<p>(W.5.4) I can produce clear and coherent Narrative Writing in which the development and organization are appropriate to task, purpose and audience.</p>	<p>I can select and apply varied and precise vocabulary along with other language resources to effectively convey ideas.</p>	<p>Develop a multi-paragraph writing narrating a given topic using transitional words.</p>	<p>September - October</p>	<p>Use appropriate Thinking Map to organize the different parts of a Narrative Writing including the 5 W's. to produce a clear and coherent Narrative Writing.</p>	<p>Students will continue throughout the year with more challenging text.</p>
<p>(W.5.6) I can produce and publish writing using technology as well</p>	<p>I can display the students' final publication on the wall.</p>	<p>Publish a multi-paragraph writing narrating a given</p>	<p>September - October</p>	<p>Use appropriate Thinking Map to organize the</p>	<p>Students will continue throughout the year with more challenging text.</p>

as to interact and collaborate with others.		topic using transitional words.		different parts of a Narrative Writing including the 5 W's. to publish a clear and coherent Narrative Writing.	
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Working in collaborative teams, examine all relevant documents, common core standards and then apply the criteria of endurance, leverage, and readiness to determine which standards are essential for all student to master. Remember, less is more. For each standard selected, complete the columns. Complete this chart by the second or third week of each instructional period (trimester).

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