

Curriculum Alignment Tool - Summary Across Units
Puerto Rico Department of Education
English
Grade 5

		Unit 5.1 Communities Create Heroes	Unit 5.2 Leaders in My Community	Unit 5.3 Discovering My Neighborhood	Unit 5.4 Community Celebrations	Unit 5.5 Making Maps	Unit 5.6 My Celebrations	Unit 5.7 Issues Facing the Local Community
	Listening							
5.L.1	Listen and interact with peers during group participation and oral presentations.			X	X			X
5.L.1a	Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons about personal experience and text using complete sentences and correct grammar to express opinions or to clarify positions.		X		X	X		
5.L.1b	Interact in a socially appropriate manner.		X				X	
5.L.1c	Listen, memorize, and respond to complex instructions, expressing self using complete sentences.					X		
5.L.1d	Listen and respond during read-alouds to a variety of narrative and informational texts to comprehend and identify main idea (nonfiction), character, and setting (fiction).	X		X			X	X
	Speaking							
5.S.1	Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.	X	X			X		
5.S.2	Respond orally to closed and open-ended questions.				X	X		
5.S.2a	Listen, analyze, and respond to complex instructions.					X		
5.S.2b	Express self using correct simple and compound sentences.			X				
5.S.2c	Answer and formulate both closed and open-ended questions in both formal and informal discussions.				X	X		
5.S.2d	Expand and enrich sentences to provide details about a familiar or new activity, process, or academic concept.			X			X	
5.S.3	Use appropriate vocabulary, including homonyms and grammatically correct language to discuss experiences and texts.	X			X			
5.S.4	Negotiate with or persuade others in conversations using grade-appropriate vocabulary as well as open responses to provide counter-arguments.		X					X
5.S.5	Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary.		X	X			X	
5.S.6	Plan and deliver oral presentations on a variety of topics and content areas.			X				X

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5.S.6a	Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision.				X			
5.S.6b	Explain a report on a current event or recount a memorable experience with increasing sophistication.				X		X	X
Reading								
5.R.1	Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to describe, explain, and evaluate ideas, phenomena, processes, cultural identity, and relationships, referring to details in a text when explaining what the text says explicitly and when drawing inferences from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.	X	X			X		
5.R.2L	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	X		X	X			
5.R.2I	Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.			X	X			X
5.R.3L	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	X	X		X		X	
5.R.3I	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		X			X		
5.R.4L	Determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., Herculean).	X		X				
5.R.4I	Determine the meaning of general academic and content-specific words or phrases in an informational text relevant to a developmentally appropriate topic or subject area.	X		X				X
5.R.5L	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a literary text.						X	

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5.R.5I	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in an informational text or part of a text.			X		X		X
5.R.6L	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.						X	
5.R.6I	Compare and contrast the same event or topic in informational texts; describe the differences in focus and the information provided.				X			X
5.R.7L	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	X						
5.R.7I	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the informational text in which it appears.					X		
5.R.8	Explain how an author uses reasons and evidence to support particular points in a text including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.							X
5.R.9L	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		X		X			
5.R.9I	Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.		X		X			X
5.R.10	Read and comprehend literature from Puerto Rico and other cultures, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.						X	
5.R.FS.12	Know and apply phonics and word analysis skills to decode words.	X		X			X	
5.R.FS.12a	Apply 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.			X			X	

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	Writing							
5.W.1	Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content.			x				x
5.W.2	Write longer informational texts to examine a topic and convey ideas collaboratively and with increasing independence using appropriate text organization.					x		x
5.W.3	Write descriptive paragraphs to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and using transitional words and other cohesive devices to better organize writing.				x		x	
5.W.4	Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order.	x		x	x		x	
5.W.5	Use technology to produce and publish writing as well as to interact and collaborate with others.					x		
5.W.6	With increasing independence, conduct short research projects that build knowledge about a topic.				x	x		
5.W.7	Draw evidence from literary and informational text.			x				x
5.W.8	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences.	x	x	x	x		x	
	Language							
5.LA.1	Demonstrate command of English grammar and usage when writing or speaking.				x		x	
5.LA.1a	Use correctly and explain the function of prepositions in general and in particular sentences.			x		x		
5.LA.1b	Form and appropriately use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.			x			x	
5.LA.1c	Apply appropriate verb tense to convey various times, sequences, states, and conditions. Use of the linking verb and the helping verb.			x			x	
5.LA.1d	Apply knowledge subject-verb agreement to write and speak effectively.			x			x	

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5.LA.1e	Correct inappropriate shifts in verb tense.			x				
5.LA.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.			x				x
5.LA.1g	Form and use homophones.			x				
5.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.				x		x	
5.LA.2a	Use correct punctuation.				x		x	
5.LA.2b	Spell words correctly, consulting references materials like dictionaries as needed.					x	x	
5.LA.3	Demonstrate knowledge of correct language usage when writing, speaking, or reading.				x		x	
5.LA.3a	Choose words and phrases to convey ideas precisely.			x		x	x	
5.LA.3b	Choose appropriate punctuation.				x		x	
5.LA.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.			x		x		x
5.LA.4a	Use context clues and other strategies to help determine word meaning.	x		x				x
5.LA.4b	Use common Greek and Latin affixes and other etymologies to help determine meaning of a word (e.g., telegraph, photograph, autograph)		x			x		
5.LA.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.				x	x	x	
5.LA.5	Demonstrate understanding of figurative language, word relationships, and differences in word meanings.				x			
5.LA.5a	Analyze and use figurative language, including similes and metaphors, appropriately.				x			
5.LA.5b	Recognize and explain common idioms, sayings, and proverbs.				x			
5.LA.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	x						
5.LA.5d	Apply coordinating conjunctions (e.g., and, but, for, nor, or, so) to illustrate subtle difference in meaning.			x				

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5.LA.6	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).			x				x
Number of indicators per quarter		26		54		42		18
Number of indicators per unit		14	12	29	26	19	25	18