

Grade 5 RLA Instruction and Assessment Alignment Map

Alignment of CST, Literacy Periodic Assessments (LPAs), and Progress Monitoring Assessments (PMAs) to Treasures

Grade Level Content Standard	Content Standard Description	# Items on CST	# items on EACH LPA	Ready-Made Progress Monitoring Assessment Available*	Taught in Treasures Unit 1 LPA 1: DEC 5-9	Taught in Treasures Unit 2	Taught in Treasures Unit 3 LPA 2: MAR 19-23	Taught in Treasures Unit 4	Taught in Treasures Unit 5 LPA 3: JUN 11-14	Other Treasures Instructional Resources
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GRADE 5										
GRADE 5	READING									
5RW1.0	Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships	19%								
5RW1.1	Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.	0			✓	✓	✓	✓	✓	
5RW1.2	Use word origins to determine the meaning of unknown words.	2		*	✓	✓	▲		▲	
5RW1.3	Understand and explain frequently used synonyms, antonyms, and homographs.	5	3		✓	✓	✓	✓	▲	
5RW1.4	Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).	3	3	*	✓	▲	▲	✓	✓	Grades 3-6 Tier 2 Intervention Phonics/Word Study TE (Section 8, Lessons 65-68) Grades 3-6 Tier 2 Intervention Vocabulary TE (Section 13, Lesson 144)
5RW1.5	Understand and explain the figurative and metaphorical use of words in context.	4	3	*	✓	✓	✓	▲	▲	

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5RC2.0	Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material.	21%								
5RC2.1	Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	2		*	✓	✓	✓	✓	▲	
5RC2.2	Analyze text that is organized in sequential or chronological order.	4	3	*	✓		✓	▲	✓	
5RC2.3	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	3	3	*	✓	✓		✓	✓	
5RC2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	5	3	*	✓	✓	▲	✓	✓	
5RC2.5	Distinguish facts, supported inferences, and opinions in text.	2	3	*		✓		✓	✓	
5RL3.0	Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.	16%								
5RL3.1	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	1			✓	✓	✓	✓	✓	
5RL3.2	Identify the main problem or conflict of the plot and explain how it is resolved.	2	3	*	✓	✓		✓		

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5RL3.3	Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	2	3	*	✓		✓	▲		
5RL3.4	Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	2	3	*	✓		✓			
5RL3.5	Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	2	3	*	✓	✓	✓	✓	✓	
5RL3.6	Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	1			✓	✓	✓	✓		
5RL3.7	Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	2	3		▲	✓	✓	✓	▲	
GRADE 5	WRITING									
5WS1.0	Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.	21%								
5WS1.1a	Create multiple-paragraph narrative compositions: Establish and develop a situation or plot.	1	CR 1		✓		▲	▲	▲	
5WS1.1b	Create multiple-paragraph narrative compositions: Describe the setting.	1	CR 1		✓		▲	▲	▲	
5WS1.1c	Create multiple-paragraph narrative compositions: Present an ending.	1	CR 1		✓		▲	▲	▲	

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5WS1.2a	Create multiple-paragraph expository compositions: Establish a topic, important ideas, or events in sequence or chronological order.	2	CR 2 & CR 3		✓	✓	✓	✓	✓	
5WS1.2b	Create multiple-paragraph expository compositions: Provide details and transitional expressions that link one paragraph to another in a clear line of thought.	2	3 + CR 2 & CR 3		✓	✓	✓	✓	✓	
5WS1.2c	Create multiple-paragraph expository compositions: Offer a concluding paragraph that summarizes important ideas and details.	2	3 + CR 2 & CR 3		✓	✓	✓	✓	✓	
5WS1.3	Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.	1	3 + CR 2 & CR 3		✓	✓	✓	✓	✓	
5WS1.4	Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).	0			✓	✓	✓	✓	✓	
5WS1.5	Use a thesaurus to identify alternative word choices and meanings.	1			✓	✓	▲	▲	▲	
5WS1.6	Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	5	3 + All CRs	*	✓	✓	✓	✓	✓	

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5WA2.0	Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of Standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	0%								
5WA2.1a	Write narratives: Establish a plot, point of view, setting, and conflict.	0	CR 1		✓	▲	▲	▲		
5WA2.1b	Write narratives: Show, rather than tell, the events of the story	0	CR 1		✓	▲	▲	▲		
5WA2.2a	Write responses to literature: Demonstrate an understanding of a literary work	0	CR 2		▲	▲	✓	▲	▲	
5WA2.2b	Write responses to literature: Support judgments through references to the text and to prior knowledge.	0	CR 2		▲	▲	✓	▲	▲	
5WA2.2c	Write responses to literature: Develop interpretations that exhibit careful reading and understanding.	0	CR 2		▲	▲	✓	▲	▲	
5WA2.3a	Write research reports about important ideas, issues, or events by using the following guidelines: Frame questions that direct the investigation.	0			✓	✓	✓	✓	✓	
5WA2.3b	Write research reports about important ideas, issues, or events by using the following guidelines: Establish a controlling idea or topic.	0			✓	✓	✓	✓	✓	
5WA2.3c	Write research reports about important ideas, issues, or events by using the following guidelines: Develop the topic with simple facts, details, examples, and explanations.	0			✓	✓	✓	✓	✓	
5WA2.4a	Write persuasive letters or compositions: State a clear position in support of a proposal.	0	CR 3		▲	▲	▲	✓	▲	

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5WA2.4b	Write persuasive letters or compositions: Support a position with relevant evidence.	0	CR 3		▲	▲	▲	✓	▲	
5WA2.4c	Write persuasive letters or compositions: Follow a simple organizational pattern.	0	CR 3		▲	▲	▲	✓	▲	
5WA2.4d	Write persuasive letters or compositions: Address reader concerns.	0	CR 3		▲	▲	▲	✓	▲	
GRADE 5	WRITTEN & ORAL ENGLISH LANGUAGE CONVENTIONS									
5WC1.0	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.	23%								
5WC1.1	Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	4	3 + All CRs	*	✓	✓	▲	✓	✓	
5WC1.2	Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns.	3	3 + CR 1 and CR 2	*		▲	✓	✓	✓	Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 2, Lesson 15) Grades 3-6 Tier 2 Intervention Phonics/Word Study TE (Section 8, Lesson 72) Grades 3-6 Tier 2 Intervention Vocabulary TE (Section 14, Lesson 150) Triumphs Unit 3, Language Arts Suggested Plan p. 204 Triumphs Unit 4, Language Arts Suggested Plan p. 274

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5WC1.3	Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	3	3 + All CRs		✓	✓	✓	▲	✓	
5WC1.4	Use correct capitalization.	3	All CRs	*	✓	✓	✓	✓		
5WC1.5	Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	4	3 + All CRs	*	✓	✓	✓	✓	✓	

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