

**2022-2023 5th ELAR Year-At-A-Glance**

Unit Title	Student Expectations
<b>1<sup>st</sup> Nine Weeks:</b> August 18 – October 14 <b>Assessment - BOY MAP :</b> September 19 – October 14	
Launching Literacy	1A, 1D, 2Aii, 2Bi, 6F, 6G, 7D, 9D, 9E
The Lives of Animals	1D, 3B, 3C 6F, 6G, 7D, 8B, 8C, 9E,11A, 11B, 11C, 11D, 11Di, ii, x, xi, 12C
<b>2<sup>nd</sup> Nine Weeks:</b> October 17 – December 16 <b>Interim Assessment:</b> November 7 - 18, <b>MOY MAP:</b> December 14 - January 15	
Inventors at Work	2B, 3A, 3B, 3C, 3D, 6D, 6F, 6G, 7A, 7B, 7C, 7E, 7F, 7G,8A, 8B, 8C, 9B, 9C,9D, 10C, 10D, 10E, 10F, 12B, 12D
<b>3<sup>rd</sup> Nine Weeks:</b> January 4 – March 10 <b>Assessment - MOY MAP (continued):</b> December 14 - January 15	
What can we learn from history?	3B, 6D, 6F, 6G, 7B, 7C, 8B, 8C, 8D, 9B, 9D, 10C, 10D, 11A-D, 12B
Project Earth	3B, 3C, 6D, 6F, 6G, 7B, 7C, 8B, 9B, 9C, 9Ei-iii, 10D, 10G, 11A-D, 12B
<b>4<sup>th</sup> Nine Weeks:</b> March 20 – May 25 <b>Assessment - Interim Window:</b> March 21- March 23 <b>EOY MAP:</b> April 21- May 19 <b>Grade 5 ELAR STAAR – April 25-April 27</b>	
Unexpected and Unexplained and STAAR	1B, 3C, 6B, 6F, 6I, 7B, 7C, 8B, 9Diii, 11A-D, 12B
What a Story	9A, 9F, 11E, 12A
Reflection	12D

**Essential Standards- 3B, 6F, 6G, 7C, 7D, 8B, 9Diii, 10D, 11C, 12B**

**Literacy Routine standards should be embedded into instruction on a frequent basis -4, 5, 6H, 6E, 7A, 7E, 10F, 10D, 11A-D, 13**

[Click here to access state standards for Grade 5 Reading.](#)

**Ongoing Standards**

**Self-sustained Reading**

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

**Grammar**

Students should edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice and how they affect meaning.

**Research**

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Process- Generate questions for formal/informal inquiry, develop a plan, refine questions, gather and synthesize information, examine sources, and deliver information in a variety of ways.

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Launching Literacy	1A, 1D, 2Aii, 2Bi, 6F, 6G, 7D, 9D, 9E
A New Home	1D, 3B, 3C 6F, 6G, 7D, 8B, 8C, 9E, 11A, 11B, 11C, 11D, 11Di, ii, x, xi, 12C
Gator Town	5.1A, 5.2B, 5.6F, 5.7C, 5.6H
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Project Earth	3B, 3C, 6D, 6F, 6G, 7B, 7C, 8B, 9B, 9C, 9Ei-iii, 10D, 10G, 11A-D, 12B
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Unexpected and Unexplained and STAAR	1B, 3C, 6B, 6F, 6I, 7B, 7C, 8B, 9Diii, 11A-D, 12B
What a Story	9A, 9F, 11E, 12A
Reflection	12D
Space Build	5.7A ,5.7B, 5.10D, 5.6D

**Essential Standards- 3B, 6F, 6G, 7C, 7D, 8B, 9Diii, 10D, 11C, 12B**

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