



# SUMTER COUNTY INTERMEDIATE SCHOOL

**Dr. Mohan Gugulothu, Principal**

Mrs. Tawana Bettis, Assistant Principal  
Mr. Rodney Shelton, Assistant Principal

Mrs. Tawanna Tyson, Counselor  
Ms. Diedre Noble, Counselor

## 5th Grade ELA 3rd Nine Weeks Expectations 2024-2025

**The students will learn:**

<u>Reading</u>	<u>Word Study</u>	<u>Language</u>	<u>Writing</u>
<p><b><u>ELAGSE5RL1:</u></b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b><u>ELAGSE5RL4:</u></b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes</p> <p><b><u>ELAGSE5RL10:</u></b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p><b><u>ELAGSE5I1:</u></b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b><u>ELAGSE5RI3:</u></b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text</p> <p><b><u>ELAGSE5RI4:</u></b> Determine the meaning of</p>	<p><b><u>ELAGSE5RF3:</u></b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p><b><u>ELAGSE4L4:</u></b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p><b><u>ELAGSE5L1:</u></b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects. c. Use verb tense and aspect to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense and aspect.* e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p><b><u>ELAGSE 5L2:</u></b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><b><u>ELAGSE5L3:</u></b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.* b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</p> <p><b><u>ELAGSE5L4:</u></b> Determine or clarify the meaning of unknown and multiple-meaning words</p>	<p><b><u>ELAGSE5W1:</u></b> Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p><b><u>ELAGSE5W2:</u></b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses(e.g., in contrast, especially).</p> <p><b><u>ELAGSE5W3:</u></b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and</p>



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<p>general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>ELAGSE5R15:</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>ELAGSE5R19:</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p><b>ELAGSE5R10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><b>ELAGSE5L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>	<p>clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events</p> <p><b>ELAGSE5W4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>
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			<p><b><u>ELAGSE5W5:</u></b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)</p> <p><b><u>ELAGSE5W6:</u></b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b><u>ELAGSE5W9:</u></b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
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