



St. Johns County School District
Fifth Grade ELA Year-at-a-Glance 2025-2026



| READING | | Quarter 1 (43 days) August 11 th – October 10 th | Quarter 2 (43 days) October 14 th – December 19 th | Quarter 3 (46 days) January 5 th – March 12 th | Quarter 4 (48 days) March 23 rd – May 29 th |
|----------------------------|---|--|--|--|---|
| Reading Prose and Poetry | R.1.1 Literary Elements | | UNIT THREE week 1, week 2, week 3 | UNIT FOUR week 1, week 5 | UNIT FIVE week 3 |
| | R.1.2 Theme | | | UNIT THREE week 5 UNIT FOUR week 2 | |
| | R.1.3 Perspective & Point of View | UNIT ONE week 3 <i>[with adjustments to emphasize perspective]</i> | UNIT TWO week 3 <i>[with adjustments to emphasize perspective]</i> UNIT THREE week 1 | UNIT THREE week 5 UNIT FOUR week 2, week 5 | |
| | R.1.4 Poetry | UNIT ONE week 4 | | UNIT THREE week 4 | UNIT FIVE Writing Workshop, weeks 1-3 <i>[emphasis on figurative language and poetic elements in poetry]</i> |
| Reading Informational Text | R.2.1 Structure | UNIT ONE week 1 <i>[text structures overview]</i> week 2 <i>[text features]</i> week 5 <i>[cause/effect text structure]</i> UNIT TWO week 1 <i>[text features]</i> week 2 <i>[problem/solution text structure]</i> | | UNIT FOUR week 3 <i>[text features]</i> week 4 <i>[text structure]</i> UNIT FIVE week 1 <i>[text features]</i> | UNIT FIVE week 2 <i>[text features & text structure]</i> week 4 <i>[text features]</i> |
| | R.2.2 Central Idea | UNIT ONE week 1 | UNIT TWO week 4 | UNIT FIVE week 1 | |
| | R.2.3 Purpose & Perspective | UNIT ONE week 6 <i>[author's purpose]</i> | UNIT TWO week 5 <i>[author's perspective]</i> | | |
| | R.2.4 Argument | UNIT ONE week 6 <i>[Hit the Road; travel guide to convince others it's the best country]</i> | UNIT TWO week 5 <i>[argumentative text]</i> | UNIT THREE week 6 <i>[Unsung Heroes; why your state should dedicate a day to this person]</i> | UNIT FIVE week 5 <i>[argumentative text]</i> , week 6 <i>[Persuade the Public; persuade people to improve the environment]</i> |



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|-----------------------|--|---|--|---|--|
| Reading Across Genres | R.3.1 Interpreting Figurative Language | UNIT ONE [only in bridge lessons] week 5 [simile] | UNIT THREE [only in bridge lessons] week 1 [imagery] week 3 [hyperbole, pun] | UNIT THREE [only in bridge lessons] week 4 [poetry] | UNIT THREE Writing Workshop, week 2 [emphasis on figurative language in poetry] |
| | R.3.2 Summarization | | UNIT THREE week 2 [literary] | UNIT FOUR week 3 [informational] | |
| | R.3.3 Comparative Reading | | UNIT TWO week 4 [lesson 1, explore the primary source] week 6 [lesson 3, primary and secondary sources] | UNIT FOUR week 5 [lesson 1, explore the primary source] week 6 [lesson 3, primary and secondary sources] | UNIT FIVE week 4 [comparing two texts] |

| FOUNDATIONAL SKILLS | | Quarter 1 (43 days) August 11 th – October 10 th | Quarter 2 (43 days) October 14 th – December 19 th | Quarter 3 (46 days) January 5 th – March 12 th | Quarter 4 (48 days) March 23 rd – May 29 th |
|-------------------------|---|---|--|--|--|
| Phonics & Word Analysis | F.1.3.a letter-sound, syllables, morphology | <u>Letter-Sound Correspondences</u> UNIT ONE week 3 [digraphs, diphthongs] <u>Syllabication Patterns</u> UNIT ONE week 5 [VCe pattern] UNIT TWO week 1 [open, closed syllables] week 2 [final stable syllables: -le, -tion, -sion] <u>Morphology</u> UNIT ONE week 1 [suffixes -ic, -ism, -ive] week 2 [Greek roots: chron, meter, photo, bio, geo, logy] week 4 [suffix -able, -ible] | <u>Letter-Sound Correspondences</u> UNIT TWO week 3 [r-controlled vowels] <u>Morphology</u> UNIT TWO week 4 [prefixes il-, in-, im-, ir-] week 5 [base words and endings] UNIT THREE week 1 [Latin roots: port, dict, ject, terr] week 2 [suffixes -ize, -ance, -ence, -ist] | <u>Syllabication Patterns</u> UNIT FOUR week 5 [various syllable types] <u>Morphology</u> UNIT THREE week 4 [suffixes -ous, -eous, -ious] UNIT FOUR week 1 [prefixes pro-, com-, con-] week 2 [prefixes anti-, mid-, trans-] week 3 [prefixes sub-, super-] week 4 [word origins] week 5 [Latin roots: audi, rupt, scrib, spec] <u>Letter-Sound Correspondences</u> UNIT FIVE week 1 [consonant changes] | <u>Letter-Sound Correspondences</u> UNIT FIVE week 4 [schwa sound] week 5 [vowel changes] <u>Syllabication Patterns</u> UNIT FIVE week 2 [various syllable types] week 3 [various syllable types] |
| Fluency | F.1.4.a Fluency | ALL UNITS see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas | ALL UNITS see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas | ALL UNITS see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas | ALL UNITS see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas |



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| COMMUNICATION | | Quarter 1 (43 days) August 11 th – October 10 th | Quarter 2 (43 days) October 14 th – December 19 th | Quarter 3 (46 days) January 5 th – March 12 th | Quarter 4 (48 days) March 23 rd – May 29 th |
|--|-----------------------------------|--|--|--|---|
| Communicating Through Writing | C.1.1 Handwriting | | | | see curriculum map for cursive writing resource |
| | C.1.2 Narrative | UNIT ONE Writing Workshop <i>(personal narrative)</i> | | | |
| | C.1.3 Argumentative | UNIT ONE week 6 [<i>Hit the Road; travel guide to convince others it's the best country</i>] | UNIT THREE Writing Workshop <i>(write an opinion essay)</i> | UNIT THREE Writing Workshop <i>(write an opinion essay) &</i> week 6 [<i>Unsung Heroes; why your state should dedicate a day to this person</i>] | UNIT FIVE week 6 [<i>Persuade the Public; persuade people to improve the environment</i>] |
| | C.1.4 Expository | UNIT TWO Writing Workshop <i>(informational article)</i> | UNIT TWO Writing Workshop <i>(informational article)</i> UNIT TWO week 6 [<i>Staying Alive; survival guide for visitors to a natural area</i>] | | |
| | C.1.5 Improving | UNIT ONE & UNIT TWO Writing Workshop | UNIT TWO & UNIT THREE Writing Workshop | UNIT THREE & UNIT FOUR Writing Workshop | UNIT FIVE Writing Workshop |
| | C.2.1 Oral Presentation | | | | |
| C.4.1 Researching, | | UNIT ONE week 6, project | UNIT TWO week 6, project | UNIT THREE week 6, project | UNIT FIVE week 6, project |
| C.5.1 Multimedia | | UNIT ONE & TWO Writing Workshop | UNIT TWO & THREE Writing Workshop | UNIT THREE & FOUR Writing Workshop | UNIT FIVE Writing Workshop |
| C.5.2 Technology in Communication | | | | | |



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| C.3.1 Conventions | Quarter 1 (43 days) August 11 th – October 10 th | Quarter 2 (43 days) October 14 th – December 19 th | Quarter 3 (46 days) January 5 th – March 12 th | Quarter 4 (48 days) March 23 rd – May 29 th |
|--|--|---|--|--|
| C.3.1 Conventions <i>skills to be mastered at this grade level</i> | UNIT ONE <ul style="list-style-type: none"> Use appositives, main clauses, and subordinate clauses. <i>(weeks 2 & 3)</i> Use conjunctions correctly to join words and phrases in a sentence. <i>(week 3)</i> UNIT TWO <ul style="list-style-type: none"> Recognize and correct inappropriate shifts in tense and number. <i>(week 1)</i> Use principal modals to indicate the mood of a verb. <i>(week 2)</i> | | UNIT FOUR <ul style="list-style-type: none"> Use appositives, main clauses, and subordinate clauses. <i>(week 1)</i> Use conjunctions correctly to join words and phrases in a sentence. <i>(weeks 3 & 4)</i> | |
| <i>skills to be introduced at this grade level</i> | UNIT TWO: <ul style="list-style-type: none"> Use verbals including gerunds, infinitives, and participial phrases. <i>(week 2)</i> | UNIT THREE: <ul style="list-style-type: none"> Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun references. <i>(weeks 2 & 3)</i> | UNIT THREE: <ul style="list-style-type: none"> Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun references. <i>(week 4)</i> UNIT FOUR: <ul style="list-style-type: none"> Use comparative and superlative forms of adjectives. <i>(week 2)</i> | UNIT FIVE: <ul style="list-style-type: none"> Vary sentence structure. <i>(need to supplement)</i> |
| <i>skills to be reviewed as students encounter and create more complex texts OR skills intended for a future grade level</i> | UNIT ONE <ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <i>(week 1, 4th grade)</i> Use subject-verb agreement with intervening clause and phrases. <i>(weeks 1 & 5, 4th grade)</i> Use simple modifiers. <i>(week 4, 3rd grade)</i> Form and use regular and frequently occurring irregular plural nouns. <i>(week 5, 3rd grade)</i> Form and use irregular plural nouns. <i>(week 5, 3rd grade)</i> UNIT TWO <ul style="list-style-type: none"> Conjugate regular and irregular verb tenses. <i>(week 1, 3rd grade)</i> | UNIT TWO <ul style="list-style-type: none"> Use simple modifiers. <i>(week 4, 3rd grade)</i> Form and use progressive and perfect verb tenses. <i>(week 4, 3rd grade)</i> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <i>(week 4, 4th grade)</i> Use prepositions and prepositional phrases. <i>(week 4, 3rd grade)</i> Appropriately use passive and active voice. <i>(week 5, 7th & 8th grade)</i> UNIT THREE <ul style="list-style-type: none"> Use prepositions and prepositional phrases <i>(week 1, 3rd grade)</i> | UNIT THREE <ul style="list-style-type: none"> Use simple modifiers. <i>(week 5, 3rd grade)</i> UNIT FOUR <ul style="list-style-type: none"> Use prepositions and prepositional phrases <i>(week 1, 3rd grade)</i> UNIT FIVE <ul style="list-style-type: none"> Use commas in a series. <i>(week 1, 2nd grade)</i> Use semicolons to form sentences. <i>(week 1, 7th-8th grade)</i> | UNIT FIVE <ul style="list-style-type: none"> Use quotation marks with dialogue and direct quotations. <i>(week 4, 3rd grade)</i> Use interjections <i>(week 5, 2nd grade)</i> |



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|---|---|--|---|---|
| V.1.1 Academic Vocabulary | ALL SAVVAS UNITS: See ‘Unit Academic Vocabulary’ and ‘Weekly Develop Vocabulary’[each week, lesson 2] | | | |
| V.1.2 Morphology | <u>Greek and Latin Roots and Affixes</u> UNIT ONE week 1 [root words, related words, academic vocabulary] AND [suffixes -ic, -ism, -ive] week 2 [Greek roots: chron, meter, photo, bio, geo, logy] week 4 [suffix -able, -ible] UNIT TWO week 1 [root words, related words, academic vocabulary] | <u>Greek and Latin Roots and Affixes</u> UNIT TWO week 4 [prefixes il-, in-, im-, ir-] week 5 [base words and endings] UNIT THREE week 1 [base words and suffixes, related words, academic vocabulary] AND [Latin roots: port, dict, ject, terr] week 2 [suffixes -ize, -ance, -ence, -ist] | <u>Greek and Latin Roots and Affixes</u> UNIT THREE week 4 [suffixes -ous, -eous, -ious] UNIT FOUR week 1 [root words, related words, academic vocabulary] AND [prefixes pro-, com-, con-] week 2 [prefixes anti-, mid-, trans-] week 3 [prefixes sub-, super-] week 4 [roots: graph, micro, tele, dict] week 5 [Latin roots: audi, rupt, scribe, spec] UNIT FIVE week 1 [base words and affixes, related words, academic vocabulary] | review |
| V.1.3 Context and Connotation | <u>Context Clues</u> UNIT ONE: week 3 <u>Figurative Language</u> UNIT ONE: week 4 (<i>idiom</i>) <u>Word Relationships</u> UNIT ONE: week 2 (<i>synonyms, antonyms</i>) UNIT TWO: week 2 (<i>synonyms, antonyms</i>) | <u>Context Clues</u> UNIT TWO: week 3 UNIT THREE: week 3 <u>Word Relationships</u> UNIT TWO: week 4 (<i>analogies</i>) UNIT THREE: week 2 (<i>synonyms, antonyms</i>) | <u>Context Clues</u> UNIT FOUR: week 3 <u>Figurative Language</u> UNIT THREE: week 4 (<i>idiom</i>) UNIT FOUR: weeks 4 & 5 (<i>adages, proverbs</i>) <u>Word Relationships</u> UNIT FOUR: week 2 (<i>synonyms, antonyms</i>) | <u>Context Clues</u> UNIT FIVE: week 3 <u>Word Relationships</u> UNIT FIVE: week 2 (<i>synonyms, antonyms</i>) week 4 (<i>analogies</i>) |

| READING BENCHMARKS and CLARIFICATIONS | | |
|---------------------------------------|--|--|
| Reading Prose and Poetry | R.1.1 Literary Elements | Analyze how setting, events, conflict , and characterization contribute to the plot in a literary text. |
| | R.1.2 Theme | Explain the development of stated or implied theme(s) throughout a literary text. Clarification: Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts. |
| | R.1.3 Perspective & Point of View | Describe how an author develops a character's perspective in a literary text. Clarification: The term perspective means “a particular attitude toward or way of regarding something.” |
| | R.1.4 Poetry | Explain how figurative language and other poetic elements work together in a poem . Clarification: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. Clarification: Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery. |
| Reading Informational Text | R.2.1 Structure | Explain how text features and/or text structures contribute to the overall meaning of texts. NOTE: See pages 172-173 in Appendix B of the ELA B.E.S.T. Standards booklet for a chart of text features and page 174 for a chart of text structures. The chart on page 174 of the ELA B.E.S.T. Standards booklet points out that chronology need not be confused with sequential |
| | R.2.2 Central Idea | Explain how relevant details support the central idea(s) , implied or explicit. **IN SAVVAS, SHIFT TERM FROM MAIN IDEA TO CENTRAL IDEA** |
| | R.2.3 Purpose & Perspective | Analyze an author's purpose and/or perspective in an informational text. Clarification: The term perspective means “a particular attitude toward or way of regarding something.” |
| | R.2.4 Argument | Track the development of an argument , identifying the specific claim(s) , evidence , and reasoning . |
| Reading Across Genres | R.3.1 Interpreting Figurative Language | Analyze how figurative language contributes to meaning in text(s). Note: See Elementary Figurative Language. [page 175 in Appendix B of the ELA B.E.S.T. Standards booklet] |
| | R.3.2 Summarization | Summarize a text to enhance comprehension. R.3.2.a: Include plot and theme for a literary text. R.3.2.b: Include the central idea and relevant details for an informational text. Clarification: Most grade-level texts are appropriate for this benchmark. |
| | R.3.3 Comparative Reading | Compare and contrast primary and/or secondary sources related to the same topic. |

| COMMUNICATION BENCHMARKS and CLARIFICATIONS | | | |
|--|------------------------|---|---|
| Communicating Through Writing | C.1.1 Handwriting | Demonstrate fluent and legible cursive writing skills. Clarification: Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print. | |
| | C.1.2 Narrative | Write personal or fictional narratives using a <u>logical sequence of events</u> and demonstrating an effective use of <u>techniques</u> such as <u>dialogue</u> , <u>descriptions</u> and <u>transitional words</u> and <u>phrases</u> . | Clarification: See Writing Types . (see page 183 in Appendix C of the ELA B.E.S.T. Standards booklet) |
| | C.1.3 Argumentative | Write to make a claim supporting a perspective with <u>logical reasons</u> , relevant <u>evidence</u> from <u>sources</u> , <u>elaboration</u> , and an organizational <u>structure</u> with <u>varied transitions</u> . | |
| | C.1.4 Expository | Write expository texts about a <u>topic</u> using <u>multiple sources</u> and including an organizational <u>structure</u> , relevant <u>elaboration</u> , and varied <u>transitions</u> . | |
| | C.1.5 Improving | Improve writing by planning , revising , and editing , with guidance and support from adults and feedback from peers. | |
| C.2.1 Oral Presentation | | Present information orally , in a logical sequence , using nonverbal cues , appropriate volume , clear pronunciation , and appropriate pacing . Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing . Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. Clarification 2: For further guidance, see the Elementary Oral Communication Rubric . [see page 188 in Appendix C of the ELA B.E.S.T. Standards booklet] | |
| C.3.1 Conventions | | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarification: See Convention Progression by Grade Level for more information. [see pages 196-197 in Appendix C of the ELA B.E.S.T. Standards booklet] | |
| | | Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none">• Use principal modals to indicate the mood of a verb.• Use appositives, main clauses, and subordinate clauses.• Recognize and correct inappropriate shifts in tense and number.• Use conjunctions correctly to join words and phrases in a sentence. | Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none">• Use verbals including gerunds, infinitives, and participial phrases.• Use comparative and superlative forms of adjectives.• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.• Vary sentence structure. |
| C.4.1 Researching, C.5.1 Multimedia, & C.5.2 Technology in Communication | | Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources. Clarification: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment – being able to tell which information is relevant and which sources are trustworthy enough to include. | |
| | | Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks. Clarification: Multimedia elements may include, but are not limited to, drawings , pictures , artifacts , audio or digital representation . At this grade level , students are using more than one element. the elements may be of the same type (for example, two pictures or a picture and an audio recording. The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated. | |
| | | Use digital writing tools individually or collaboratively to plan, draft, and revise writing. | |

| VOCABULARY BENCHMARKS and CLARIFICATIONS | |
|--|---|
| V.1.1 Academic Vocabulary | Use grade-level academic vocabulary appropriately in speaking and writing. Clarification: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. |
| V.1.2 Morphology | Apply knowledge of common Greek and Latin roots and affixes , recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content. NOTE: A base IS a root, but a root ISN'T necessarily a base. A base is a free morpheme (e.g., agree) and a root is a bound morpheme ('com' meaning with or together). Clarification: See Common Greek and Latin Roots, 3.5 and Affixes. [see p. 200, 202-203 in Appendix D of the ELA B.E.S.T. Standards Booklet] |
| V.1.3 Context and Connotation | Use context clues , figurative language , word relationships , reference materials , and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships [page 205 in Appendix D of the ELA B.E.S.T. Standards booklet] Clarification 3: See ELA.5.R.3.1 [Analyze how figurative language contributes to meaning in text(s)] and Elementary Figurative Language. [page 175 in Appendix B of the ELA B.E.S.T. Standards booklet] |

| FOUNDATIONS BENCHMARKS and CLARIFICATIONS | | |
|---|--|---|
| F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words. | | |
| Phonics & Word Analysis | F.1.3.a letter-sound, syllables, morphology | Apply knowledge of all letter-sound correspondences , syllabication patterns , and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. Clarification: At this level of reading, a student who is decoding at the phoneme level (i.e., “e-n-t-e-r-t-ai-n”) may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4 th -grader encounters the word “entertain” in text, we want him or her to segment by syllable (i.e., “en-ter-tain”) or by morphological structure (i.e., “enter-tain”). |
| Fluency | F.1.4 Fluency | Read grade-level texts with accuracy , automaticity , and appropriate prosody or expression . Clarification 1 (accuracy): See Fluency Norms [page 209 in Appendix E of the ELA B.E.S.T. Standards booklet] for grade-level norms. Norms are expressed as words correct per minute, (WCPM), a measure that combines accuracy with rate. Clarification 2 (prosody): “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See <i>Sample Oral Reading Fluency Rubrics</i> for prosody [page 210 in Appendix of the ELA B.E.S.T. Standards booklet]. Clarification 3 (grade-level text): Grade-level texts, for the purposes of fluency, are those <i>within the grade band on quantitative text complexity measures</i> and appropriate in content and qualitative measures. |