

Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking, and Listening

Grade 5



Fairfield Public Schools Comprehensive Literacy Model

Grade 5 Language Arts Overview

Students in the Fairfield Public Schools are immersed in literacy through rich and varied experiences in reading, writing, speaking, listening, and viewing. Students access the curriculum through a variety of instructional practices including interactive, guided, and independent reading and writing, as well as oral, visual, and technological communication, phonics, spelling, and word study.

During the year, students will be given the opportunity to read, write, and listen to a variety of literary genres that promote deep thinking and understanding of topics, cultures, and people. Students receive explicit instruction and practice in the five areas recommended by the National Reading Panel, 2000 (comprehension, phonics, vocabulary, phonemic awareness, and fluency). Reading and writing are taught as reciprocal processes. Extended literary experiences ensure that students can understand and write in a variety of genres. Students will continually develop their ability to choose topics, plan, draft, revise, and edit their writing. The curriculum helps young writers continually expand their learning of craft, conventions, and the writing process in narrative, nonfiction, and poetry.

Word study encompasses multiple approaches to how words work. The sequence of lessons is built upon the Literacy Continuum (Fountas & Pinnell, 2007). The study of words enables students to develop automaticity and comprehension in reading and writing. This process allows them to grow in their ability to read, understand, and write more complex texts over time.

Grade 5 Language Arts Year at a Glance

Pacing Guide									
1 st Marking Period			2 nd Marking Period				3 rd Marking Period		
Launching the Year in Reading, Writing, and Word Study, and Writing to an Expository Prompt	Reading to Infer and Writing Like a Mentor Author	Reading Nonfiction and Writing Feature Articles	Reading and Talking About Books in Partnerships and Writing Memoir	Reading With Fluency and Writing a Compare/Contrast Essay	Reading Historical Fiction, Writing to Improve the Quality of Writing, and Studying Writing in Depth (Inquiry)	Preparing Readers for Reading Short Texts and Writing to a Prompt	Reading Poetry and Writing Poetry	Reading in Book Clubs and Writing Essays	Reflecting as Readers and Writers (Making Summer Plans for Literacy)

<p>Reading Resources <i>FPS Units of Study for Reading Workshop</i> <i>Mentor Texts</i> (common texts used for modeling)</p>	<p>Writing and Word Study Resources <i>FPS Units of Study for Writing Workshop</i> <i>Mastering the Mechanics Grades 4-5</i> by L. Hoyt and T. Therriault <i>Month by Month Phonics and Vocabulary Grade 5</i> by D. Hall and P. Cunningham</p>
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Grade 5 Overview: Reading, Writing, and Word Study

Central Understandings	Essential Questions	Assessments
<p>Students comprehend and respond in literal, critical, and evaluative ways to various texts that are read, viewed, and heard.</p> <p>Students express, develop, and substantiate ideas and experiences through their own writing and artistic and technical presentations.</p> <p>Students will listen and speak to communicate ideas clearly.</p> <p>Standards</p> <ul style="list-style-type: none"> • Common Core State Standards 	<ul style="list-style-type: none"> • How do students learn the expectations and routines for reading and writing workshop as they form the habits of highly effective readers? • How do writers learn to write to a prompt using the expository and compare/contrast format? • How do readers extend their understandings of text through inferring? • How do writers study the crafts of a mentor author in order to incorporate those techniques into their own writing? • What are the purposes of reading nonfiction and how do readers synthesize information and develop ideas through the use of multiple nonfiction sources? • How do writers gather and organize information in order to write a feature article? • How do readers extend their understandings of text through conversations in partnerships and book clubs? • How do writers learn about the purpose and features of a memoir in order to write their own memoir? • How do readers increase comprehension by paying attention to punctuation and phrasing? • How do readers think critically about characters and setting (historical period) using historical fiction texts? • How do writers apply revising and editing strategies in order to improve the quality of their writing? • How do readers transfer effective, efficient reading strategies and practices to preparing to take tests? • How do readers synthesize information in order to answer short-answer, open-ended questions? • How do readers and writers use strategies to deepen their understanding of poetry as well as write poems? • How do writers compose an effective essay that develops and defends a thesis statement? • How did I grow as a reader and a writer? .What are my summer reading and writing plans? 	<p><u>Universal Assessments</u></p> <ul style="list-style-type: none"> • Benchmark Assessment System • FPS Writing Prompts <p><u>Targeted Assessments</u></p> <ul style="list-style-type: none"> • Dictation Writing

Launching the Year in Reading, Writing, and Word Study, and Writing to an Expository Prompt

Unit Overview

Launching Reading and Writing units of study were developed to familiarize students and teachers with the workshop structure as, "It is important to maintain a simple, predictable structure because it is the work students do that is changing and complex" (Calkins, 2001, page 66). The goals of reading and writing classrooms are to create independent and responsible readers and writers who know how they function within the classroom and understand they are the most essential component of their community of learners.

The launching units are built upon the framework of practiced rituals and routines. These rituals and routines enable teachers and students to use class time productively. One important goal of these units is to create a classroom community that encourages students to learn and move about their classrooms with purpose. In the case of fifth graders, this unit builds upon their prior knowledge of the workshop structure and provides an understanding of classroom expectations for the coming year. These units are meant to be positive, joyful, and intense social experiences that will support and empower students in the efficient, effective, and confident use of all classroom literacy resources. They are meant to show students that reading and writing can change lives.

After the launch, fifth grade students learn to write to an expository (explanatory) prompt. Students learn to plan and organize their writing, make their supporting details specific, elaborate on those details, and write with fluency. Here they also begin their study of polysyllabic words, work on correct spellings for high frequency words, and study common spelling patterns to develop a strong visual checking system.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> • Live and operate as a community of readers • Set personal reading goals based on knowledge of self • Evaluate texts based on readability and interest, and select appropriately • Distinguish between a variety of genres • Apply appropriate strategies to comprehend text and build stamina • Monitor for meaning with increasingly complex texts • Develop and defend multiple responses to literature • Discover and share topics and big ideas found in texts • Learn strategies to read polysyllabic words • Learn root words to develop vocabulary understanding and to learn new words 	<ul style="list-style-type: none"> • Live and operate as a community of writers • Set personal writing goals based on knowledge of self • List and select ideas for writing • Organize, draft, revise, and edit writing pieces to improve message and fluency • Write to an expository prompt • Develop stamina for extended writing • Study high frequency and spelling patterns to develop more fluency in writing • Learn to reread writing and develop a spelling consciousness • Study conventions to produce clear writing • Review the keys to handwriting legibility (shape, size, spacing, and slant)
Assessments and Progress Indicators *Benchmark Assessment System *FPS Fall Writing Prompt *Reader Response	

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

CC.5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.L.6 Describe how a narrator's or speaker's point of view

WRITING STRAND:

Text Types and Purposes

CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an

influences how events are described.

READING FOR INFORMATION

Key Ideas and Details

CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.I.2 Determine two or more main ideas of a text and explain how it is supported by key details; summarize the text.

Craft and Structure

CC.5.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.5.R.F.3.a Use 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.

Fluency

CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.5.R.F.4.a Read grade-level text with purpose and understanding.

CC.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

organizational structure in which ideas are logically grouped to support the writer's purpose.

CC.5.W.1.b Provide logically ordered reasons that are supported by facts and details.

CC.5.W.1.c Link opinion and reasons using words, phrases and clauses (e.g., *consequently*, *specifically*)

CC.5.W.1.d Provide a concluding statement or section related to the opinion presented

CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

CC.5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CC.5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

CC.5.W.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

CC.5.W.10 Write routinely over extended time frames.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-

LANGUAGE STRAND:

Conventions of Standard English

CC.5.L.1 Demonstrate command of the conventions of standard English

on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

grammar and usage when writing or speaking.
CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.5.L.2.a Use punctuation to separate items in a series.
CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.
CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.
CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.
CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CC.5.L.4 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.
CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading to Infer, Writing Like a Mentor Author, and Word Study

Unit Overview

This reading unit focuses on the skills and strategies needed for fifth grade students to make inferences while reading. Our goal for fifth grade students is to construct personal meaning from text by thinking actively and deeply about what they are reading and make connections between the texts they read and the world around them. We also want our fifth graders to be able to discuss, write about, support, grow, and revise their inferences. Students learn to make inferences that include ideas about characters, themes, topics, and authors' points of view.

In writing, students are learning to study an author's craft or style of writing and use these techniques to improve their own writing. This unit focuses on narrative writing, including memoir. Fifth grade students are introduced to a mentor author and learn to read this writer's work with a critical eye. Students study the work of one author with the purpose of discovering how this author crafts his/her work in order to have an impact on the reader. Students then select their own writing topics and apply the mentor author's techniques to that writing in an effort to strengthen their own narratives. Writers share and reflect on their work with the teacher and with peers.

Students extend their investigations into prefixes, suffixes, and core words to further develop a visual screening system for continued development as a reader and writer.

Reading Big Ideas

- Use background knowledge, pictures, and text clues to make inferences
- Defend inferences with text-based evidence
- Record and share thinking
- Reread to deepen thinking
- Infer author's purpose and point of view and use text evidence to support opinions
- Infer themes and main ideas across a variety of texts
- Write about reading to develop, expand, and revise ideas
- Review words parts (e.g., *un-*, *re-*, *-er*, *-ment*) to unlock new words across content areas

Writing Big Ideas

- Analyze and critique author's craft techniques
- Select seed ideas to draft
- Craft and/or revise personal writing using various techniques gleaned from mentor author
- Examine use of author's craft in personal writing, and revise to strengthen impact of craft techniques
- Apply punctuation to influence meaning in writing
- Apply knowledge of spelling and grammar to edit writing
- Publish, present, and celebrate writing
- Review and use fluent writing techniques

Assessments and Progress Indicators

*Running/Reading Records *Writing Samples (Narrative) *Reader Response

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE Key Ideas and Details

CC.5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how

WRITING STRAND: Text Types and Purposes

CC.5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.5.W.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of

the speaker in a poem reflects upon a topic; summarize the text.

CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Integration of Knowledge and Ideas

CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

READING FOR INFORMATION

Key Ideas and Details

CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.I.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CC.5.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CC.5.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.5.R.F.3.a Use 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.

Fluency

CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.5.R.F.4.a Read grade-level text with purpose and understanding.

CC.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts,

characters to situations.

CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CC.5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

CC.5.W.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

LANGUAGE STRAND:

Conventions of Standard English

CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

building on others' ideas and expressing their own clearly.

CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Presentation of Knowledge and Ideas

CC.5.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.

CC.5.L.1.d Recognize and correct inappropriate shifts in verb tense.

CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.5.L.2.a Use punctuation to separate items in a series.

CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.

CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.

CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CC.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.5.L.5.a Interpret figurative language, including similes and metaphors, in context.

CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading Nonfiction, Writing Feature Articles, and Word Study

Unit Overview

These two units focus on the strategies needed to read and write nonfiction texts. As readers, students learn to use the features and structures of nonfiction texts to comprehend sections of texts and to determine the overall main idea. They also learn how to read texts with more complex vocabulary. Students explore topics across various texts and mediums (film, audio, print, digital, etc.) and consider author's point of view when reading and analyzing nonfiction text.

The writing unit is focused on crafting feature articles. Fifth grade writers study a variety of mentor texts in order to learn about possible topics, how a writer angles a topic, and how the information is structured and presented. Writers compose feature articles about topics of their own choosing. These articles often require students to research their topics and to use technology to present their final drafts.

Reading Big Ideas

- Activate prior knowledge to make meaningful predictions and establish a purpose for reading
- Use nonfiction text features and structures (cause/effect, sequence, description, compare/contrast, problem/solution) to build understanding
- Identify or infer main ideas (implied and/or stated) and support thinking with text-based details
- Apply appropriate strategies to understand increasingly complex vocabulary
- Examine and compare/contrast multiple points of view about a topic (author bias)
- Apply research and comprehension strategies to study a topic of interest

Writing Big Ideas

- Analyze published feature articles to discover topics, structure, and craft
- Examine and select topics appropriate for writing feature articles
- Apply research skills and utilize technology to study topic of interest
- Determine the angle to take with a topic based on research
- Defend selected angle with clear and parallel supporting details
- Use technology to publish and share feature articles
- Study verb forms and adjectives to expand message in one's writing
- Maintain legible and fluent handwriting

Assessments and Progress Indicators

*Running/Reading Records

*Writing Samples (Feature Article)

*Reader Response

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR INFORMATION Key Ideas and Details

- CC.5.R.1.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CC.5.R.1.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CC.5.R.1.3** 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.
- CC.5.R.1.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

WRITING STRAND:

Text Types and Purposes

- CC.5.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CC.5.W.1.a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- CC.5.W.1.b** Provide logically ordered reasons that are supported by facts and details.
- CC.5.W.1.c** Link opinion and reasons using words, phrases and clauses (e.g., *consequently*, *specifically*)
- CC.5.W.1.d** Provide a concluding statement or section related to the

CC.5.R.1.5 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.

CC.5.R.1.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

CC.5.R.1.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.5.R.1.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CC.5.R.1.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CC.5.R.1.10 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.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.5.R.F.3.a Use 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.

Fluency

CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.5.R.F.4.a Read grade-level text with purpose and understanding.

CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts,

opinion presented

CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.5.W.2.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.

CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CC.5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic

CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.5.W.6 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.

Research to Build and Present Knowledge

CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

LANGUAGE STRAND:

Conventions of Standard English

CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

building on others' ideas and expressing their own clearly.

CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CC.5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.

CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.

CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.

CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

CC.5.L.4 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.

CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading and Talking About Books in Partnerships, Writing Memoir, and Word Study

Unit Overview

This reading unit provides students with the knowledge, skills, and strategies to think and talk well about the texts they read. Students are organized in partnerships and learn the etiquette of talking with others. They learn to identify the types of questions and topics that lead to powerful discourse, to stay on one topic for long periods of time, and to reflect on these conversations in order to improve the quality of the conversation. Students also learn how to use discussion to push their thinking to deeper levels.

As writers, students use what they learned about the genre of memoir during the author study in order to write their own memoirs. Students plan for writing by listing memories and by thinking about how people, places, and objects are connected to memories. Then they select ideas to develop and craft their writing in a way that presents an experience and a reflection on how or why that experience was important to their own lives.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> • Record thoughts and ideas about text in preparation for discussion with a partner • Develop substantial ideas to bring to discussions • Sustain conversations about one idea by asking questions, adding on, and asking for text-based support • Listen and respond actively and appropriately to peers • Reflect on and revise thinking based on discussion • Write about reading to develop, defend, and expand ideas 	<ul style="list-style-type: none"> • Examine topics, structure, and craft of mentor memoir authors • Evaluate and select seed ideas appropriate for memoir • Move from personal memory to memoir • Reread writing with a critical eye toward finding a powerful life experience that reflects how the writer views the world • Choose words and phrases to convey a message effectively and precisely • Apply punctuation and grammar for effect • Review spelling patterns to develop editing skills • Publish, share, and celebrate for an audience • Maintain legible and fluent handwriting
<p>Assessments and Progress Indicators</p> <p style="text-align: center;">*Benchmark Assessment System *Writing Samples (Memoir) *Reader Response</p>	

Common Core Standards Emphasized During Unit

**READING STRAND:
READING FOR LITERATURE
Key Ideas and Details**

- CC.5.R.L.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CC.5.R.L.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CC.5.R.L.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**WRITING STRAND:
Text Types and Purposes**

- CC.5.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CC.5.W.3.a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- CC.5.W.3.b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Craft and Structure

CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.5.R.L.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

Integration of Knowledge and Ideas

CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

CC.5.R.L.10 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.

READING FOR INFORMATION

Key Ideas and Details

CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Integration of Knowledge and Ideas

CC.5.R.I.8 Describe how reasons support specific points the author makes in a text.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.5.R.F.3.a Use 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.

Fluency

CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.5.R.F.4.a Read grade-level text with purpose and understanding.

CC.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

CC.5.SL.1.a Come to discussions prepared, having read or studied required

CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CC.5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.5.W.6 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.

Research to Build and Present Knowledge

CC.5.W.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

LANGUAGE STRAND:

Conventions of Standard English

CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Presentation of Knowledge and Ideas

CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CC.5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.

CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.

CC.5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.

CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.

CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

CC.5.L.4 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.

CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CC.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.5.L.5.a Interpret figurative language, including similes and metaphors, in context.

CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading With Fluency, Writing Compare/Contrast Essays, and Word Study

Unit Overview

As readers and writers, fifth graders are expected to handle more complex sentence structures. This short reading unit demonstrates for students how to read compound and complex sentences fluently. Students learn how author’s message and meaning influences how a text sounds. Differences in narrative and nonfiction text are explored to gain a deeper understanding of expression and intonation as meaning is discussed and determined. In discussions around meaning, fluency becomes clear and pacing and prosody become part of the expression of the text.

In this writing unit, students learn the purpose and structure of a compare/contrast essay. Students are already familiar with expository (explanatory) writing, so this unit focuses on comparison essays which are frequently found in social studies and science texts. Students are immersed in reading a variety of comparison essays in order to identify features that are common to the genre. Students then compose their own comparison essay incorporating those features.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> • Use punctuation to read with proper phrasing, intonation, and expression • Read with rate, intonation, and expression that reflect the meaning and mood of the text • Adjust rate, intonation and expression based on genre, purpose, and audience • Monitor phrasing, intonation, and expression • Explore prefixes (e.g., <i>dis-</i>, <i>il-</i>, etc.) and suffixes (e.g., <i>-ible</i>, <i>-ance</i>, etc.) with new core words to improve decoding of polysyllabic words 	<ul style="list-style-type: none"> • Read a variety of compare/contrast essays in order to define the genre and notice how it differs from expository (explanatory) writing • Select a topic and use an appropriate graphic organizer to effectively compare two topics • Compose a compare/contrast essay that includes an introduction, key words and phrases, and a conclusion • Apply punctuation and grammar for effect • Review spelling patterns to develop editing skills • Publish, share, and celebrate for an audience • Maintain legible and fluent handwriting
Assessments and Progress Indicators	
*Running/Reading Records	*Writing Sample (Compare/Contrast Essay)
*Reader Response	

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Craft and Structure

CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and

WRITING STRAND:

Text Types and Purposes

CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

CC.5.W.1.b

Provide logically ordered reasons that are supported by facts and details.

CC.5.W.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

CC.5.W.1.d Provide a concluding statement or section related to the opinion

similes.

Range of Reading and Level of Text Complexity

CC.5.R.L.10 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.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.5.R.F.3.a Use 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.

Fluency

CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.5.R.F.4.a Read grade-level text with purpose and understanding.

CC.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

presented.

CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.5.W.2.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.

CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CC.5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.5.W.6 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.

Research to Build and Present Knowledge

CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

CC.5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.5.SL.1 Engage effectively in a range of collaborative discussions

LANGUAGE STRAND:

Conventions of Standard English

CC.5.L.1 Demonstrate command of the conventions of standard English

(one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Presentation of Knowledge and Ideas

CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

grammar and usage when writing or speaking.

CC.5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.

CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Reading Historical Fiction, Writing to Improve the Quality of Writing, Studying Writing in Depth (Inquiry), and Word Study

Unit Overview

In this reading unit of study, students learn to consider the historical, social, and cultural contexts of historical fiction texts. Students will identify the characteristics of this genre and discriminate between fact and fiction. They will begin to make connections between their content area knowledge and their knowledge of literature. This will help them to deepen their understanding in both areas. Students will focus on the important role of setting (time and place) in this genre and will explore different perspectives, messages, and themes presented in historical fiction texts. In the Inquiry unit, teachers will create a writing unit of study that meets the needs and interests of the students at this point in the year.

The next writing unit in this month focuses on how students can improve their writing. Students will select pieces of writing to revise and edit. Students will study ways to reread their writing with revision in mind, vary sentence length and structure, use precise language, identify and develop important parts of their writing pieces, and write to address a specific purpose and audience. Students will study several mentor authors during this unit. Student writers will also edit their writing for grammar, punctuation, and spelling.

Reading Big Ideas

- Identify elements of the historical fiction genre
- Distinguish between fact and fiction
- Compare and contrast different points of view
- Activate prior knowledge of the historical time period
- Analyze the impact of setting (historical time period) on plot
- Analyze characters in terms of time period and plot
- Infer themes within and across texts and time periods
- Connect themes, issues, and ideas found in texts with what is happening in the world
- Write about reading to develop and expand ideas
- Explore prefixes (e.g., *dis-*, *il-*, etc.) and suffixes (e.g., *-ible*, *-ance*, etc.) with new core words to improve decoding of polysyllabic words

Writing Big Ideas

- Revise writing for word choice and sentence variety
- Edit writing for grammar and spelling
- Apply revising and editing skills to writing
- Review noun and pronoun usage to make writing clearer
- Maintain legible and fluent handwriting

Assessments and Progress Indicators

*Running/Reading Records *Writing Samples (student choice) *Reader Response

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE

Key Ideas and Details

CC.5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how

WRITING STRAND:

Text Types and Purposes

CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

the speaker in a poem reflects upon a topic; summarize the text.

CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Integration of Knowledge and Ideas

CC.5.R.L.6 Describe how a narrator's or speaker's point of view influences how events are described.

CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

READING FOR INFORMATION

Key Ideas and Details

CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.5.R.F.3.a Use 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.

Fluency

CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.5.R.F.4.a Read grade-level text with purpose and understanding.

CC.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.5.W.2.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.

CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

CC.5.W.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CC.5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.5.W.6 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.

Research to Build and Present Knowledge

CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.5.W.9.a Apply grade 5 Reading standards to literature.

CC.5.W.9.b Apply grade 5 Reading standards to informational texts.

SPEAKING AND LISTENING STRAND:**Comprehension and Collaboration**

CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

LANGUAGE STRAND:**Conventions of Standard English**

CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.5.L.2.a Use punctuation to separate items in a series.

CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.

CC.5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.

CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.

CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.5.L.4 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.

CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Vocabulary Acquisition and Use

CC.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Preparing for Reading Short Texts, Writing to a Prompt, and Word Study

Unit Overview

This unit focuses on preparing students to meet the challenge of the reading tests. The rich curriculum that third grade students are exposed to offers scaffolding so they become independent, proficient readers, writers, and thinkers. For students to do well on reading tests, they also need to understand how the test works, how test makers think, and how to display their knowledge in the way the test requires. This unit provides lessons to help students understand test reading as a genre by using short texts and practice materials to show students how the test works. Simply having students practice taking tests does not effectively prepare them. With instruction, discussion, and analysis of such issues as why some answers are better than others, why the student writing was scored the way it was, and how to be strategic with different types of questions, students will improve in their test-taking strategies.

In writing, students will review how to write to an expository prompt. Students will review strategies for coming up with topics, planning their writing, and writing with organization, elaboration, and fluency. Students will focus on writing explanatory and compare/contrast essays.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> • Form a general understanding within a variety of texts/genres • Develop an interpretation within a variety of texts/genres • Make connections in and across a variety of texts/genres • Examine content and structure • Determine the purpose for reading • Learn how to read test questions closely and carefully • Write about reading to demonstrate understanding • Locate pertinent information in text to use as evidence • Develop deeper understanding of how to use word parts to understand the connection between known and new words 	<ul style="list-style-type: none"> • Select topics that address the prompt • Organize, draft, and revise prompt • Improve writing through elaboration of main ideas/details • Assess prompt writing using a rubric • Improve prompt writing in response to feedback • Understand the power of verbs and how they move plot elements in writing • Use adjectives to add detail and description to writing • Use knowledge of spelling patterns to improve writing • Maintain legible and fluent handwriting
Assessments and Progress Indicators *FPS Winter Writing Prompt *Reader Response	

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

- CC.5.R.L.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CC.5.R.L.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CC.5.R.L.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

WRITING STRAND:

Text Types and Purposes

- CC.5.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CC.5.W.1.a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- CC.5.W.1.b** Provide logically ordered reasons that are supported by facts and details.
- CC.5.W.1.c** Link opinion and reasons using words, phrases and clauses (e.g., *consequently*, *specifically*)

Craft and Structure

CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CC.5.R.L.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

Integration of Knowledge and Ideas

CC.5.R.L.10 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.

READING FOR INFORMATION**Key Ideas and Details**

CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.I.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft and Structure

CC.5.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas

CC.5.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CC.5.R.I.10 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.

FOUNDATIONAL SKILLS**Phonics and Word Recognition**

CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.5.R.F.3.a Use 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.

Fluency

CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:**Comprehension and Collaboration**

CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.5.SL.1.c Pose and respond to specific questions by making comments that

CC.5.W.1.d Provide a concluding statement or section related to the opinion presented

CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.5.W.2.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.

CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CC.5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.5.W.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

LANGUAGE STRAND:**Conventions of Standard English**

CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.5.L.1e Use correlative conjunctions (e.g., *either/or*, *neither/nor*)

CC.5.L.2 Demonstrate command of the conventions of standard

contribute to the discussion and elaborate on the remarks of others.

CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

English capitalization, punctuation, and spelling when writing.

CC.5.L.2.a Use punctuation to separate items in a series.

CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.

CC.5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.

CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.

CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

CC.5.L.4 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.

CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CC.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.5.L.5.a Interpret figurative language, including similes and metaphors, in context.

CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading Poetry, Writing Poetry, and Word Study

Unit Overview

Students will read, write, analyze, and respond to poetry in these units. Students will be exposed to a wide variety of poetic forms. In the reading unit, students will learn how to use line breaks, white space, and punctuation in more complex poems to read with appropriate fluency and expression. They will also infer the tone of the poem in order to read it well. Students will learn to discover themes, create personal interpretations of poems, and support their interpretations with evidence. Students will respond to poetry (orally and in writing) and share these responses with peers and teachers.

In the writing unit, students will compose a variety of poems. Students will use mentor poems as models for their own writing and select their own topics. Students will learn how to use line breaks, white space, and punctuation in order to communicate their message or idea. Students will bring their poetry through the writing process, from rehearsal to final draft.

Reading Big Ideas

- Read, understand, and discuss a variety of poetic forms
- Read poetry with proper phrasing and expression by attending to punctuation, line breaks, and white space
- Make connections to deepen understanding of poetry
- Infer to deepen understanding of poetry
- Identify favorite poems and poets and explain why these were selected
- Respond to poetry in a variety of ways (artistically, dramatically, critically)
- Justify responses with evidence from text and schema
- Read expository and narrative poetry to develop wide thinking

Writing Big Ideas

- Read a variety of poetic forms and types
- Revisit seed ideas with an eye for poetry
- Craft seed ideas in a variety of poetic forms
- Use punctuation, line breaks, and white space to communicate a message through poetry
- Rehearse, draft, and revise poems for specific purposes and audiences
- Use technology to publish, share, and celebrate poetry
- Study homophones, transition words, and verbs to bring more power to poetic expression
- Maintain legible and fluent handwriting

Assessments and Progress Indicators

*Running/Reading Records *Writing Samples (Poetry) *Reader Response

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE Key Ideas and Details

CC.5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

WRITING STRAND: Text Types and Purposes

CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CC.5.W.1.b Provide logically ordered reasons that are supported by

CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.5.R.L.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

Integration of Knowledge and Ideas

CC.5.R.L.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).

CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

CC.5.R.L.10 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.

READING FOR INFORMATION

Key Ideas and Details

CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CC.5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

CC.5.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CC.5.R.I.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.5.R.F.3.a Use 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.

Fluency

CC.5.R.F.4 Read with sufficient accuracy and fluency to support

facts and details.

CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.5.W.2.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.

CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

CC.5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.5.W.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CC.5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.5.W.6 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.

CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CC.5.W.9 Draw evidence from literary or informational texts to support

<p>comprehension. CC.5.R.F.4.a Read grade-level text with purpose and understanding. CC.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>analysis, reflection, and research. Research to Build and Present Knowledge CC.5.W.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>
<p>SPEAKING AND LISTENING STRAND: Comprehension and Collaboration CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles. CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Presentation of Knowledge and Ideas CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. CC.5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>LANGUAGE STRAND: Conventions of Standard English CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CC.5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CC.5.L.1.c Use verb tense to convey various times, sequences, states, and conditions. CC.5.L.1.d Recognize and correct inappropriate shifts in verb tense. CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.5.L.2.a Use punctuation to separate items in a series. CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence. CC.5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?). CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works. CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed. CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC.5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. Vocabulary Acquisition and Use CC.5.L.4 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. CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>

CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CC.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.5.L.5.a Interpret figurative language, including similes and metaphors, in context.

CC.5.L.5.b recognize and explain the meaning of common idioms, adages and proverbs

CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading in Book Clubs, Writing Essays, and Word Study

Unit Overview

This reading unit focuses on children's ability to think and talk well about the books they read. Students move from talking in partnerships to talking in clubs. Students have input into the books they read and the students they read with. Students are involved in planning their reading across chapters and making decisions with their clubs about pacing and topics of discussion. Students learn to select and present meaningful topics for discussion and to stay on topic for long periods of time in order to deepen their understanding of common texts. Students add on to each other's thinking and consider revising their own ideas in light of the conversation. Children participate in multiple book clubs during these units. Book clubs might be formed around genre, topic, theme, or author.

Students begin the writing unit by studying a variety of published essays. They are introduced to the purpose, structure, and elements of an essay. As writers, students then are asked to take a critical stance regarding a topic they are interested in and knowledgeable about in order to develop a thesis statement. They will compose an essay that explores and supports their thesis. Students learn that criticism requires that the writer supports their conclusions with research-based examples.

Reading Big Ideas

- Manage student run book clubs (select texts, plan reading calendar, and discussions)
- Make inferences about characters, themes, issues, points of view, authors' purposes, and messages and validate with text evidence
- Formulate thoughtful questions and ideas to drive meaningful conversations
- Make meaningful connections within and across texts and topics
- Listen and respond to ideas in ways that deepen and extend the group's thinking
- Reflect, revise, and extend thinking based on reading and talking with peers
- Write about reading to develop and expand ideas
- Analyze *why* an author may have crafted a text or section of text in a particular way
- Reflect on the level of the conversation and push for deeper thinking
- Review knowledge of prefixes, suffixes, and root words to decode polysyllabic words

Writing Big Ideas

- Examine a variety of essays to discover structure and craft
- Develop an idea or opinion for an essay
- Use supporting details to persuade a particular audience
- Improve drafts as a result of feedback
- Distinguish between a subtle and direct thesis
- Use knowledge of conventions to edit for fluency
- Maintain legible and fluent handwriting

Assessments and Progress Indicators

*Running/Reading Records *Writing Samples (Essay) *Reader Response

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE Key Ideas and Details

CC.5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

WRITING STRAND: Text Types and Purposes

CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CC.5.W.1.b Provide logically ordered reasons that are supported by facts

CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.5.R.L.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

Integration of Knowledge and Ideas

CC.5.R.L.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).

CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

CC.5.R.L.10 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.

READING FOR INFORMATION

Key Ideas and Details

CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

CC.5.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CC.5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

CC.5.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CC.5.R.I.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CC.5.R.I.10 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.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

and details.

CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.5.W.2.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.

CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CC.5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic

CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CC.5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.5.W.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

<p>CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CC.5.R.F.4.a Read grade-level text with purpose and understanding.</p> <p>CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p>SPEAKING AND LISTENING STRAND: Comprehension and Collaboration</p> <p>CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>LANGUAGE STRAND: Conventions of Standard English</p> <p>CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>CC.5.L.1.d Recognize and correct inappropriate shifts in verb tense.</p> <p>CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.5.L.2.a Use punctuation to separate items in a series.</p> <p>CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Knowledge of Language</p> <p>CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>Vocabulary Acquisition and Use</p> <p>CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CC.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

Reflecting as Readers and Writers (Making Summer Plans for Literacy) and Word Study

Unit Overview

Students reflect on how they have grown as readers and writers across the year. They review reading logs and notebooks as well as their writing folders in an effort to identify specific examples of how their literacy has developed. Students celebrate their achievements.

Students craft plans for their reading and writing over the summer. They consider where they might read and write, what they plan to read and write, and how much time they plan to spend reading and writing. These plans are discussed with teachers and parents and students decide on ways to measure the successful implementation of their plans.

Reading Big Ideas

- Reflect on reading growth and preferences (genres, authors, series)
- Make summer reading plans based on trends, conclusions, and middle school expectations
- Celebrate reading growth
- Plan to develop strategies to learn polysyllabic words across the summer

Writing Big Ideas

- Reflect on writing growth and preferences
- Make summer writing plans based on trends, conclusions, and middle school expectations
- Develop a process to extend and revise writing during the summer

Assessments and Progress Indicators

*Benchmark Assessment System

*FPS Spring Writing Prompt

*Reader Response

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

WRITING STRAND:

Text Types and Purposes

CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CC.5.W.1.b Provide logically ordered reasons that are supported by facts and details.

CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.5.W.2.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.

CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.5.R.L.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

Integration of Knowledge and Ideas

CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

CC.5.R.L.10 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.

READING FOR INFORMATION

Key Ideas and Details

CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Integration of Knowledge and Ideas

CC.5.R.I.8 Describe how reasons support specific points the author makes in a text.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.5.R.F.3.a Use 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.

Fluency

CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.5.R.F.4.a Read grade-level text with purpose and understanding.

CC.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

CC.5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CC.5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

CC.5.W.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

CC.5.W.10 Write routinely over extended time frames.

LANGUAGE STRAND:

Conventions of Standard English

CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CC.5.L.2.a Use punctuation to separate items in a series.

CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.

CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.

CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

CC.5.L.4 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.

CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).