

Grade 5 English Language Arts Scope and Sequence

Quarter 1

Unit 1.1: Using Story Elements to Write Narratives, 15 days

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Key Ideas and Details

RL.5.3 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).

- **Evidence Statement(s):**
 - Provides a comparison and contrast of two or more **characters** in a story or drama, drawing on specific details in the text (e.g., how characters interact). (1)
 - Provides a comparison and contrast of two or more **settings** in a story or drama, drawing on specific details in the text. (2)
 - Provides a comparison and contrast of two or more **events** in a story or drama, drawing on specific details in the text. (3)

Integration of Knowledge and Ideas

RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

- **Evidence Statement(s):**
 - Provides a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (1)

Writing Standards

Text Types and Purposes

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **Evidence Statement(s):**
 - **Development of Ideas**
 - The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements³ by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.
 - **Organization**
 - The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.

- **Clarity of Language**
 - The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.
- **Knowledge of Language and Conventions**
 - The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.

Language Standards

Conventions of Standard English

- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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?*).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed

Knowledge of Language

- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Reading Standards for Informational Text

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- Evidence Statement(s):
 - Demonstrates the ability to determine the meaning of **general academic words or phrases** in a text relevant to grade 5 topics or subject area. (1)
 - Demonstrates the ability to determine the meaning of **domain-specific words or phrases** in a text relevant to grade 5 topics or subject area. (2)

Reading Standards: Foundational Skills

Phonics and Word Recognition

- RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

*The following standards **reinforce and/or support** the unit of study focus standards:*

Writing Standards

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

Language Standards

Vocabulary Acquisition and Use

- L.5.6 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*).

The following standards recur through many/all of the units of study:

Reading Standards: Foundational Skills

Fluency

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

- RL.5.10 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 Standards for Informational Text

Range of Reading and Level of Text Complexity

- RI.5.10 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.

Writing Standards

Range of Writing

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 1.2: Summarizing Themes in Narratives, 15 days

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Key Ideas and Details

- RL.5.2 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.
- Evidence Statement(s):
 - Provides a statement of a theme of the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic. (1)
 - Provides a summary of the text. (2)

Craft and Structure

- RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Evidence Statement(s):
 - Provides an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (1)

Reading Standards for Informational Text

Key Ideas and Details

- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Evidence Statement(s):
 - Provides a statement of two or more main ideas of a text. (1)
 - Provides an explanation of how two or more main ideas are supported by key details. (2)
 - Provides a summary of the text. (3)

*The following standards **reinforce and/or support** the unit of study focus standards:*

Writing Standards

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28-29.)

Language Standards

Conventions of Standard English

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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?*).

Vocabulary Acquisition and Use

L.5.4 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.

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

L.5.6 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*).

Speaking and Listening Standards

Comprehension and Collaboration

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The following standards recur through many/all of the units of study:

Reading Standards: Foundational Skills

Fluency

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.5.10 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 Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.5.10 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.

Writing Standards

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 1.3: Analyzing Points of View, 8 days

The following standards are the **focus** of this unit of study:

Reading Standards for Literature

Craft and Structure

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

- **Evidence Statement(s):**
 - Provides a description of how a narrator's or speaker's point of view influences how events are described. (1)

Writing Standards

Text Types and Purposes

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

Production and Distribution of Writing

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- **Evidence Statement(s):**
 - **Development of Ideas**
 - The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements³ by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.
 - **Organization**
 - The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.
 - **Clarity of Language**
 - The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.
 - **Knowledge of Language and Conventions**
 - The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.

The following standards **reinforce and/or support** the unit of study focus standards:

Writing Standards

Production and Distribution of Writing

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by

planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

Language Standards

Conventions of Standard English

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Use underlining, quotation marks, or italics to indicate titles of works.

Vocabulary Acquisition and Use

L.5.6 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*).

The following standards recur through many/all of the units of study:

Reading Standards: Foundational Skills

Fluency

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.5.10 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 Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.5.10 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.

Writing Standards

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 1.4: Sequencing Events in Written Narratives, 7 days

The following standards are the **focus** of this unit of study:

Reading Standards for Informational Text

Craft and Structure

RI.5.5 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.

- **Evidence Statement(s):**
 - Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (1)

Writing Standards

Text Types and Purposes

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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]”).
 - 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]”).
- **Evidence Statement(s):**
 - **Development of Ideas**
 - The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements³ by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.
 - **Organization**
 - The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.
 - **Clarity of Language**
 - The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.
 - **Knowledge of Language and Conventions**
 - The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.

The following standards **reinforce and/or support** the unit of study focus standards:

Reading Standards: Foundational Skills

Fluency

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing Standards

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

Language Standards

Conventions of Standard English

- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.*
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Use

- L.5.6 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*).

Speaking and Listening Standards

Presentation of Knowledge and Ideas

- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

*The following standards **recur** through many/all of the units of study:*

Reading Standards: Foundational Skills

Fluency

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.5.10 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 Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.5.10 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.

Writing Standards

Research to Build and Present Knowledge

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 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.

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 2

Unit 2.1: Using Figurative Language to Analyze Poetry, 15 days

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Key Ideas and Details

RL.5.2 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.

- Evidence Statement(s):
 - Provides a statement of a theme of the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic. (1)
 - Provides a summary of the text. (2)

Craft and Structure

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- Evidence Statement(s):
 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

- Evidence Statement(s):
 - Provides an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (1)

Integration of Knowledge and Ideas

RL.5.7 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, and poem).

- Evidence Statement(s):
 - Provides an analysis of how **visual elements** contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (1)
 - Provides an analysis of how a **multimedia presentation** contributes to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (2)

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language Standards

Vocabulary Acquisition and Use

- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- Evidence Statement(s):
 - Demonstrates the ability to determine the meaning of **simple similes and metaphors in context**. (1)
 - Demonstrates the ability to determine the meaning of **common idioms, adages, and proverbs**. (2)
 - **FOR DIAGNOSTIC ONLY:** Demonstrates the ability to use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (3)

The following standards **reinforce and/or support** the unit of study focus standards:

Reading Standards: Foundational Skills

Fluency

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Language Standards

Knowledge of Language

- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- L.5.6 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*).

The following standards **recur** through many/all of the units of study:

Reading Standards: Foundational Skills

Fluency

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.

Reading Standards for Literature

RL.5.10 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 Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.5.10 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.

Writing Standards

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 2.2: Writing Explanations That Synthesize a Concept from Multiple Resources, 15 days

The following standards are the **focus** of this unit of study:

Reading Standards for Informational Text

Integration of Knowledge and Ideas

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.

- Evidence Statement(s):
 - Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (1)

Reading Standards: Foundational Skills

Fluency

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Research to Build and Present Knowledge

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 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.

- Evidence Statement(s):
 - Development of Ideas
 - The student response addresses the prompt and provides effective and

comprehensive development of the topic and/or narrative elements³ by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.

- **Organization**
 - The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.
- **Clarity of Language**
 - The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.
- **Knowledge of Language and Conventions**
 - The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear

The following standards **reinforce and/or support** the unit of study focus standards:

Writing Standards

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

Language Standards

Conventions of Standard English

- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Use

- L.5.4 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.
- 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.
- L.5.6 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*).

The following standards **recur** through many/all of the units of study:

Reading Standards: Foundational Skills

Fluency

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.5.10 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 Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.5.10 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.

Writing Standards

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 2.3: Engaging in and Writing Short-Term Research, 15 days

The following standards are the **focus** of this unit of study:

Reading Standards for Literature

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Evidence Statement(s):
 - Demonstrates student's ability to quote or reference from a text when explaining what **the text says explicitly and/or** when explaining **inferences drawn from the text.** (1)¹

Reading Standards for Informational Text

Craft and Structure

RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Evidence Statement(s):
 - Demonstrates the ability to quote from a text when explaining what **the text says explicitly and/or** when explaining **inferences drawn from the text.** (1)²

Writing Standards

Text Types and Purposes

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- e. Provide a concluding statement or section related to the information or explanation presented.

Research to Build and Present Knowledge

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 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.

- Evidence Statement(s):
 - **Development of Ideas**
 - The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements³ by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.
 - **Organization**
 - The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.

- **Clarity of Language**
 - The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.
- **Knowledge of Language and Conventions**
 - The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear

The following standards **reinforce and/or support** the unit of study focus standards:

Language Standards

Vocabulary Acquisition and Use

- L.5.4 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.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- L.5.6 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*).

Speaking and Listening Standards**Comprehension and Collaboration**

- SL.5.1 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.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

The following standards recur through many/all of the units of study:

Reading Standards: Foundational Skills**Fluency**

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.

Reading Standards for Literature**Range of Reading and Level of Text Complexity**

- RL.5.10 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 Standards for Informational Text**Range of Reading and Level of Text Complexity**

- RI.5.10 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.

Writing Standards**Range of Writing**

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 3

Unit 3.1: Analyzing Drama, 15 days

*The following standards are the **focus** of this unit of study:*

Reading Standards for Informational Text

Integration of Knowledge and Ideas

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- Evidence Statement
 - Provides a statement that integrates information from several texts on the same topic. (1)

Reading Standards for Literature

Key Ideas and Details

RL.5.3 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).

RL.5.2 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.

- Evidence Statements
 - RL.5.3 - Provides a comparison and contrast of two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact). (1)
 - Provides a comparison and contrast of two or more settings in a story or drama, drawing on specific details in the text. (2)
 - Provides a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text. (3)
 - RL.5.2 - Provides a statement of a theme of the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic. (1)
 - Provides a summary of the text. (2)

*The following standards **reinforce and/or support** the unit of study focus standards:*

Language Standards

Knowledge of Language

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

L.5.4 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.

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

L.5.6 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*).

*The following standards **recur** through many/all of the units of study:*

Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.5.10 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 Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.5.10 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.

Writing Standards

Research to Build and Present Knowledge

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3.2: Writing to Support an Argument/Opinion, 5 days

The following standards are the **focus** of this unit of study:

Reading Standards for Literature

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Evidence Statement
 - Demonstrates student's ability to quote or reference from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text. (1)

Reading Standards for Informational Text

Key Ideas and Details

RI.5.3 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.

- Evidence Statement
 - Provides a comparison and contrast of two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact). (1)
 - Provides a comparison and contrast of two or more settings in a story or drama, drawing on specific details in the text. (2)
 - Provides a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text. (3)

Writing Standards

Text Types and Purposes

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 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.

- Evidence Statements
 - Development of Ideas
 - The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.
 - Organization

- The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.
- Clarity of Language
 - The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.
- Knowledge of Language and Conventions
 - The student response demonstrates command of the conventions of Standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.

*The following standards **reinforce and/or support** the unit of study focus standards:*

Writing Standards

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

Language Standards**Conventions of Standard English**

- L.5.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.*
 - Use a comma to separate an introductory element from the rest of the sentence.
 - Use underlining, quotation marks, or italics to indicate titles of works.

Vocabulary Acquisition and Use

- L.5.6 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*).

Speaking and Listening Standards**Presentation of Knowledge and Ideas**

- SL.5.4 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.

The following standards recur through many/all of the units of study:

Reading Standards: Foundational Skills**Fluency**

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.

Reading Standards for Literature**Range of Reading and Level of Text Complexity**

- RL.5.10 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 Standards for Informational Text**Range of Reading and Level of Text Complexity**

- RI.5.10 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.

Writing Standards

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3.3: Writing a Closing Argument (Persuasive Writing), 15 days

The following standards are the **focus** of this unit of study:

Reading Standards for Informational Text

Craft and Structure

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- Evidence Statement
 - Provides a description of how a narrator's or speaker's point of view influences how events are described. (1)

Writing Standards

Text Types and Purposes

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 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.

- Evidence Statements
 - Development of Ideas
 - The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.
 - Organization
 - The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.
 - Clarity of Language
 - The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.
 - Knowledge of Language and Conventions
 - The student response demonstrates command of the conventions of Standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.

The following standards **reinforce and/or support** the unit of study focus standards:

Writing Standards

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

<h2>Language Standards</h2>

Conventions of Standard English

- L.5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

- L.5.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Use

- L.5.6 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*).

Speaking and Listening Standards

Comprehension and Collaboration

- SL.5.1 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.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- SL.5.4 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.
- SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

The following standards recur through many/all of the units of study:

Reading Standards: Foundational Skills

Fluency

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

- RL.5.10 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 Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.5.10 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.

Writing Standards

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 4

Unit 4.1: Engaging in and Writing a Research Project, 30 days

*The following standards are the **focus** of this unit of study:*

Reading Standards for Informational Text

Integration of Knowledge and Ideas

- RI.5.7 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.
- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- Evidence Statements
 - RI.5.7 – Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources. (1)
 - RI.5.8 – Provides an explanation of how an author uses reasons to support particular points in a text. (1)
 - Provides an explanation of how an author uses evidence to support particular points in a text. (2)
 - Identifies which reasons and/or evidence support which points. (3)

Writing Standards

Research to Build and Present Knowledge

- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 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.

- Evidence Statements
 - Development of Ideas
 - The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.
 - Organization
 - The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.
 - Clarity of Language
 - The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.
 - Knowledge of Language and Conventions
 - The student response demonstrates command of the conventions of Standard English consistent with edited writing. There may be a few distracting errors in grammar and usage,

*The following standards **reinforce and/or support** the unit of study focus standards:*

Writing Standards

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

Language Standards**Conventions of Standard English**

- L.5.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Use

- L.5.4 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.
- 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.
- L.5.6 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*).

Speaking and Listening Standards**Comprehension and Collaboration**

- SL.5.1 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.
- 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.

The following standards recur through many/all of the units of study:

Reading Standards for Literature**Range of Reading and Level of Text Complexity**

- RL.5.10 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 Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.5.10 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.

Writing Standards

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 4.2: Publishing and Presenting Research, 15 days

The following standards are the **focus** of this unit of study:

Writing Standards

Production and Distribution of Writing

W.5.6 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

W.5.8 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.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- c. 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]”).

- Evidence Statements

- Development of Ideas
 - The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.
- Organization
 - The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.
- Clarity of Language
 - The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.
- Knowledge of Language and Conventions
 - The student response demonstrates command of the conventions of Standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.5.4 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.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

*The following standards **reinforce and/or support** the unit of study focus standards:*

Writing Standards

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Language Standards

Conventions of Standard English

- L.5.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

- L.5.6 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*).

- Evidence Statements
 - L.5.6 – Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases including those that signal contrast, addition and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (1)

Speaking and Listening Standards

Comprehension and Collaboration

- SL.5.1 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.
- 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.

The following standards recur through many/all of the units of study:

Reading Standards: Foundational Skills

Fluency

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

- RL.5.10 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 Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.5.10 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.