



## English/Language Arts

Grade: 5

*Preparation of Kentucky’s students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. This document provides administrators, teachers, parents and other stakeholders with access to the standards, the progression of skills taught, and supporting information. These learning goals outline what a student should know and be able to do at the end of the current grade.*

*This document is best used in conjunction with the Boyd County Public School District’s Writing Plan.*

Curriculum Framework Key:

*I=New Standard Introduced*

*O= Ongoing*

*M=Mastery*

Speaking and Listening Standards

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. ***The skills and applications of these Speaking and Listening standards are integrated throughout the year and opportunities are provided for students to demonstrate mastery of these standards in Reading and Writing ELA instruction.***

LDC Resources that address multiple standards in this cluster

[Whole Group Text Talk: Informational Texts](#)  
[Pre-Writing Discussion with Informational Text](#)  
[Life Zones Research Project \(Science\)](#)  
[Pre-Writing Discussion with Informational Text](#)  
[Introduction to Identifying Character Traits](#)

[Outlining Opinion Essays Using Graphic Organizers](#)  
[Introduction to Identifying Character Traits](#)  
[Deconstructed Teaching Task with "I Will ..." statements](#)  
[Whole Group Text Talk: Informational Texts](#)

Achieve the Core Resources that address multiple standards in this cluster

[American Slave, American Hero](#)  
[Dear Mr. Henshaw - Includes Sample Writing Task](#)

[Island of the Blue Dolphins](#)  
[Shiloh](#)  
[Class President](#)

Speaking and Listening Standards		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
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.	I	O	O	M	
SL.5.1.a	Come to discussions prepared, having read or studied required	I	O	O	M	

	material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.					
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.	I	O	O	M	
SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	I	O	O	M	
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	I	O	O	M	
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I	O	O	M	<a href="#">Partner Retelling of Narrative Text</a> <a href="#">How a Bill Becomes a Law</a>
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	I	O	O	M	
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive	I	O	O	M	<a href="#">Introduction to Identifying Character Traits</a> <a href="#">Read Aloud Voice (Oral Presentation)</a>

	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.	I	O	O	M	
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 page 28 for specific expectations.)	I	O	O	M	<a href="#">Partner Retelling of Narrative Text</a> <a href="#">Read Aloud Voice (Oral Presentation)</a>

**Reading Standards: Foundational Skills (K-5)**

*These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. **These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.** Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

LDC Resources that address multiple standards in this cluster

[Whole Group Text Talk: Informational Texts](#)

Achieve the Core Resources that address multiple standards in this cluster

[Dear Mr. Henshaw - Includes Sample Writing Task](#)  
[The Midnight Ride of Paul Revere](#)  
[Island of the Blue Dolphins](#)  
[Shiloh](#)

Reading Standards: Foundational Skills (K-5)		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	I	O	O	M	
RF.5.3a	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.	-	I	O	M	
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	I	O	O	M	<a href="#">Fluency Packet for the 4 - 5 Grade Band</a>
RF.5.4.a	Read grade-level text with purpose and understanding.	I	O	O	M	<a href="#">Picking a "Just Right" Book for Independent Reading</a>
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	-	-	I	M	
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I	O	O	M	

**Reading: Informational Text**

LDC Resources that address multiple standards in this cluster

[Fact vs. Opinion](#)  
[Reciprocal Teaching](#)  
[How a Bill Becomes a Law](#) (Social Studies)

[Evidence Detective](#)  
[Cause-Effect Statements](#)  
[Life Zones Research Project](#) (Science)  
[Heroes vs. Villains: Explorers of the New World](#) (Social Studies)

Achieve the Core Resources that address multiple standards in this cluster

[American Slave, American Hero](#)

Reading Standards for Informational Text		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
<b>Key Ideas and Details</b>						
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I	O	O	M	<a href="#">Making Inferences from Scientific Observations</a> <a href="#">Close Reading Protocol</a> <a href="#">Summary Frames</a> <a href="#">Pre-Writing Discussion with Informational Text</a> <a href="#">Deconstructed Teaching Task with "I Will ... " statements</a> <a href="#">Directed Reading-Thinking Activity (DRTA)</a> <a href="#">Breaking Down the Task</a>
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	I	O	O	M	<a href="#">Active Reading Bookmark</a> <a href="#">Sensational Six Summary</a> <a href="#">Summary Frames</a> <a href="#">Determining Theme Vs. Main Idea</a> <a href="#">Theme Sort</a>
RI.5.3	Explain the relationships or	I	O	O	M	<a href="#">Concept Mapping</a>

	interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.					<a href="#">Directed Reading-Thinking Activity (DRTA)</a>
<b>Craft and Structure</b>						
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.	I	O	O	M	<a href="#">Mapping Essential Vocabulary</a> <a href="#">Writing a Student Report: How Word Choice Affects Tone</a> <a href="#">Revising Word Choice in Sample Texts</a> <a href="#">Creating a Vocabulary Book or Glossary for a Nonfiction Text</a> <a href="#">Possible Sentences</a> <a href="#">Writing a Student Report: How Word Choice Affects Tone</a>
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.	I	O	O	M	
RI. 5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	-	I	O	M	
<b>Integration of Knowledge and Ideas</b>						
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.	I	O	O	M	<a href="#">Prepositions and New Vocabulary Through Observing and Discussing Art (for English Language Learners)</a>

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).	-	I	O	M	
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	-	I	O	M	<a href="#">Sensational Six Summary</a> <a href="#">Determining Theme Vs. Main Idea</a> <a href="#">Theme Sort</a>
<b>Range of Reading and Level of Text Complexity</b>						
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.	I	O	O	M	<a href="#">Active Reading Bookmark</a> <a href="#">Mapping Essential Vocabulary</a> <a href="#">Picking a "Just Right" Book for Independent Reading</a>

**Reading: Literature**

LDC Resources that address multiple standards in this cluster

<a href="#">Story Map</a> <a href="#">Reading Signposts (Reoccurring)</a> <a href="#">Writing a Student Report: How Word Choice Affects Tone</a> <a href="#">Prove It: Identifying Evidence in Narrative Texts</a> <a href="#">Exploring Character Development in The Watsons Go to Birmingham - 1963</a>	<a href="#">Tableaux: Dramatic Interpretations of Poetry</a> <a href="#">Prove It: Identifying Evidence in Narrative Texts</a> <a href="#">Tableaux: Dramatic Interpretations of Poetry (with UDL Supports)</a> <a href="#">Evidence Analysis of Character Perspectives (Chart)</a>
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Achieve the Core Resources that address multiple standards in this cluster						
<a href="#">Dear Mr. Henshaw - Includes Sample Writing Task</a> <a href="#">The Midnight Ride of Paul Revere</a> <a href="#">Class President</a>			<a href="#">Island of the Blue Dolphins</a> <a href="#">Shiloh</a>			
Reading Standards for Literature	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources	
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.	I	O	O	M	<a href="#">Close Reading Protocol</a> <a href="#">Summary Frames</a> <a href="#">Deconstructed Teaching Task with "I Will ... " statements</a> <a href="#">Directed Reading-Thinking Activity (DRTA)</a> <a href="#">Breaking Down the Task</a>
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.	-	-	I	M	<a href="#">Active Reading Bookmark</a> <a href="#">Summary Frames</a> <a href="#">Determining Theme Vs. Main Idea</a> <a href="#">Theme Sort</a> <a href="#">Teaching Theme through "Number the Stars"</a> <a href="#">Little by Little, Piece by Piece</a>
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).	I	O	O	M	<a href="#">Tracking Character Development</a> <a href="#">Directed Reading-Thinking Activity (DRTA)</a>
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.	-	-	I	M	<a href="#">Mapping Essential Vocabulary</a> <a href="#">Revising Word Choice in Sample Texts</a> <a href="#">Possible Sentences</a> <a href="#">The Meaning of Music</a>
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.	-	-	I	M	
RL 5.6	Describe how a narrator's or speaker's point of view influences how events are described.	-	-	I	M	<a href="#">First Person vs. Third Person Point of View</a> <a href="#">Point of View in Fiction</a>
<b>Integration of Knowledge and Ideas</b>						
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, poem).	-	-	I	M	<a href="#">Prepositions and New Vocabulary Through Observing and Discussing Art (for English Language Learners)</a>
RL 5.8	(RL.5.8 not applicable to literature)	-	-	-	-	
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.	-	-	I	M	<a href="#">Determining Theme Vs. Main Idea</a> <a href="#">Theme Sort</a>
<b>Range of Reading and Level of Text Complexity</b>						
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	I	O	O	M	<a href="#">Active Reading Bookmark</a> <a href="#">Mapping Essential Vocabulary</a> <a href="#">Previewing Historical Fiction</a> <a href="#">Picking a "Just Right" Book for Independent Reading</a>

independently and proficiently.

**Writing**

*The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.*

***Standards listed below are to be integrated in all forms of writing instruction – informational, opinion, and narrative. Students will have multiple opportunities throughout the school year to demonstrate the skills and knowledge incorporated in these writing standards.***

LDC Resources that address multiple standards in this cluster

<p><a href="#">Life Zones Research Project</a> (Science)  <a href="#">Heroes vs. Villains: Explorers of the New World</a> (Social Studies)  <a href="#">Writing Informed Opinions</a></p>	<p><a href="#">Exploring Character Development in The Watsons Go to Birmingham - 1963</a>  <a href="#">Little by Little, Piece by Piece</a></p>
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Achieve the Core Resources that address multiple standards in this cluster

<p><a href="#">American Slave, American Hero</a>  <a href="#">Class President</a>  <a href="#">Shiloh</a></p>	<p><a href="#">Dear Mr. Henshaw - Includes Sample Writing Task</a>  <a href="#">The Midnight Ride of Paul Revere</a>  <a href="#">Island of the Blue Dolphins</a></p>
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Writing Standards	1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 Weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks	Resources
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**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	I	O	O	M	<p><a href="#">Writing a Student Report: How Word Choice Affects Tone</a>  <a href="#">Composing Personalities for Narrative Fiction (with UDL Supports)</a>  <a href="#">Revising Word Choice in Sample Texts</a></p>
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	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 page 29.)	I	O	O	M	<a href="#">Writing Descriptions</a> <a href="#">Composing Personalities for Narrative Fiction (with UDL Supports)</a> <a href="#">Revising Word Choice in Sample Texts</a>
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.	I	O	O	M	
<b>Research to Build and Present Knowledge</b>						
W. 5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	I	O	O	M	<a href="#">Sensational Six Summary</a>
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase	I	O	O	M	

	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.	I	O	O	M	<a href="#">Evidence Analysis of Character Perspectives (Chart)</a>
W.5.9a	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]”).	-	-	I	M	
W.5.9b	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]”).	-	I	O	M	
<b>Range of Writing</b>						
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.	I	O	O	M	

### Language Standards

**The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *The skills and applications of these standards are integrated throughout the year and opportunities are provided for students to demonstrate mastery of these standards in all components of ELA instruction – Speaking and Listening, Reading and Writing.***

LDC Resources that address multiple standards in this cluster

[Examining Word Choice in Children's Literature](#)  
[Prepositions and New Vocabulary Through Observing and Discussing Art](#)  
 (for English Language Learners)  
[Play on Words](#)  
[Revising Word Choice in Sample Texts](#)

[Creating a Vocabulary Book or Glossary for a Nonfiction Text](#)  
[Writing a Student Report: How Word Choice Affects Tone](#)  
[Exploring Character Development in The Watsons Go to Birmingham - 1963](#)  
[The Meaning of Music](#)  
[Little by Little, Piece by Piece](#)

Achieve the Core Resources that address multiple standards in this cluster

[American Slave, American Hero](#)  
[Dear Mr. Henshaw - Includes Sample Writing Task](#)  
[Island of the Blue Dolphins](#)  
[Shiloh](#)  
[Class President](#)

Language Standards		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
Conventions of Standard English						
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	O	O	M	
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general	I	O	O	M	<a href="#">Simple/Complex Sentences (converted from simple sentences)</a>

	and their function in particular sentences.					
L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	I	O	O	M	
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	I	O	O	M	
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	I	O	O	M	
L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).	I	O	O	M	
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	O	O	M	
L.5.2a	Use punctuation to separate items in a series.*	I	O	O	M	
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	-	I	O	M	
L.5.2c	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?).	-	I	O	M	
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	I	O	O	M	
L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.	I	O	O	M	
<b>Knowledge of Language</b>						
L.5.3	Use knowledge of language and its	-	I	O	M	

	conventions when writing, speaking, reading, or listening.					
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	-	I	O	M	
L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	-	-	I	M	
<b>Vocabulary Acquisition and Use</b>						
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.	-	I	O	M	
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	-	I	O	M	
L.5.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	-	I	O	M	
L.5.4.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 keywords and phrases.	I	O	O	M	
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	-	-	I	M	
L.5.5.a	Interpret figurative language, including	-	-	I	M	



	similes and metaphors, in context.					
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.	-	-	I	M	
L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	-	-	I	M	
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).	I	O	O	M	<a href="#">Mapping Essential Vocabulary</a>

**Writing: Informative/Explanatory**

**Writing Standard 2: Informational/Explanatory (W.5.2)**

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

LDC Resources that address multiple standards in this cluster

[Writing Descriptions](#)

[Writing an Opinion](#)

[Exploring Character Development in The Watsons Go to Birmingham - 1963](#)

[The Meaning of Music](#)

Achieve the Core Resources that address multiple standards in this cluster

[American Slave, American Hero](#)

[The Midnight Ride of Paul Revere](#)

[Island of the Blue Dolphins](#)

Informative Writing Standards		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I	O	O	M	
W.5.2.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.	I	O	O	M	
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I	O	O	M	
W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	I	O	O	M	
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	I	O	O	M	
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.	I	O	O	M	

**Writing: Opinion**

**Writing Standard 1: Opinion (W.5.1)**

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

LDC Resources that address multiple standards in this cluster

- [LDC Student Work Rubric Opinion](#)
- [Heroes Vs. Villains: Explorers of the New World \(Social Studies\)](#)
- [Historical Fiction: Mostly True? \(E/LA and Social Studies\)](#)
- [Outlining Opinion Essays Using Graphic Organizers](#)
- [Writing an Opinion](#)

Achieve the Core Resources that address multiple standards in this cluster

- [Dear Mr. Henshaw - Includes Sample Writing Task](#)
- [The Midnight Ride of Paul Revere](#)

Opinion Writing Standards		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	-	I	O	M	
W.5.1.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.	-	I	O	M	
W.5.1.b	Provide logically ordered reasons that are supported by facts and details.	-	I	O	M	
W.5.1.c	Link opinion and reasons using words, phrases, and clauses	-	I	O	M	

	(e.g., consequently, specifically).					
W.5.1.d	Provide a concluding statement or section related to the opinion presented.	-	I	O	M	

**Writing: Narrative**

**Writing Standard 3: Narrative (W.5.3)**

*Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.*

LDC Resources that address multiple standards in this cluster

- [Composing Personalities for Narrative Fiction](#)
- [Composing Personalities for Narrative Fiction \(with UDL Supports\)](#)
- [Teaching Theme through "Number the Stars"](#)

Achieve the Core Resources that address multiple standards in this cluster

Narrative Writing Standards		1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks	Resources
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	-	-	I	M	
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	-	-	I	M	

## Boyd County Schools Curriculum Framework

W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	-	-	I	M	
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	-	-	I	M	
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	-	-	I	M	
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.	-	-	I	M	