

The following CCSS's are embedded throughout the year, and are present in units applicable:

CCSS.ELA-Literacy.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.

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

CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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 [here](#) for specific expectations.)

CCSS.ELA-Literacy.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.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*).

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Unit 1 Narrative Craft	<p>WRITING STANDARDS:</p> <p>CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.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.)</p> <p>CCSS.ELA-Literacy.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 here.)</p> <p>CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>I can write a narrative that includes real or imagined experiences.</p> <p>I can use strong writing techniques like adding details and sequence of events in my writing.</p> <p>I can write a clear organized narrative piece with that keeps my audience in mind.</p> <p>I can use peer editing to revise my work.</p> <p>I can research a variety of sources to build my knowledge of a topic.</p>	<p>Lucy Calkins Narrative Craft Unit 1</p> <p>Vocabulary for Making Meaning</p>	<p>Pre-/Post- On Demand assessment</p>

	<p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.W.5.9a Apply <i>grade 5 Reading standards</i> 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>CCSS.ELA-Literacy.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</p>	<p>I can gather relevant information from a variety of sources.</p> <p>I can organize my notes and information and provide a list of my sources.</p> <p>I can apply my reading skills to literature.</p> <p>I can write often to practice my writing skills.</p>		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Unit 2 The Lens of History : Research Reports	<p>CCSS.ELA-Literacy.W.5.2 Write informative/ ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>I can write ideas and information clearly.</p> <p>I can write a clear organized narrative piece with that keeps my audience in mind.</p>	<p>Lucy Calkins The Lens of History: Research Reports Unit 2</p> <p>Vocabulary for Making Meaning</p>	Pre-/Post- On Demand assessment

	<p><u>CCSS.ELA-Literacy.W.5.5</u> 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 here.)</p> <p><u>CCSS.ELA-Literacy.W.5.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><u>CCSS.ELA-Literacy.W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-Literacy.W.5.8</u> 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.</p> <p><u>CCSS.ELA-Literacy.W.5.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>I can use peer editing to revise my work.</p> <p>I can use technology to gather information and produce writing.</p> <p>I can use my keyboarding skills to publish my writing.</p> <p>I can research a variety of sources to build my knowledge of a topic.</p> <p>I can gather relevant information from a variety of sources.</p> <p>I can organize my notes and information and provide a list of my sources.</p> <p>I can use evidence from texts to support my thinking.</p>		
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	CCSS.ELA-Literacy.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 can write often to practice my writing skills		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Unit 3 Memoir	<p>CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.W.5.2 Write informative/ ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.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.)</p>	<p>I can write on a topic using reasons and information to support my opinion.</p> <p>I can write ideas and information clearly.</p> <p>I can write a narrative that includes real or imagined experiences.</p> <p>I can use strong writing techniques like adding details and sequence of events in my writing.</p> <p>I can write a clear organized narrative piece with that keeps my audience in mind.</p>	<p>Lucy Calkins Memoir Unit 3</p> <p>Vocabulary for Making Meaning</p>	Pre-/Post- On Demand assessment

	<p><u>CCSS.ELA-Literacy.W.5.5</u> 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 here.)</p> <p><u>CCSS.ELA-Literacy.W.5.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><u>CCSS.ELA-Literacy.W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-Literacy.W.5.10</u> 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.</p>	<p>I can use peer editing to revise my work.</p> <p>I can use technology to gather information and produce writing.</p> <p>I can use my keyboarding skills to publish my writing.</p> <p>I can research a variety of sources to build my knowledge of a topic.</p> <p>I can write often to practice my writing skills</p>		
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Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Unit 4 Argument</p>	<p><u>CCSS.ELA-Literacy.W.5.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><u>CCSS.ELA-Literacy.W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>CCSS.ELA-Literacy.W.5.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><u>CCSS.ELA-Literacy.W.5.5</u> 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 here.)</p>	<p>I can write on a topic using reasons and information to support my opinion.</p> <p>I can write a narrative that includes real or imagined experiences.</p> <p>I can use strong writing techniques like adding details and sequence of events in my writing.</p> <p>I can write a clear organized narrative piece with that keeps my audience in mind.</p> <p>I can use peer editing to revise my work.</p>	<p>Lucy Calkins Argument Unit 4</p> <p>Vocabulary for Making Meaning</p>	<p>Pre-/Post- On Demand assessment</p>

	<p><u>CCSS.ELA-Literacy.W.5.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><u>CCSS.ELA-Literacy.W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-Literacy.W.5.8</u> 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.</p> <p><u>CCSS.ELA-Literacy.W.5.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-Literacy.W.5.10</u> 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.</p>	<p>I can use technology to gather information and produce writing.</p> <p>I can use my keyboarding skills to publish my writing.</p> <p>I can research a variety of sources to build my knowledge of a topic.</p> <p>I can gather relevant information from a variety of sources.</p> <p>I can organize my notes and information and provide a list of my sources.</p> <p>I can use evidence from texts to support my thinking.</p> <p>I can write often to practice my writing skills</p>		
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Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Poetry	<p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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).</p> <p>CCSS.ELA-Literacy.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.</p>	<p>I can determine a theme in poetry from details in the text and how the speaker in a poem reflects upon a topic.</p> <p>I can determine the meaning of metaphors and similes used in poetry.</p> <p>I can explain how stanzas fit together to provide the overall structure of a particular poem.</p> <p>I can analyze how visual and multimedia elements contribute to the meaning, tone and/or beauty of a poem.</p> <p>I can read and comprehend poetry.</p>	Vocabulary for Making Meaning	

	<p>CCSS.ELA-Literacy.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.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 here.)</p> <p>CCSS.ELA-Literacy.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.)</p>	<p>I can use my knowledge about parts of speech to create poetry.</p> <p>I can use concrete words, phrases and sensory details to create poetry.</p> <p>I can develop and strengthen my writing by trying new poetry approaches.</p> <p>I can produce clear, coherent poetry developed and organized to fit an appropriate task, purpose & audience.</p>		
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