

Elementary: English Language Arts

Grade 5 Priority Standards

Reading Literature

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

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.

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 Information

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

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

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.

Fluency

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing About Text

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.

- 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]”).

Language

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.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- 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.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

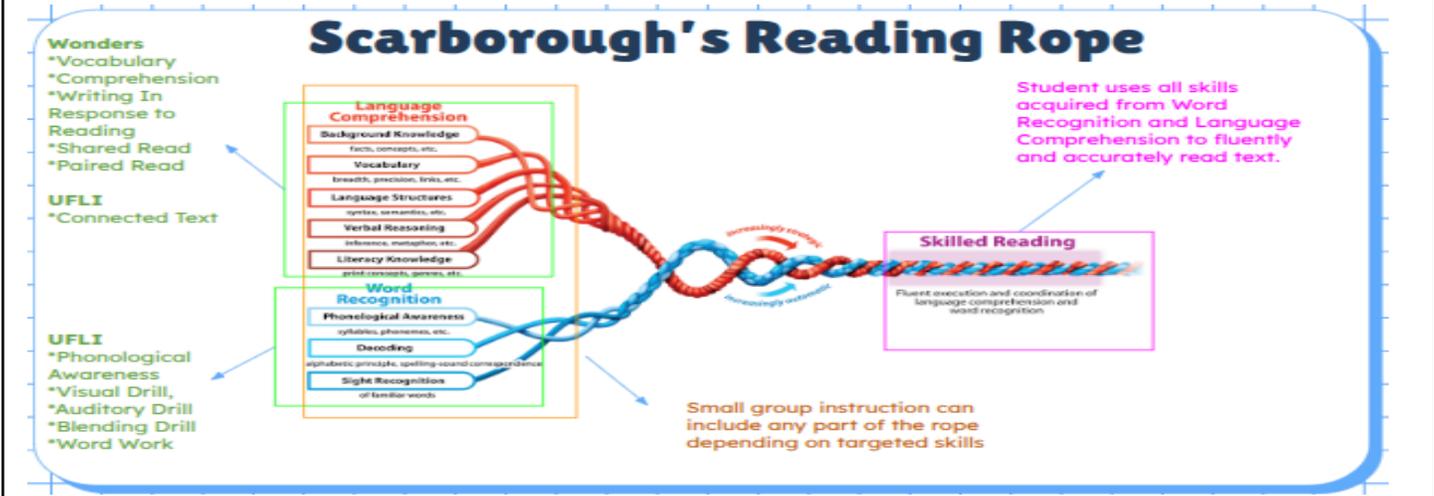
L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Speaking and Listening

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 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 (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Grade 5 Curriculum Resources



	UFLI Foundations The Reading League	Wonders Edreports.org The Reading League
Unit 1	UFLI Foundations provides clear lesson following an eight-step routine that supports students' reading development in the areas of:	In unit 1, students will explore three key themes through different genres of reading. For two weeks, students will reflect on their experiences with nature, discovering how it can be found even in cities, by reading narrative nonfiction. Then, for another two weeks, students will learn about how people meet their needs by examining community businesses like banks, through realistic fiction texts. Finally, for one week, students will study the benefits and drawbacks of new technology, developing opinions supported by facts while reading argumentative texts.
Unit 2	<ol style="list-style-type: none"> 1. Phonemic Awareness 2. Visual Drill 3. Auditory Drill 4. Blending Drill 5. New Concept 6. Word Work 7. Irregular Words 8. Connected Text 	In unit 2, students will learn how people find solutions to problems and work toward achieving goals. For the first two weeks, students will discuss how compromises helped resolve differences in the early days of this country's history by reading expository texts. During this same period, students will also explore the steps involved in making plans to achieve goals through folktales. In the third week, students will focus on ways to overcome obstacles and succeed in reaching goals by reading narratives and free verse poetry.
Unit 3	Steps 1–4 serve as warm-ups and review for students, reinforcing previously learned skills. Step 5 introduces a new concept explicitly, with guided reading and spelling practice. Steps 6–8 give students opportunities to apply what they've learned through word-level and text-level reading and writing activities.	In unit 3, students will learn important lessons about cultures, teamwork, and history. For the first two weeks, students will read realistic fiction to learn how different cultures live and interact in the United States. In the next two weeks, students will read expository texts about how scientists work together as teams with people of all ages and backgrounds. In the last week, students will explore how historians and archaeologists learn about the past by reading argumentative texts. Along the way, students will also practice finding solutions, making plans, and overcoming challenges through different stories and poems.
Unit 4	The program targets key foundational reading skills for students, including: <ol style="list-style-type: none"> a. phoneme blending and segmentation 	In unit 4, students will learn how people make positive changes, discover new ideas, and share their feelings. In the first two weeks, students will read true stories to see how people help improve government and society for everyone. In the next two weeks, students will read plays and mystery stories to learn how looking again at things can lead to new discoveries. In the last week, students will read poems to understand how people express what matters to them. During this time, students will also explore different cultures and how they live and work together, learn about teamwork and how scientists work with many kinds of people, study history to see how we learn about the past, and practice solving problems, making

	<ul style="list-style-type: none"> b. accuracy and automaticity with grapheme-phoneme correspondences 	<p>plans, and overcoming challenges.</p>
Unit 5	<ul style="list-style-type: none"> c. decoding fluency with known concepts d. explicit new concept instruction e. decoding and encoding practice f. reading and spelling irregular words 	<p>In unit 5, students will explore how knowledge, experiences, and actions shape our world. For the first two weeks, students will learn how scientific knowledge changes over time by studying the solar system through expository texts. During the next two weeks, students will read historical fiction to understand how shared experiences, like the Great Depression, help people adapt to change. In the final week, students will focus on how natural events and human activities, such as agriculture, impact the environment by reading argumentative texts.</p>
Unit 6	<ul style="list-style-type: none"> g. reading connected text <p>This structured approach helps students build strong, automatic reading skills step by step.</p>	<p>In unit 6, students will explore important topics through different types of texts. For two weeks, students will learn how different groups of people contributed to the war effort during the Second World War by reading historical fiction. For the next two weeks, students will study how living things adapt to their environment and survive in extreme conditions. In the following week, students will read lyric and narrative poetry to discover how connections with others help us learn about ourselves. Earlier, students learned how scientific knowledge changes over time by reading expository texts about the solar system. They also explored how shared experiences help people adapt, through historical fiction. Students studied how natural events and human activities affect the environment by reading argumentative texts.</p>