



Fifth Grade English Language Arts CURRICULUM

Board Approved: 05/15/2025

Course Information

Elementary Full Year Course

Course Description:

Fifth-grade English Language Arts instruction includes reading, writing, speaking and listening, and language development. Fifth-grade students will enhance reading fluency while using word analysis skills. Students will continue to develop and apply effective listening and speaking strategies. They will apply comprehension strategies to develop a deeper understanding of various genres. Students will write opinion, narrative, and informative pieces using appropriate grammar and spelling skills. Students will actively engage in small group, whole group, and individual learning. Instruction will be differentiated based on the needs of the students.

Transfer Goals:

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes.
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Through consistent practice and application, students will develop a deep understanding of phonics principles, enabling them to confidently tackle any word encountered in their academic and personal reading endeavors.
- Develop the habit of reading for enjoyment.

Curriculum Standards: [Missouri Learning Standards](#)

Curriculum Resource(s): **Houghton Mifflin Harcourt-Into Reading**

**priority standards indicated in bold*

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Unit 1: Reading Foundations

Unit Description: In this Reading Foundations unit for 5th grade, students will strengthen their foundational reading skills to support deeper comprehension and fluency. The unit focuses on advanced phonics, word analysis, and reading strategies that enhance understanding of complex texts. Students will engage in activities that build vocabulary, practice decoding skills, and develop strategies for interpreting and analyzing texts. This unit aims to prepare students for more sophisticated reading tasks and foster a love for reading through effective and enjoyable practices.

Enduring Understandings:

- Effective reading requires the ability to monitor, adjust, and correct comprehension strategies to understand complex texts fully.
- Drawing conclusions and making inferences from texts, supported by explicit evidence, is crucial for deep comprehension and critical analysis.
- Understanding and using academic root words, prefixes, and suffixes enhances vocabulary and reading comprehension.
- Mastery of phonics, syllabication, and morphological knowledge is essential for decoding unfamiliar words and achieving reading fluency.
- Different forms of media convey messages in unique ways through words, images, graphics, and sounds, and understanding these methods is key to interpreting media.
- Developing effective listening strategies and skills is essential for successful communication and collaboration in both formal and informal settings.
- Applying standard English grammar to create complex sentences improves clarity and effectiveness in both written and oral communication.

Essential Questions:

- How can readers improve their understanding of a text when their comprehension breaks down?
- How can understanding root words, prefixes, and suffixes help readers figure out the meanings of new words?
- How does understanding the morphology of words help people to be better readers?
- Why is it important to read independently?
- How do different forms of media use words, images, graphics, and sounds to convey messages?
- How can readers use their knowledge of phonics and word structure to read and understand unfamiliar words?
- How can context clues help readers read fluently and understand the purpose and meaning of a text?
- How can listeners effectively listen and respond to others in different settings to enhance communication?
- How can listeners evaluate and improve their listening skills to better understand and enjoy different types of entertainment?
- How can readers use clues from the text to make inferences and understand deeper meanings that are not directly stated?
- How can readers use information from the text to draw logical conclusions and understand the overall message?
- How does citing specific evidence from the text enhance a reader's understanding of what they read and support their interpretations of the author's message or argument?

priority standards indicated in **bold*

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Unit 1 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
5.R.1.A	<ul style="list-style-type: none"> ● I can draw two or more conclusions. ● I can reference explicit and implicit textual evidence. ● I can support textual evidence for each conclusion.
5.R.1.B	<ul style="list-style-type: none"> ● I use context to determine the meaning of root words, prefixes, and suffixes. ● I use the words in sentences to determine the meaning of unfamiliar words. ● I use words in sentences to determine the meaning of multiple-meaning words. ● I can explain the meaning of common idioms, adages, similes, and hyperboles. ● I can use conversational, general academic, and domain-specific words and phrases.
5.R.1.D	<ul style="list-style-type: none"> ● I can read text that is developmentally appropriate. ● I can produce evidence of reading.
5.R.4.A	<ul style="list-style-type: none"> ● I can explain how messages conveyed in various forms of media are presented differently.
5.RF.3.A	<ul style="list-style-type: none"> ● I can decode words using letter-sound correspondence. ● I can decode words using syllabication patterns. ● I can decode words using morphology for multisyllabic words in context. ● I can read root words, prefixes, and suffixes. ● I can read important words specific to content.
5.RF.4.A	<ul style="list-style-type: none"> ● I can read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), purpose, and for comprehension. ● I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.SL.1.A	<ul style="list-style-type: none"> ● I can listen to a presentation. ● I can answer specific questions. ● I can summarize the main points of a speaker's message. ● I can use evidence in the summary.
5.SL.2.A	<ul style="list-style-type: none"> ● I can evaluate and modify my own active listening skills.

**priority standards indicated in bold*

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Unit 2: Writing Foundations

Unit Description: This unit guides 5th graders through the writing process, from brainstorming to revision, emphasizing audience awareness and purpose. Students will master grammar and syntax, organizing ideas into structured paragraphs and essays suited to different genres. They will connect reading and writing, enhancing comprehension and using text analysis to inform their work. The curriculum fosters critical thinking and communication skills, including active listening and discussion, to develop confident writers prepared for diverse writing tasks.

Enduring Understandings:

- Students will grasp the writing process, from generating ideas to revising drafts, enabling them to express themselves effectively in various genres and for different audiences.
- Understanding the importance of considering audience and purpose in writing will allow students to tailor their compositions appropriately, ensuring clarity and impact.
- Mastery of grammar and syntax, including the use of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, will enhance students' ability to communicate clearly and coherently in both spoken and written forms.
- Learning to organize ideas into well-structured paragraphs and essays, with attention to appropriate organizational structures for different genres, will enable students to convey their messages effectively.
- Recognizing the connection between reading and writing, students will enhance their reading fluency and comprehension, using decoding strategies and context clues to deepen their understanding of texts and inform their writing.
- Engaging in the writing process will foster critical thinking skills, encouraging students to build prior knowledge, formulate questions, and analyze information to support their ideas effectively.
- Developing active listening skills will empower students to engage meaningfully in discussions, evaluate their listening abilities, and enhance their overall communication skills

Essential Questions:

- How do writers choose the most suitable genre to effectively communicate their ideas and engage their audience?
- How can the writing process help writers reach their intended audience and purpose?
- How can writers use prewriting strategies to organize their thoughts, generate ideas, and plan their writing effectively?
- How can writers organize their writing so that it is most effective?
- How do writers ensure that their writing addresses the needs and expectations of the audience, follows a logical organizational structure, and fulfills its intended purpose within the chosen genre?
- How do different parts of speech contribute to effective communication in both spoken and written language?
- How do readers use decoding strategies when they come across unfamiliar words?
- How does using context clues help readers confirm word recognition and understanding, and how does this contribute to fluency, comprehension, and purposeful reading?
- How can listeners assess their active listening skills, and how can they improve them to enhance their understanding and enjoyment of spoken messages in different settings?

priority standards indicated in **bold*

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Unit 2 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
5.W.1.A	<ul style="list-style-type: none"> Follow a writing process to plan a first draft by selecting a genre appropriate for conveying the purpose to an intended audience
5.W.1.B	<ul style="list-style-type: none"> Appropriate to genre type, develop a draft from prewriting by choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre
5.L.1.A.a	<ul style="list-style-type: none"> I can explain and use nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. I can produce a variety of declarative, imperative, exclamatory, and interrogative complex sentences.
5.L.1.B	<ul style="list-style-type: none"> I can use a comma before a coordinating conjunction in a compound sentence. I can use a comma to separate an introductory clause in a complex sentence. I can use apostrophes in singular nouns to show possession. I can use apostrophes in regular plural nouns to show possession.
5.SL.1.A	<ul style="list-style-type: none"> I can listen to a presentation. I can answer specific questions. I can summarize the main points of a speaker's message. I can use evidence in the summary.
5.SL.2.A	<ul style="list-style-type: none"> I can evaluate and modify my own active listening skills.

priority standards indicated in **bold*

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Unit 3: Reading Fiction

Unit Description: In this Reading Fiction unit for 5th grade, students will immerse themselves in fictional texts to enhance their understanding of narrative elements and literary devices. The unit focuses on developing skills for analyzing character development, plot structure, and themes within various fictional genres. Students will engage in activities that foster critical thinking, deepen comprehension, and promote a love for reading fiction. Through interactive lessons and group discussions, students will learn to appreciate the artistry of storytelling and apply analytical skills to interpret and evaluate fictional works.

Enduring Understandings:

- Characters change and grow throughout a story, and understanding their motivations and actions helps us relate to them and understand their journey
- Stories have a beginning, middle, and end, and understanding the sequence of events helps us comprehend the storyline and its significance.
- Themes are the central ideas or messages that the author wants to convey through the story, and recognizing them helps us understand the deeper meaning of the text.
- Different characters or narrators can tell a story from their perspective, influencing how events are perceived and understood.
- Authors use literary devices such as similes, metaphors, and symbolism to enhance the meaning and impact of their writing, and recognizing these devices helps us analyze and interpret the text.
- Proficiency in phonics contributes to overall reading comprehension by enabling students to accurately decode words, leading to improved fluency and comprehension of the text as a whole.
- Recognizing similarities or differences between characters, settings, plot elements, or themes in different texts encourages students to explore patterns, analyze literary devices, and make broader connections across genres, authors, or periods.

Essential Questions:

- How do readers reflect and respond when reading?
- What connections do readers make when reading?
- How might being able to recognize literary features help a reader appreciate literature?
- How do readers use phonics, morphology, and decoding strategies to read unfamiliar words?
- How can readers compare similar themes found in different stories or genres?
- How can comparing the experiences of characters in different texts improve a reader's learning?
- How do authors use different narrative techniques to convey similar messages or themes?

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Unit 3 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
5.R.1.A	<ul style="list-style-type: none"> ● I can draw two or more conclusions. ● I can reference explicit and implicit textual evidence. ● I can support textual evidence for each conclusion.
5.R.1.B	<ul style="list-style-type: none"> ● I use context to determine the meaning of root words, prefixes, and suffixes. ● I use the words in sentences to determine the meaning of unfamiliar words. ● I use words in sentences to determine the meaning of multiple-meaning words. ● I can explain the meaning of common idioms, adages, similes, and hyperboles. ● I can use conversational, general academic, and domain-specific words and phrases.
5.R.1.C	<ul style="list-style-type: none"> ● I can compare, contrast, and analyze relevant connections between text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
5.R.1.D	<ul style="list-style-type: none"> ● I can read text that is developmentally appropriate. ● I can produce evidence of reading.
5.R.2.A.b	<ul style="list-style-type: none"> ● I can compare and contrast the roles and functions of characters in various plots. ● I can compare and contrast characters' relationships to their conflicts. ● I can explain the theme, moral, or lesson in a story or novel. ● I can explain the conflict and resolution in a story or novel. ● I can describe how a narrator's or speaker's point of view influences events.
5.R.2.B	<ul style="list-style-type: none"> ● I can explain how poets use sound and visual elements in poetry and identify forms of poems.
5.R.2.C	<ul style="list-style-type: none"> ● I can analyze the similarities between an original text and its dramatic adaptation.

**priority standards indicated in bold*

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Unit 4: Reading Non-Fiction

Unit Description: In this Reading Non-Fiction unit for 5th grade, students will develop essential skills for understanding and analyzing various types of non-fiction texts. This unit focuses on enhancing students' ability to extract and synthesize information, evaluate text features, and critically engage with informational content. Students will explore diverse non-fiction genres, including informational texts, biographies, and articles, learning to use reading strategies that enhance comprehension and retention of factual material.

Enduring Understandings:

- Readers use a range of strategies to decode words in text.
- Readers evaluate and analyze text structures to make meaning.
- Readers apply strategies to construct meaning from text.
- Listeners make meaning from the spoken word.
- Speakers share information with a variety of audiences for specific purposes.
- Phonics skills enhance reading comprehension, particularly within the context of nonfiction texts where vocabulary can be diverse and challenging. It emphasizes the symbiotic relationship between phonics and nonfiction reading, highlighting how mastering both enhances overall literacy proficiency.
- Recognizing and understanding text structures within nonfiction texts equips students with valuable organizational frameworks for processing information. By identifying features such as cause and effect, compare and contrast, problem and solution, and chronological order, students can extract key insights more efficiently and make connections within the text. Through exposure to various text structures, students develop a deeper comprehension of the content and enhance their ability to extract meaning from diverse nonfiction materials.
- Understanding how to effectively engage with nonfiction content in digital formats not only expands their access to information but also hones their digital literacy skills. By discerning credible sources, evaluating online information, and utilizing digital tools for research and analysis, students become adept at harnessing technology to deepen their understanding of the world through

Essential Questions:

- How do readers find the main idea of a nonfiction text?
- What strategies can readers use to identify supporting details that strengthen the main idea?
- How can readers use the text's structure to make meaning while reading a non-fiction text?
- How can readers determine the author's purpose in a nonfiction text?
- How do graphics, such as diagrams, maps, and charts, enhance a reader's comprehension of nonfiction information?
- How can readers evaluate the reliability and credibility of sources used in nonfiction writing?
- How can readers make connections between different pieces of nonfiction writing?
- How can readers use context clues and word parts to determine the meaning of unfamiliar words in nonfiction texts?

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Unit 4 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
5.R.1.A	<ul style="list-style-type: none"> ● I can draw two or more conclusions. ● I can reference explicit and implicit textual evidence. ● I can support textual evidence for each conclusion.
5.R.1.B	<ul style="list-style-type: none"> ● I use context to determine the meaning of root words, prefixes, and suffixes. ● I use the words in sentences to determine the meaning of unfamiliar words. ● I use words in sentences to determine the meaning of multiple-meaning words. ● I can explain the meaning of common idioms, adages, similes, and hyperboles. ● I can use conversational, general academic, and domain-specific words and phrases.
5.R.1.C	<ul style="list-style-type: none"> ● I can compare, contrast, and analyze relevant connections between text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
5.R.1.D	<ul style="list-style-type: none"> ● I can read text that is developmentally appropriate. ● I can produce evidence of reading.
5.R.3.A	<ul style="list-style-type: none"> ● I can use multiple text features to locate information. ● I can use multiple text features to gain an overview of the text. ● I can use multiple graphics to locate information. ● I can use multiple graphics to gain an overview of the text.
5.R.3.B	<ul style="list-style-type: none"> ● I can evaluate whether the author’s purpose was achieved. ● I can provide evidence to support the claim. ● I can identify the author’s viewpoint or position in a persuasive argument. ● I can identify evidence and support for the argument. ● I can identify the conclusion of a persuasive argument. ● I can use reasoning to determine the logic of an author’s conclusion (claim). ● I can provide evidence to support my reasoning.
5.R.3.C	<ul style="list-style-type: none"> ● Analyze how the pattern of organization in a text influences the relationships. ● I can integrate information on the same topic from several sources.

**priority standards indicated in bold*

	<ul style="list-style-type: none">● I can put information gathered in a logical order.● I can present knowledge in written or oral form.
5.R.4.A	<ul style="list-style-type: none">● I can explain how messages conveyed in various forms of media are presented differently.

priority standards indicated in **bold*

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Unit 5: Writing Narrative

Unit Description: In this Writing Narratives and Literary Texts unit for 5th grade, students will explore the art of crafting engaging and imaginative narratives. This unit focuses on developing students' abilities to create rich stories with well-developed characters, intriguing plots, and vivid settings. Students will learn and apply various literary techniques to enhance their storytelling, including the use of dialogue, sensory details, and figurative language. Through a series of structured activities, students will practice writing their own narratives and literary texts, revising their drafts, and sharing their work with peers.

Enduring Understandings:

- Mastery of letter-sound correspondences, syllabication patterns, and morphology enables students to decode words and comprehend unfamiliar multisyllabic words within the context of literary texts.
- Understanding genre conventions and following the writing process tailored to audience and purpose empower students to select appropriate genres, and plan, and execute writing pieces effectively.
- Conveying purpose and addressing audience needs in writing pieces fosters meaningful communication and engagement, enhancing the overall impact of narrative and literary compositions.
- Building background knowledge, formulating questions, and employing prewriting strategies deepen students' understanding of narrative topics, guiding the development of compelling storylines.
- Choosing suitable organizational structures and establishing clear main ideas at the beginning of narrative pieces provide cohesion and direction, ensuring coherence and focus throughout the writing process.
- Employing revision and editing techniques strengthens writing by refining main ideas, sequence, focus, organization, details, word choice, sentence structure, transitions, audience awareness, and voice.
- Utilizing technology, including the internet, supports students in producing and publishing writing pieces appropriate for their intended audience and purpose, fostering digital literacy skills.
- Establishing settings, situations, and introducing narrators or characters in narrative and poetic compositions set the

Essential Questions:

- How do readers use phonics, morphology, and decoding strategies to read unfamiliar words?
- How does following the writing process enhance a writer's ability to craft narratives and literary pieces suited to the audience and purpose?
- How can writers effectively convey their purpose and address the needs of the audience in narrative and literary compositions?
- How can writers organize their writing to establish the main idea for readers?
- How can writers use the writing process to refine writing?
- How can writers use technology to support writing?
- How do writers establish settings, situations, and introduce narrators or characters to contribute to the development of engaging narratives and poems?
- How do proper usage of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections, and punctuation enhance the clarity and coherence of narrative and literary compositions?
- What strategies can listeners use to improve their listening skills and collaborate effectively in discussions, and how do these skills enhance communication in various settings?

priority standards indicated in **bold*

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<p>stage for engaging storytelling and evoke reader interest.</p> <ul style="list-style-type: none"> • Applying grammatical concepts, such as nouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections, and appropriate punctuation, enhances clarity and coherence in written narratives. • Developing listening strategies and participating effectively in discussions cultivates collaborative skills, promotes active engagement, and strengthens communication abilities in formal and informal settings. 	
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Unit 5 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>5.W.1.A</u>	<ul style="list-style-type: none"> • I can use a prewriting strategy to plan a first draft.
<u>5.W.1.B</u>	<ul style="list-style-type: none"> • I can determine the purpose and audience. • I can build on one main idea to create multiple paragraphs. • I can support the main idea with topic sentences. • I can categorize and sequence facts and details. • I can create a clear introductory, supporting, and concluding paragraph. • I can restate the overall main idea in the concluding paragraph.
<u>5.W.1.C</u>	<ul style="list-style-type: none"> • I can reread and revise my writing by strengthening the: <ul style="list-style-type: none"> ○ main idea ○ sequence (ideas) ○ Focus ○ organizational structure ○ details/facts (from multiple sources, when appropriate) ○ word choice (related to the topic) ○ sentence structure ○ transitions ○ audience/purpose ○ voice • I can edit for language conventions, capitalization, spelling, grammar, and punctuation.
<u>5.W.1.D</u>	<ul style="list-style-type: none"> • With assistance from adults/peers, use technology, including the Internet, to produce and publish writing
<u>5.W.2.C</u>	<ul style="list-style-type: none"> • I can introduce a topic or text being studied, using an introductory

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	<p>paragraph that clearly supports the writer’s purpose.</p> <ul style="list-style-type: none"> ● I can state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details. ● I can use specific and accurate words that are related to the topic, audience, and purpose. ● I can use my own language except when using direct quotation from a source. ● I can reference the name of the author(s) or name of the source used for details or facts included in the text. ● I can use transitions to connect opinion and reason. ● I can organize the supporting details/reasons into introductory, supporting, and concluding paragraphs.
<u>5.L.1.A.a</u>	<ul style="list-style-type: none"> ● I can explain and use nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. ● I can produce a variety of declarative, imperative, exclamatory, and interrogative complex sentences.
<u>5.L.1.B</u>	<ul style="list-style-type: none"> ● I can use a comma before a coordinating conjunction in a compound sentence. ● I can use a comma to separate an introductory clause in a complex sentence. ● I can use apostrophes in singular nouns to show possession. ● I can use apostrophes in regular plural nouns to show possession.
<u>5.SL.1.A</u>	<ul style="list-style-type: none"> ● I can listen to a presentation. ● I can answer specific questions. ● I can summarize the main points of a speaker’s message. ● I can use evidence in the summary.
<u>5.SL.3.A</u>	<ul style="list-style-type: none"> ● I can speak clearly and to the point, using conventions of language when presenting individually or with a group by summarizing points made by others before presenting my own ideas, according to classroom expectations.

priority standards indicated in **bold*

Unit 6: Writing Opinion/Persuasive

Unit Description: In this Opinion and Persuasive Writing unit for 5th grade, students will develop skills in articulating and defending their opinions through structured and persuasive writing. The unit focuses on teaching students how to construct clear, coherent arguments supported by evidence and logical reasoning. Students will engage in activities that help them formulate strong thesis statements, organize their ideas effectively, and address counterarguments. Through writing, revising, and peer feedback, students will learn to express their viewpoints convincingly and respectfully.

Enduring Understandings:

- Students will develop a deep understanding of the opinion and persuasive text genre, enabling them to select appropriate genres and effectively convey their ideas to different audiences.
- Through practice and application, students will gain proficiency in following the writing process, from prewriting strategies to drafting, revising, and editing, to produce coherent and persuasive written pieces.
- Students will recognize the importance of considering audience needs and purposes in their writing, ensuring that their opinions are communicated effectively and with relevance to their intended audience.
- Engaging in prewriting activities, formulating questions, and analyzing sources will foster critical thinking skills, enabling students to develop well-supported opinions and arguments.
- Students will understand the significance of clear organizational structures and compelling main ideas in opinion and argumentative texts, ensuring coherence and logical progression of ideas.
- Through the process of revising and editing, students will refine their writing by strengthening main ideas, improving focus, enhancing organization, and ensuring clarity and precision in their expression.
- Students will develop proficiency in using standard English grammar and conventions to effectively communicate complex ideas and support their arguments with clarity and coherence.
- Engaging in collaborative discussions and presentations will enhance students' ability to

Essential Questions:

- How do readers use phonics, morphology, and decoding strategies to read unfamiliar words?
- How can writers follow the writing process to enhance their ability to write persuasive opinions and argumentative pieces?
- How can organizational structure help to establish a clear main idea?
- How can writers use revision and editing techniques to strengthen opinion and argumentative texts by refining main ideas, improving focus, enhancing organization, and ensuring clarity and coherence in written expression?
- How can writers use technology to support writing?
- How can writers use standard English grammar and conventions effectively to communicate ideas and support arguments with clarity and precision in opinion and argumentative texts?
- How do developing listening skills and participating collaboratively in discussions enhance a writer's ability to articulate and defend opinions persuasively, respond to questions, and engage in respectful discourse with peers?

priority standards indicated in **bold*

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articulate their opinions persuasively, respond to questions, and engage in respectful discourse with their peers.

Unit 6 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
5.W.1.A	<ul style="list-style-type: none"> ● I can use a prewriting strategy to plan a first draft.
5.W.1.B	<ul style="list-style-type: none"> ● I can determine the purpose and audience. ● I can build on one main idea to create multiple paragraphs. ● I can support the main idea with topic sentences. ● I can categorize and sequence facts and details. ● I can create a clear introductory, supporting, and concluding paragraph. ● I can restate the overall main idea in the concluding paragraph.
5.W.1.C	<ul style="list-style-type: none"> ● I can reread and revise my writing by strengthening the: <ul style="list-style-type: none"> ○ main idea ○ sequence (ideas) ○ Focus ○ organizational structure ○ details/facts (from multiple sources, when appropriate) ○ word choice (related to the topic) ○ sentence structure ○ transitions ○ audience/purpose ○ voice ● I can edit for language conventions, capitalization, spelling, grammar, and punctuation.
5.W.1.D	<ul style="list-style-type: none"> ● With assistance from adults/peers, use technology, including the Internet, to produce and publish writing
5.W.2.A	<ul style="list-style-type: none"> ● I can introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose. ● I can state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details. ● I can use specific and accurate words that are related to the topic, audience, and purpose. ● I can use my own original language except when using direct quotation from a source. ● I can reference the name of the author(s) or name of the source used for details or facts included in the text

**priority standards indicated in bold*

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	<ul style="list-style-type: none"> ● I can use transitions to connect opinion and reason. a. Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs
<u>5.W.3.A.d</u>	<ul style="list-style-type: none"> ● I can follow a research process. ● I can decide which information is relevant to answer questions. ● I can differentiate between paraphrasing and plagiarism when using the ideas of others.
<u>5.L.1.A.a</u>	<ul style="list-style-type: none"> ● I can explain and use nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. ● I can produce a variety of declarative, imperative, exclamatory, and interrogative complex sentences.
<u>5.L.1.B</u>	<ul style="list-style-type: none"> ● I can use a comma before a coordinating conjunction in a compound sentence. ● I can use a comma to separate an introductory clause in a complex sentence. ● I can use apostrophes in singular nouns to show possession. ● I can use apostrophes in regular plural nouns to show possession.
<u>5.SL.1.A</u>	<ul style="list-style-type: none"> ● I can listen to a presentation. ● I can answer specific questions. ● I can summarize the main points of a speaker's message. ● I can use evidence in the summary.
<u>5.SL.3.A</u>	<ul style="list-style-type: none"> ● I can speak clearly and to the point, using conventions of language when presenting individually or with a group by summarizing points made by others before presenting my own ideas, according to classroom expectations.

priority standards indicated in **bold*

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Unit 7: Writing Informative/Explanatory

Unit Description: In this Informative/Explanatory Writing unit for 5th grade, students will follow the writing process to create an informative/explanatory writing piece aimed to convey information, explain concepts, and/or clarify ideas centered around an appropriate topic. Writers will analyze information to present arguments while maintaining an objective tone. Writers will take into account the needs and knowledge level of their audience, anticipating questions readers might have and providing information accordingly. Informative/explanatory writing serves to inform, clarify, and educate readers on a particular topic or concept supported by factual evidence.

Enduring Understandings:

- Students understand that informative and explanatory writing serves the purpose of providing information, explaining concepts, and conveying ideas in a clear and concise manner.
- Students recognize the importance of considering the needs and knowledge level of their audience when crafting informative and explanatory texts to ensure comprehension and engagement.
- Students develop research skills to gather relevant information from credible sources and incorporate it effectively into their writing, supporting their ideas with evidence and examples.
- Students will grasp the significance of organizing their writing logically, using appropriate text structures such as chronological order, cause and effect, or compare and contrast, to enhance clarity and coherence.
- Students gain proficiency in using precise language, domain-specific vocabulary, and appropriate transitions to convey complex ideas and connections effectively in their informative and explanatory writing.
- Students understand the nature of the writing process, engaging in revision and editing to refine their drafts, improve clarity, coherence, and flow, and ensure that their writing meets the standards of quality and coherence.
- Students learn to integrate visuals such as diagrams, charts, or illustrations strategically to complement and enhance their written explanations, providing additional clarity and aiding comprehension for their audience.
- Through informative and explanatory writing,

Essential Questions:

- How do writers determine the purpose of their informative/ explanatory writing?
- How does considering the audience influence the content and organization of writing?
- How can writing strategies be used to conduct research and gather relevant information?
- How do writers effectively incorporate evidence and examples to support/explain ideas?
- How do writers choose the most appropriate structure to organize their ideas effectively?
- How can writers use precise language and academic vocabulary to ensure that their writing is understandable and engaging to their audience?
- How can a writer use processes and strategies to revise and edit their writing in order to improve clarity and effectiveness for their intended audience?
- How does engaging in informative/ explanatory writing develop critical thinking skills?
- In what ways are informative/ explanatory writing skills relevant beyond the classroom?

priority standards indicated in **bold*

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<p>students cultivate critical thinking skills by analyzing and synthesizing information, evaluating multiple perspectives, and drawing informed conclusions to deepen their understanding of complex topics.</p> <ul style="list-style-type: none"> • Students recognize the relevance and applicability of informative and explanatory writing skills beyond the classroom, understanding how effective communication of information contributes to informed decision-making, academic success, and participation in civic and professional contexts. 	
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Unit 7 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>5.W.1.A</u>	<ul style="list-style-type: none"> • I can use a prewriting strategy to plan a first draft.
<u>5.W.1.B</u>	<ul style="list-style-type: none"> • I can determine the purpose and audience. • I can build on one main idea to create multiple paragraphs. • I can support the main idea with topic sentences. • I can categorize and sequence facts and details. • I can create a clear introductory, supporting, and concluding paragraph. • I can restate the overall main idea in the concluding paragraph.
<u>5.W.1.C</u>	<ul style="list-style-type: none"> • I can reread and revise my writing by strengthening the: <ul style="list-style-type: none"> ○ main idea ○ sequence (ideas) ○ Focus ○ organizational structure ○ details/facts (from multiple sources, when appropriate) ○ word choice (related to the topic) ○ sentence structure ○ transitions ○ audience/purpose ○ voice • I can edit for language conventions, capitalization, spelling, grammar, and punctuation.
<u>5.W.1.D</u>	<ul style="list-style-type: none"> • With assistance from adults/peers, use technology, including the Internet, to produce and publish writing
<u>5.W.2.B</u>	<ul style="list-style-type: none"> • I can develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations.

**priority standards indicated in bold*

	<ul style="list-style-type: none"> ● I can develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples and quotations ● I can use an organizational format that suits the topic ● I can use specific, relevant, and accurate words that are suited to the topic, audience, and purpose. ● I can use my own original language except when using direct quotations from a source. ● I can use transition words to connect ideas within and across categories of information. ● I can use text structures when useful. ● I can create a concluding paragraph related to the information.
<u>5.W.3.A.d</u>	<ul style="list-style-type: none"> ● I can follow a research process. ● I can decide which information is relevant to answer questions. ● I can differentiate between paraphrasing and plagiarism when using the ideas of others.
<u>5.L.1.A.a</u>	<ul style="list-style-type: none"> ● I can explain and use nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. ● I can produce a variety of declarative, imperative, exclamatory, and interrogative complex sentences.
<u>5.L.1.B</u>	<ul style="list-style-type: none"> ● I can use a comma before a coordinating conjunction in a compound sentence. ● I can use a comma to separate an introductory clause in a complex sentence. ● I can use apostrophes in singular nouns to show possession. ● I can use apostrophes in regular plural nouns to show possession.
<u>5.SL.1.A</u>	<ul style="list-style-type: none"> ● I can listen to a presentation. ● I can answer specific questions. ● I can summarize the main points of a speaker's message. ● I can use evidence in the summary.
<u>5.SL.3.A</u>	<ul style="list-style-type: none"> ● I can speak clearly and to the point, using conventions of language when presenting individually or with a group by summarizing points made by others before presenting my own ideas, according to classroom expectations.

priority standards indicated in **bold*

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Unit 8: Writing Research

Unit Description: This 5th Grade Writing and Research unit equips students with the skills to gather evidence from various sources, such as texts, interviews, and observations, to answer questions and support their writing. Students will enhance their vocabulary through conversations, reading, and active engagement with diverse texts. They will learn to use visual tools, such as charts, diagrams, and graphic organizers, to effectively communicate information and ideas. The unit emphasizes clear and confident communication, guiding students to present their work individually and in groups. Through a dynamic writing process—planning, drafting, researching, revising, editing, and reflecting—students will refine their ideas and express themselves with clarity, authenticity, and purpose. This unit fosters critical thinking, research skills, and effective communication, preparing students to be thoughtful and skilled writers.

Enduring Understandings:

- Writers gather evidence from a variety of sources (texts, people, places) to answer questions.
- Readers develop vocabulary by using words and phrases acquired through conversations, reading, and being read to.
- Students use visual tools to communicate information and ideas.
- Students speak clearly when presenting individually or with a group.
- Writing is a dynamic process where ideas are developed, refined, and revised through careful planning, drafting, research, revision, editing, and reflection, enabling students to express themselves with clarity, authenticity, and purpose.

Essential Questions:

- How can writers find and gather information from different places to answer important questions?
- How can writers effectively conduct research?
- How can writers use pictures, charts, or diagrams to help share their ideas?
- How can writers evaluate the credibility of a source?
- How do writers effectively organize their research?
- How do writers give credit to the sources they use?
- How do writers make their ideas better by planning, drafting, researching, revising, editing, and reflecting on their writing?

Unit 8 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
5.W.1.A	<ul style="list-style-type: none"> • I can use a prewriting strategy to plan a first draft.
5.W.1.B	<ul style="list-style-type: none"> • I can determine the purpose and audience. • I can build on one main idea to create multiple paragraphs. • I can support the main idea with topic sentences. • I can categorize and sequence facts and details. • I can create a clear introductory, supporting, and concluding paragraph. • I can restate the overall main idea in the concluding paragraph.

**priority standards indicated in bold*

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<p><u>5.W.1.C</u></p>	<ul style="list-style-type: none"> ● I can reread and revise my writing by strengthening the: <ul style="list-style-type: none"> ○ main idea ○ sequence (ideas) ○ Focus ○ organizational structure ○ details/facts (from multiple sources, when appropriate) ○ word choice (related to the topic) ○ sentence structure ○ transitions ○ audience/purpose ○ voice ● I can edit for language conventions, capitalization, spelling, grammar, and punctuation.
<p><u>5.W.1.D</u></p>	<ul style="list-style-type: none"> ● With assistance from adults/peers, I can use technology, including the Internet, to produce and publish writing
<p><u>5.W.3.A.d</u></p>	<ul style="list-style-type: none"> ● I can follow a research process. ● I can decide which information is relevant to answer questions. ● I can differentiate between paraphrasing and plagiarism when using the ideas of others.
<p><u>5.L.1.A.a</u></p>	<ul style="list-style-type: none"> ● I can explain and use nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. ● I can produce a variety of declarative, imperative, exclamatory, and interrogative complex sentences.
<p><u>5.L.1.B</u></p>	<ul style="list-style-type: none"> ● I can use a comma before a coordinating conjunction in a compound sentence. ● I can use a comma to separate an introductory clause in a complex sentence. ● I can use apostrophes in singular nouns to show possession. ● I can use apostrophes in regular plural nouns to show possession.
<p><u>5.SL.1.A</u></p>	<ul style="list-style-type: none"> ● Develop and apply effective listening skills and strategies in formal and informal settings by following agreed upon rules for discussion independently.
<p><u>5.SL.3.A</u></p>	<ul style="list-style-type: none"> ● I can speak clearly and to the point, using conventions of language when presenting individually or with a group by summarizing points made by others before presenting my own ideas, according to classroom expectations.

**priority standards indicated in bold*

FHSD Priority Standard	Number of times the standard is taught.
5.RF.3.A.a/b	• 355
<u>5.R.1.A.a/b</u>	• 331
5.R.1.B.a/b/d/g	• 564
5.R.2.A.a/b/c	• 126
5.R.3.A.a	• 30
5.R.3.C.c/e	• 122
5.W.1.B.a/b/c/d/e	• 56
5.W.1.C.a/b	• 216
5.W.2.A.a/b/c/d/e/f/g	• 158
5.W.2.B.a/b/c/d/e/f/g/h	• 145
5.W.2.C.a/b/c	• 164
<u>5.W.3.A.d/g</u>	• 11
<u>5.L.1.A.a/e</u>	• 89
5.L.1.B.b/c/h/i	• 29
5.SL.1.A.b/d	• 177

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