



Unit 1

In My Own Words: Personal Narratives

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.
How do writers use personal narratives to effectively share meaningful experiences with others?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.
This unit examines the genre of personal narratives. Students read five personal narratives and identify the elements of the genre, including a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images accompanying a written text. Students are given frequent writing opportunities to employ these elements. Through daily writing exercises, students develop their ideas into a single paragraph or multi-paragraph narratives. They also share their writing with their classmates throughout the unit, offering concrete and positive feedback.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **When responding to a text, how can quotes from the text strengthen your answers? RI.5.1**
- In what ways does understanding the meaning of words and phrases improve your comprehension of a writing piece? RI.5.4
- What differences did you notice between the structures of two stories? How do the structures contribute to each passage's tone? RI.5.5
- What words or phrases in the text are used in non-literal or figurative ways, and what do they suggest about the topic or author's tone? RI.5.12
- **Who is the audience in your narrative? What do you want your reader to feel or understand? W.5.3/W.5.4**
- What is the purpose of your story? W.5.4

- What organizational structure did you use in your writing? How did it help you communicate clearly? W.5.4
- How can you provide positive and specific feedback while discussing a peer's work? SL.5.1/SL.5.6

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade topic or subject area.
- **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.
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) they represent.
- **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).
- **RI.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies.
- **RI.5.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.5.12.c** Use the relationships between particular words (e.g., synonyms) to better understand each of the words

- **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **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
- **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.
- **W.5.3.c** Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- **W.5.3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.5.3.e** Provide a conclusion that follows from the narrated experiences or events.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **W.5.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.5.11.a** Use punctuation to separate items in a series.
- **W.5.11.b** Use a comma to separate an introductory element from the rest of the sentence.
- **W.5.11.c** Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Sam?)
- **W.5.11.d** Use underlining, quotation marks or italics to indicate titles of works.
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1.b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- **SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.

ENGLISH LANGUAGE ARTS

5th Grade



Unit 2

Early Americas: Maya, Aztec, and Inca

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can analyzing the relationships between geography, culture, and innovation in communities help us build knowledge of complex informational texts?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will explore relationships and interactions between two or more individuals, events, ideas, or concepts in historical texts as they read informational texts about the development of ancient societies. They will investigate how geography and environment impact the development of societies and explore their cultural contributions, achievements, and historical significance. Additionally, students will follow the stages of the writing process as they use information from the text to create an informative project comparing civilizations.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- What does the text say directly? What clues help you figure out something the author doesn't say outright? RI.5.1/RL.5.1
- **How can you identify the main ideas and key supporting details to create an effective summary? RI.5.2**
- How did geography or a scientific factor influence a historical event or action? RI.5.3
- What cause and effect relationships can you identify in the text? RI.5.3
- **What strategies can you use to figure out the meaning of unfamiliar words in this text, and how do these words help you better understand the topic? RI.5.4**

- What information can you gather from both print and digital sources to support your informational writing? RI.5.7/W.5.2/W.5.8
- What strategies can you use to determine or clarify the meaning of an unknown word in a text? RI.5.11
- How does learning about this community help you understand how your own community works? W.5.9
- How can correct grammar, punctuation, and spelling be applied consistently throughout short and long writing tasks to clearly communicate information? W.5.10
- **What are the most important ideas from what you just heard or viewed that you can explain clearly in your own words? SL.5.2**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RL.5.2** Determine the theme of a story, drama, or poem, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize 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.
- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **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.
- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.

- **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade topic or subject area.
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies.
- **RI.5.11.a** Use context (antonym, examples definition, synonyms inferences) to determine the meaning of a word or phrase.
- **RI.5.11.b** Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
- **RI.5.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.5.12.a** Interpret figurative language, including similes and metaphors, in context.
- **RI.5.12.b** Recognize and explain the meaning of common idioms, adages and proverbs.
- **RI.5.12.c** Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
- **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **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.
- **W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **W.5.2.c** Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
- **W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.2.e** Provide a concluding statement or section related to the information or explanation presented.

- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **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.
- **W.5.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.5.11.e** Spell grade-appropriate words correctly, consulting reference materials as needed.
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1.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.
- **SL.5.1.b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.5.1.d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.5.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.



Unit 3

Visions in Verse: Poetry

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

What makes poetry powerful both as a way for people to share their own stories and as a way for us to connect with experiences different from our own?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students learn strategies for reading and understanding poetry while exploring the methods and devices that poets use to create meaning. They practice reading and interpreting both structured poems with specific patterns and free verse poems with more flexible forms. Through this exploration, students create their own original poems. The unit features poems from various literary traditions spanning several centuries, written by poets from diverse cultural backgrounds within the United States. These poems represent a wide range of styles, from those with precise meter and rhyme schemes to experimental free verse forms.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What does the text say directly? What clues help you figure out something the author/poet doesn't say outright? RL.5.1**
- **What message or lesson does the poet want the reader to understand? RL.5.2**
- What words or phrases in the poem stand out because of their sound, meaning, or figurative language, and what effect do they have on the poem's mood, tone, or message? RL.5.4
- What context clues or text features clarify challenging parts of the poem? RL.5.12
- **How does the poet use imagery or word choice to show the theme? RL.5.2**
- **What is the purpose of your poem? W.5.4**

- **How does the structure of the poem (stanzas, line breaks, punctuation) impact the poem's message or mood? W.5.4**
- What ideas or interpretations about the poem can you contribute to the discussion while building on or respectfully challenging others' ideas using evidence from the text? SL.5.1
- What are the most important ideas from what you just heard or viewed that you can explain clearly in your own words? SL.5.2

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.2** Determine the theme of a story, drama, or poem, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RL.5.3** Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **RL.5.4** 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.a** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.
- **RL.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.5.11.a** Use context (synonym, antonym, definition, examples, inferences) to determine the meaning of a word or phrase.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **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.a** Apply fifth grade 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]”).

- **W.5.11.a** Use punctuation to separate items in a series.
- **W.5.11.b** Use a comma to separate an introductory element from the rest of the sentence.
- **W.5.11.d** Use underlining, quotation marks or italics to indicate titles of works.
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others’ ideas and expressing their own clearly.
- **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.
- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.



Unit 4

A Knight's Tale: Don Quixote

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do authors use character relationships and plot events to develop themes?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Through an adapted version of the classic novel *Don Quixote*, this unit introduces key literary elements such as characterization, plot development, and theme. Students trace how characters and storylines evolve over the course of the novel. In addition to reading, students compare and contrast excerpts from different adaptations of the text. Writing instruction emphasizes crafting a four-paragraph persuasive essay, using accurate quotes as evidence, and participating in peer collaboration.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What important similarities or differences do you notice between the characters, settings, or events in the story, and what details from the text help you understand those comparisons? RL.5.3**
- In what ways do the scenes and events build on one another throughout the story to develop the plot, increase tension, or lead to the final outcome? RL.5.5
- How does the narrator's or speaker's point of view shape the way events and characters are described in a story? RL.5.6
- How are the themes of two adventure stories similar and different? RL.5.9
- Are the reasons and evidence the author provides clear and do they support the main idea of the text? RI.5.8
- How can I use information from different types of texts to form and support my own opinion about a topic? RI.5.9/W.5.1

- **When comparing two texts, what is one piece of evidence from each that shows how the authors approached the same idea differently?** RL.5.9/W.5.9
- What are the speaker’s main points and how are each supported by reasons and evidence? SL.5.3

Power Standards

These state standards have been identified as critical to students’ long-term learning progression in this discipline. They are assessed within the scope of this unit.

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

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.2** Determine the theme of a story, drama, or poem , including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize 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.5.5** Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.
- **RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **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).
- **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.
- **RL.5.10** Use knowledge of language and its conventions when reading.
- **RL.5.10.a** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.
- **RL.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.5.11.a** Use context (synonym, antonym, definition, examples, inferences) to

determine the meaning of a word or phrase.

- **RL.5.11.b** Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
- **RL.5.11.c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RL.5.12.a** Interpret figurative language, including similes and metaphors, in context.
- **RL.5.12.b** Recognize and explain the meaning of common idioms, adages and proverbs.
- **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).
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.5.10** Use knowledge of language and its conventions when reading.
- **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.1.a** Know the difference between fact and opinion.
- **W.5.1.b** 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.
- **W.5.1.c** Provide logically ordered reasons that are supported by facts and details.
- **W.5.1.d** Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
- **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.
- **W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **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.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **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.
- **W.5.9.a** Apply fifth grade 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]").

- **W.5.9.b** Apply fifth grade 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]”).
- **W.5.10.b** Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
- **W.5.10.e** Recognize and correct inappropriate shifts in verb tense.
- **W.5.11.a** Use punctuation to separate items in a series.
- **W.5.11.e** Spell grade-appropriate words correctly, consulting reference materials as needed.
- **SL.5.1.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.
- **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **SL.5.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.5.7.a** Expand, combine and reduce sentences for meaning, read/listener interest and style.
- **SL.5.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.



Unit 5

The Deep Blue World: Oceans

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.
How can evidence from texts and research help explain the connections between living things and their ecosystems, and how can that information be shared clearly with others?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.
Students explore the diversity of animal and plant life in six ocean ecosystems through rigorous informational texts, including articles and biographies of marine biologists. They examine texts for evidence, participate in discussions to interpret information, and deepen their comprehension while communicating learning through speaking and writing. Students also collaboratively research and write about their local ecosystem using the full writing process, revising their work by adding complex sentences with clauses and conjunctions before sharing with peers.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **How can you use clues from the text along with your own thinking to explain deeper ideas in the text? RI.5.1**
- **Why is it important to support your explanation or opinion with direct evidence from the text? RI.5.1**
- **How can you identify the main ideas and key supporting details to create an effective summary? RI.5.2**
- How can you use specific details from the text to explain how different people, events, or ideas are connected to each other? RI.5.3
- How can information from different texts on the same topic be combined to give a stronger and clearer understanding of the subject? RI.5.9

- How can an informational text be written clearly so that readers understand and learn important facts and ideas about a topic? W.5.2
- Based on feedback or your own reflection, what changes can you make during planning, revising, or editing to improve the clarity, organization, or impact of your writing? W.5.5
- What important ideas can you summarize in your own words using key details from what you heard? SL.5.2

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) they represent.
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies.
- **RI.5.11.b** Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
- **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **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 aid comprehension.

- **W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **W.5.2.c** Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
- **W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.2.e** Provide a concluding statement or section related to the information or explanation presented.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **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.
- **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.b** Apply fifth grade 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]”).
- **W.5.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.5.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.5.11.e** Spell grade-appropriate words correctly, consulting reference materials as needed.
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others’ ideas and expressing their own clearly.
- **SL.5.1.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.
- **SL.5.1.b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **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.
- **SL.5.1.d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.2** Summarize a written text read aloud or information presented in diverse media

and formats, including visually, quantitatively and orally.

- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.



Unit 6

Culture and History: Native Americans

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do different perspectives on the same historical events help us understand complex relationships between different groups of people?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Critical reading and writing skills develop as learners explore Native American cultures and their connections to the land. Students practice analyzing multiple accounts of historical events to understand how different perspectives shape our understanding of the past. They practice close reading strategies to determine vocabulary meanings, make inferences using textual evidence, and compare themes across informational texts and traditional stories. Through the writing process, they plan, draft, revise, and publish an opinion essay about Native American connections to land, emphasizing note-taking skills, formulating clear claims, supporting arguments with evidence, and using varied sentence structures.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **Describe the relationships and interactions between two groups of people based on information in the text. RI.5.3**
- In what ways do two groups of people present different points of view about the same topic? RI.5.6
- How can comparing and contrasting different points of view help you understand a topic or event more deeply? RI.5.6
- How does the author use reasons and evidence to support their point? RI.5.8
- How can I use context clues, word parts, and reference tools to figure out the meaning of unfamiliar or multiple-meaning words? RI.5.11

- What strategies can I use to understand and learn from challenging informational texts on my own? RI.5.12
- How can I clearly state my opinion and support it with strong reasons and evidence to persuade my audience? W.5.1
- **What organizational structure did you use in your writing? How did it help you communicate clearly? W.5.4**
- **How will you know if your writing is clear and well-organized enough for your readers to easily understand your ideas? W.5.4**
- How does proper use of standard English grammar and conventions improve a writing piece? W.5.10

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RL.5.2** Determine the theme of a story, drama, or poem, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **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).
- **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.
- **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 fifth grade topic or subject area.
- **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.

- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) they represent.
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.5.10** Use knowledge of language and its conventions when reading.
- **RI.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies.
 - **RI.5.11.a** Use context (antonym, examples definition, synonyms inferences) to determine the meaning of a word or phrase.
 - **RI.5.11.b** Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
 - **RI.5.12.c** Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
- **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - **W.5.1.a** Know the difference between fact and opinion.
 - **W.5.1.b** 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.
 - **W.5.1.c** Provide logically ordered reasons that are supported by facts and details.
 - **W.5.1.d** Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
- **W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.3.c** Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **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.
- **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.5.10** Demonstrate command of the conventions of standard English grammar and usage when writing.

- **W.5.10.b** Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
- **W.5.10.c** Form and use the perfect verb tenses (e.g., I had walked, I have walked).
- **W.5.10.d** Use verb tense to convey various times, sequences, states and conditions.
- **W.5.10.e** Recognize and correct inappropriate shifts in verb tense.
- **W.5.10.f** Use correlative conjunctions. (e.g., either/or).
- **W.5.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.5.11.b** Use a comma to separate an introductory element from the rest of the sentence.
- **W.5.11.c** Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Sam?)
- **W.5.11.d** Use underlining, quotation marks or italics to indicate titles of works.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **SL.5.8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.
- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.



Unit 7

Novel Study: The Phantom Tollbooth

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does understanding the deeper meaning of the author's creative language choices change our experience as readers?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Focusing on *The Phantom Tollbooth* by Norman Juster, this unit involves close reading and analysis of the story's characters, settings, themes, and use of figurative language. It explores character development, multiple-meaning words, and the author's craft to deepen comprehension. Students also apply these skills in a narrative writing project, practicing how to introduce characters and settings, use dialogue, include transitions, and write strong conclusions. Grammar lessons support expanding sentences with conjunctions and adding details about when, where, and why events happen. Throughout the study, vocabulary and creativity are built while reading and writing skills are strengthened.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **How does the author's word choice help you understand the genre, characters, or setting and what evidence from the text supports your thinking? RL.5.1**
- **What clues in the story help you understand the author's deeper meaning when using figurative language? RL.5.1/RL.5.4**
- **How does the author use idioms, homophones, or words with multiple meanings to create humor or deeper meaning in the story? RL.5.4**
- How do the visual elements in this text work together with the words to enhance the story's meaning, mood, or impact on the reader? RL.5.7

- What can figurative language and word relationships show about the meaning, tone, or mood of a text? RL.5.12
- What strong or specific words can you use in your writing to show exactly what is happening or how the character feels? W.5.3
- How can you use what you've learned about a character's thoughts, actions, and experiences to write a narrative from their point of view that feels realistic and true to who they are? W.5.3

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **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.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RL.5.2** Determine the theme of a story, drama, or poem, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.3** Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **RL.5.5** Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.
- **RL.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.5.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.5.12.b** Recognize and explain the meaning of common idioms, adages and proverbs.
- **RL.5.12.c** Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
- **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **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.

- **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.
- **W.5.3.c** Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- **W.5.3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.5.3.e** Provide a conclusion that follows from the narrated experiences or events.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **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.
- **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.5.9.a** Apply fifth grade 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]”).
- **W.5.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **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.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.



Unit 8

Through the Forest: A Midsummer Night's Dream

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can the theme of a story or drama be determined by examining how characters respond to challenges?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Engaging with Shakespeare's *A Midsummer Night's Dream*, learners read, write, act, direct, and design scenes from the play. They analyze character actions, traits, and Shakespeare's language through close reading and theatrical activities, developing skills in reading, writing, speaking, and listening. Writing tasks include creative roles such as writing an advice column and crafting narratives from the perspectives of characters. By the end, students will understand the story, key characters, and the performance aspects of Shakespeare's plays. This learning culminates in opportunities to bring the play to life through performance.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **How can you use details from the text to show what problems a character faces and what those problems teach us about the story's message?**
RL.5.2/W.5.3
- What motivates the character to act the way they do? RL.5.2
- **What specific details from the text show how the interactions of two or more characters reveal similarities and differences between them? RL.5.3**
- What strategies are you using to help you understand and enjoy this drama?
RL.5.13
- What strategies can you use to figure out the meaning of an unfamiliar or multiple-meaning word? RL.5.11

- **What can you learn from a character’s thoughts, feelings, and actions that will help you tell their story and show their experience in your writing? W.5.3**
- **What details can you add to help your reader understand what’s happening and how your character feels about it? W.5.3**
- **How can you use clear speech, important facts, and gestures or body language to help your audience understand and stay interested in what you are saying? SL.5.4**

Power Standards

These state standards have been identified as critical to students’ long-term learning progression in this discipline. They are assessed within the scope of this unit.

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

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.2** Determine the theme of a story, drama, or poem , including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.10** Use knowledge of language and its conventions when reading.
- **RL.5.10.a** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.
- **RL.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **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.
- **W.5.3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.5.10.a** Expand, combine and reduce sentences for meaning,read/listener interest and style.

- **W.5.10.d** Use verb tense to convey various times, sequences, states and conditions.
- **W.5.10.f** Use correlative conjunctions. (e.g., either/or)
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1.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.
- **SL.5.7.a** Expand, combine and reduce sentences for meaning, read/listener interest and style.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.



Unit 9

Building Up the World: Global Architecture

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

What can be discovered about the relationship between purpose, culture, and environment in architectural design through analyzing and researching informational texts?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In the Building Up the World: Global Architecture unit, students develop critical reading and research skills while exploring informational texts about renowned architects. Through analyzing these texts, students practice making inferences, determining main ideas, and comparing and contrasting architectural approaches. They learn to understand how purpose, history, and culture influence design. Students strengthen their research and writing abilities by conducting independent research on an architect and structure of their choice. They learn to generate research questions, evaluate sources, and synthesize information into informational texts that they present at a culminating Architecture Fair. This process transforms them from consumers to producers of informational content.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- If you had to explain this text to someone else in just a few sentences, what main ideas and supporting details would you include? RI.5.2
- **How does understanding the connections between ideas (architects/buildings) help you understand the text as a whole? RI.5.3**
- What strategies can you use to figure out the meaning of unfamiliar words in this text, and how do these words help you better understand the topic? RI.5.4
- How will you know if your writing is clear and well-organized enough for your readers to easily understand your ideas? W.5.4

- When you reread your writing, what revisions do you notice would help strengthen your ideas and improve your organization? W.5.5
- How can you use technology tools to improve your writing, share it with others, and collaborate to make it even better? W.5.6
- When considering your research topic, how will you select trustworthy sources and organize your findings to clearly explain your topic? W.5.7
- What facts or details from your sources best support your main idea or purpose? W.5.8
- **How can you use clear speech, important facts, and gestures or body language to help your audience understand and stay interested in what you are saying? SL.5.4**
- How can including multimedia components and visual displays help you develop the main idea or theme of your presentation? SL.5.5

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- **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.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade topic or subject area.
- **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.

- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) they represent.
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.5.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies.
- **RI.5.11.b** Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
- **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **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 aid comprehension.
- **W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **W.5.2.c** Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
- **W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.2.e** Provide a concluding statement or section related to the information or explanation presented.
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **W.5.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **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.
- **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
- **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.

- **W.5.9.b** Apply fifth grade 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]”).
- **W.5.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.5.10.a** Expand, combine and reduce sentences for meaning, reader/listener interest and style.
- **W.5.10.b** Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
- **W.5.10.c** Form and use the perfect verb tenses (e.g., I had walked, I have walked)
- **W.5.11.d** Use underlining, quotation marks or italics to indicate titles of works.
- **SL.5.1.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.
- **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.
- **SL.5.1.d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **SL.5.7.a** Expand, combine and reduce sentences for meaning, read/listener interest and style.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.a** Read complex text with purpose and understanding.
- **RF.5.4.b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.5.4.c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.