



## Grade 5

<b>Topics &amp; Standards</b>	<b>Unit 1</b>
<b>Q1</b>	<p><b>Reading: Literature</b></p> <p>RL/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL/RI.5.2: Analyze literary text development.</p> <p>a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>b. Summarize the text, incorporating a theme determined from details in the text/ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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)/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.</p> <p>RL/RI.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms/Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject areas</i>.</p> <p>RL/RI.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/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.</p> <p>RL/RI.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry/including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p><b>Writing: Narrative</b></p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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	<p><b>Language</b></p> <p>L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p><b>Speaking and Listening</b></p> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
8-9 Weeks	UBD Framework <b>Formative/Summative</b> ●4-7 performance tasks that reach DOK level 4 AND/OR ●3-5 FATPs / RAFTs At least 1 GRASP per Quarter At least 1 Common	Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing Guided Writing Independent Writing Letter and Word Study	<b>Journey's Common Core Teacher's edition- Online and Textbook option            Unit 1 Lessons 1-5</b>  <b>Suggested Stories</b> Theme: Experiments-A Package for Mrs. Jewels-Humorous Fiction Theme: Politics-Off and Running-Realistic Fiction Theme Physical Fitness-Double Dutch: A Celebration pf Jump	<b>Unit 1</b> Narrative Writing Word Choice Ideas Dialogue

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	Short Cycle per quarter Journey's Assessments: Weekly tests Benchmark Unit Core Assessments Progress Monitoring Performance Task Defined stem performance task Online assessment automatic scoring options		Rope, Rhyme, and Sisterhood Narrative Nonfiction
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<i><b>Topic &amp; Standard</b></i>	<b>Unit 2</b>
<i><b>Q1</b></i>	<p><b>Reading: Informational Text</b></p> <p>RI/RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text/.Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI/RL.5.2: Analyze informational text development/Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>a. Determine the main ideas of a text and explain how they are supported by key details.</p> <p>b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.</p> <p>RI/RL.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/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).</p>

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RI/RL.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area/Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RI/RL.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/Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RI/RL.5.10: RL/RI.5.10: By the end of the year, read and comprehend /social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently/ literature, including stories, dramas, and poetry.

## **Writing: Narrative**

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

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 peers and adults, 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, while demonstrating sufficient command of keyboarding.

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

W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Language**

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

## **Speaking and Listening**

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

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

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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	<p>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.</p> <p>SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>			
<i><b>Time Frame</b></i>	<i><b>Types of Assessment (Evidence)</b></i>	<i><b>Balanced Literacy Integration</b></i>	<i><b>Resources (Curriculum /Textbook)</b></i>	<i><b>Writing Across The Curriculum</b></i>
8-9 Weeks	<p>UBD Framework Units</p> <p><b>Formative/Summative</b></p> <ul style="list-style-type: none"> <li>●4-7 performance tasks that reach DOK level 4</li> <li>AND/OR</li> <li>●3-5 FATPs / RAFTs</li> <li>At least 1 GRASP per quarter</li> </ul>	<p>Read Aloud</p> <p>Shared Reading</p> <p>Guided Reading</p> <p>Independent Reading</p> <p>Shared Writing</p> <p>Interactive Writing</p> <p>Guided Writing</p> <p>Independent Writing</p> <p>Letter and Word Study</p>	<p><b>Unit 2 Lesson 6-10</b></p> <p>Theme: Wild Animals-Quest for the Tree Kangaroo Informational Text</p> <p>Theme: Courage-Storm Warriors-Historical Fiction</p> <p>Theme: Animal Behaviors Cougars-Informational Text</p> <p><b>Supporting Features:</b></p> <p>My Smart Planner- weekly and daily lesson guide</p> <p>Digital Gateway</p> <p>Vocabulary in Context</p> <p>Access: Skills and strategies resources</p> <p>Standards review</p> <p>Home connection</p> <p><b>Online Resources:</b></p> <p>Definedstem.com- lesson/unit ideas</p> <p>Google.discoveryeducation.</p>	<p><b>Unit 2</b></p> <p>Informative Writing</p> <p>Procedural Composition</p> <p>Compare and Contrast</p> <p>Organizational Writing</p> <p>Continue to work on Word Choice</p>

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<b>Topic &amp; Standard</b>	<b>Unit 3</b>
<b>Q2</b>	<p><b>Reading: Literature</b></p> <p>RL/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text./Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL/RI/.5.2: Analyze literary text development/Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>b. Summarize the text, incorporating a theme determined from details in the text.</p> <p>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)/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.</p> <p>RL/RI.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms/Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject areas</i>.</p> <p>RL.5.6: Describe how a narrator’s or speaker’s point of view and perspective influence how events are described./ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RL/RI.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)/ 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.</p> <p>RL/RI.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry/including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
	<p><b>Writing: Opinion</b></p> <p>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

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	<p>W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			
	<p><b>Speaking and Listening</b></p> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>			
<b><i>Time Frame</i></b>	<b><i>Types of Assessment (Evidence)</i></b>	<b><i>Balanced Literacy Integration</i></b>	<b><i>Resources (Curriculum /Textbook)</i></b>	<b><i>Writing Across The Curriculum</i></b>
8-9 Weeks	UBD Framework Units: <b>Formative/Summative</b> ●4-7 performance tasks that reach DOK level 4 AND/OR ●3-5 FATPs / RAFTs ☑ At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter Journey's Assessments: Weekly tests	Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing Guided Writing Independent Writing Letter and Word Study	<b>Journey's Common Core Teacher's edition- Online and Textbook option</b> <b>Unit 3 Lessons 11-15</b> Suggested Stories Theme: Early American Government-Dangerous Crossing-Historical Fiction Theme: Independence-Can't You Make Them Behave King George-Narrative Nonfiction Theme: Patriotism-We Were There Too-Biography	Unit 3 Opinion Essay Problem/Solution Composition Persuasive Letter Prewrite Persuasive Essay Draft, Revise, Edit, Publish of Persuasive Essay

## Grade 5

	Benchmark Unit Core Assessments Progress Monitoring Performance Task Defined stem performance task Online assessment automatic scoring options		Theme: Patriotism-Patriotic Poetry- (Connection to the unit focus)	
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	<b>Unit 4</b>
<b><i>Topic &amp; Standard</i></b>  <b><i>Q2</i></b>	<p><b>Reading: Informational Text</b></p> <p>RI/RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text/.Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI/RL.5.2: Analyze informational text development/Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <ol style="list-style-type: none"> <li>a. Determine the main ideas of a text and explain how they are supported by key details.</li> <li>b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.</li> </ol>

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RI/RL.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/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).

RI/RL.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area/Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RI/RL.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/Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RI/RL.5.10: RL/RI.5.10: By the end of the year, read and comprehend /social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently/ literature, including stories, dramas, and poetry.

## **Writing: Opinion**

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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 peers and adults, 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, while demonstrating sufficient command of keyboarding.

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: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Language**

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

## Grade 5

	<p><b>Speaking and Listening</b></p> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p> <p>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.</p> <p>SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
8-9 Weeks	UBD Framework <b>Formative/Summative</b> ●4-7 performance tasks that reach DOK level 4 AND/OR ●3-5 FATPs / RAFTs At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter Journey's Assessments: Weekly tests Benchmark Unit Core Assessments Progress Monitoring Performance Task	Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing Guided Writing Independent Writing Letter and Word Study	<b>Unit 4 Lesson 16-20</b> Theme: Creative Inventions LAFFF – Science Fiction Theme: Creative Writing-The Dog Newspaper-Autobiography Theme: Human-Animal Interaction-The Black Stallion Adventure <b>Supporting Features:</b> My Smart Planner- weekly and daily lesson guide Digital Gateway Access: Skills and strategies resources Vocabulary in Context Standards review Home connection <b>Online Resources:</b>	<b>Unit 4</b> Friendly Letter Character Description Autobiography Prewrite Personal Narrative Draft, Revise, Edit, Publish Personal Narrative

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	Defined stem performance task Online assessment automatic scoring options		Definedstem.com- lesson/unit ideas Google.discoveryeducation.	
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<i><b>Topic &amp; Standard</b></i>	<b>Unit 5</b>
<b>Q3</b>	<p><b>Reading: Informational Text</b></p> <p>RI/RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text/.Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI/RL.5.2: Analyze informational text development/Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>a. Determine the main ideas of a text and explain how they are supported by key details.</p> <p>b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.</p> <p>RI/RL.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/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).</p> <p>RI/RL.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area/Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RI/RL.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/Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI/RL.5.10: RL/RI.5.10: By the end of the year, read and comprehend /social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently/ literature, including stories, dramas, and poetry.</p>

# Grade 5

## **Writing: Informative/Explanatory**

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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 peers and adults, 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, while demonstrating sufficient command of keyboarding.

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.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Language**

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies

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

## **Speaking and Listening**

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

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

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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.

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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. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

<i><b>Time Frame</b></i>	<i><b>Types of Assessment (Evidence)</b></i>	<i><b>Balanced Literacy Integration</b></i>	<i><b>Resources (Curriculum /Textbook)</b></i>	<i><b>Writing Across The Curriculum</b></i>
8-9 Weeks	UBD Framework Unit: <b>Formative/Summative</b> ●4-7 performance tasks that reach DOK level 4 AND/OR ●3-5 FATPs / RAFTs At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter Journey's Assessments: Weekly tests Benchmark Unit Core Assessments Progress Monitoring Performance Task Defined stem performance task Online assessment automatic scoring options	Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing	<b>Journey's Common Core Teacher's edition Online and Textbook option Unit 5 Lessons 21-25</b>  <b>Suggested Stories</b> Theme: Extreme Environments Tucket's Travels-Historical Fiction Theme: The West-Vaqueros: America's First Cowboys Informational Text Theme: The West-Rhyme on the Range-Poetry (Connection to the topic) Theme: Exploration-Lewis and Clark-Narrative Nonfiction	<b>Unit 5</b> Editorial Response to Literature Persuasive Argument Prewrite-Response Essay Draft, Revise, Edit, Publish Response Essay

# Grade 5

<b>Topic &amp; Standard</b>  <b>Q3</b>	<b>Unit 6</b>
	<p><b>Reading: Literature</b></p> <p>RL/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text./Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL/RI/.5.2: Analyze literary text development/Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>b. Summarize the text, incorporating a theme determined from details in the text.</p> <p>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)/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.</p> <p>RL/RI.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms/Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject areas</i>.</p> <p>RL.5.6: Describe how a narrator’s or speaker’s point of view and perspective influence how events are described./ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RL/RI.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)/ 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.</p> <p>RL/RI.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry/including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
	<p><b>Writing: Informative/Explanatory</b></p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

# Grade 5

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Language**

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.5: Demonstrate understanding of word relationships and nuances in word meanings.

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

**Speaking and Listening**

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

<i><b>Time Frame</b></i>	<i><b>Types of Assessment (Evidence)</b></i>	<i><b>Balanced Literacy Integration</b></i>	<i><b>Resources (Curriculum /Textbook)</b></i>	<i><b>Writing Across The Curriculum</b></i>
8-9 Weeks	UBD Framework Unit: <b>Formative/Summative</b>	Read Aloud Shared Reading Guided Reading	<b>Unit 6 Lesson 26-30</b> Theme: Adaptations and Curiosity Animals	<b>Unit 6</b> Informative Writing Definition Paragraph

# Grade 5

	<ul style="list-style-type: none"> <li>●4-7 performance tasks that reach DOK level 4 AND/OR</li> <li>●3-5 FATPs / RAFTs</li> <li>At least 1 GRASP per quarter</li> <li>☑ At least 1 Common Short Cycle per quarter</li> </ul> <p>Journey's Assessments:</p> <ul style="list-style-type: none"> <li>Weekly tests</li> <li>Benchmark Unit</li> <li>Core Assessments</li> <li>Progress Monitoring</li> <li>Performance Task</li> <li>Defined stem performance task</li> <li>Online assessment automatic scoring options</li> </ul>	<p>Independent Reading Shared Writing Interactive Writing</p>	<p>on the Move Informational Text Theme: Archeology-Fossils: A Peek into the Past-Informational Text Theme: Curiosity- Get Lost! The Puzzle of Mazes-Informational Text</p> <p><b>Supporting Features:</b> My Smart Planner- weekly and daily lesson guide Digital Gateway Access: Skills and strategies resources Vocabulary in Context Standards review Home connection</p> <p><b>Online Resources:</b> Definedstem.com- lesson/unit ideas Google.discoveryeducation.</p>	<p>☑ Focus Trait: Word Choice Journal Entry Focus Trait: voice Summary Focus Trait: Idea Informative Writing: Prewrite an Informational Essay Focus Trait: Organization Draft and Revise an Informational Essay Focus Trait: Ideas</p>
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<b><i>Topic &amp; Standard</i></b>	<b>Unit 7</b>
	Reading: Literature

# Grade 5

Q4

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

RL/RI/.5.2: Analyze literary text development/Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

b. Summarize the text, incorporating a theme determined from details in 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)/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.

RL/RI.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms/Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject areas*.

RL.5.6: Describe how a narrator's or speaker's point of view and perspective influence how events are described./ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RL/RI.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)/ 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.

RL/RI.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry/including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

## **Writing: Opinion**

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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 peers and adults, 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, while demonstrating sufficient command of keyboarding.

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.

## Grade 5

	<p>W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Language</b></p> <p>L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p> <p><b>Speaking and Listening</b></p> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.2: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p>			
<i><b>Time Frame</b></i>	<i><b>Types of Assessment (Evidence)</b></i>	<i><b>Balanced Literacy Integration</b></i>	<i><b>Resources (Curriculum /Textbook)</b></i>	<i><b>Writing Across The Curriculum</b></i>
8-9 Weeks	UBD Framework Unit: <b>Formative/Summative</b> ●4-7 performance tasks that reach DOK level 4 AND/OR ●3-5 FATPs / RAFTs	Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing Guided Writing Independent Writing	<b>Journey's Common Core Teacher's edition- Online and Textbook option</b> <b>Unit 1 Lesson 1</b> A Package for Ms. Jewels-Reader's Theater <b>Unit 6</b>	Research and Media-The Scientific Method Conduct Research to solve a problem Science Fair Compare and Contrast multiple text

## Grade 5

	<p>At least 1 GRASP per quarter</p> <p>At least 1 Common Short Cycle per quarter</p> <p>Journey's Assessments:</p> <p>Weekly tests</p> <p>Benchmark Unit</p> <p>Core Assessments</p> <p>Progress Monitoring</p> <p>Performance Task</p> <p>Defined stem performance task</p> <p>Online assessment automatic scoring options</p>	<p>Letter and Word Study</p>	<p>Research and Media-The Scientific Method</p> <p>Mysteries at Cliff Palace-Reader's Theater</p> <p>Novel Choice</p> <p>AIR Test Prep</p> <p>NWEA Skills Practice</p> <p>Procore Test Prep</p> <p><b>Supporting Resources</b></p> <p>My Smart Planner- weekly and daily lesson guide</p> <p>Digital Gateway</p> <p>Access: Skills and strategies resources</p> <p>Vocabulary in Context</p> <p>Standards review</p> <p>Home connection</p> <p><b>Online Resources:</b></p> <p>Definedstem.com- lesson/unit ideas</p> <p>Google.discoveryeducation</p>	<p>Response to Literature</p>
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<b><i>Topic &amp; Standard</i></b>	<b>Unit 8</b>
	<p><b>Reading: Informational Text</b></p> <p>RI/RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text/.Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

# Grade 5

**Q4**

RI/RL.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/Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RI/RL.5.10: RL/RI.5.10: By the end of the year, read and comprehend /social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently/ literature, including stories, dramas, and poetry.

**Writing: Opinion**

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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 peers and adults, 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, while demonstrating sufficient command of keyboarding.

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.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Language**

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

**Speaking and Listening**

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

## Grade 5

	<p>SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p> <p>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.</p> <p>SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>