



Grade 5

2019-2020

Topics & Standards

Q1

Reading Literature and Informational Standards are paired together throughout the year.

Literature

Key Ideas & Details

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 Analyze literary text development.

- 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 the 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).

Previous Grade Level Progression Statement: Students were expected to summarize, determine a theme, draw inferences, and describe specific events and details. They were also expected to describe characters using thoughts, actions, and dialogue.

Next Grade Level Progression Statement: Students are expected to demonstrate an understanding of key elements. Students also write a summary barring personal judgement and using specific evidence from the text.

Informational

Key Ideas & Details

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 Analyze informational text development.

- a. Determine the main ideas of a text and explain how they are supported by key details.
- b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.

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.

Previous Grade Level Progression Statement: Students were expected to support their inferences by referring to details and examples from the text, identify main idea with one supporting detail and use those details to summarize information. Finally, students explained historical and scientific and technical information.

Next Grade Level Progression Statement: Students are expected to cite textual evidence in their analysis of a text.

Writing: Narrative 2-3 Weeks

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.5.9: 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.

Opinion 6 Weeks Into Q2

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

- a. 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.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

W.5.4

W.5.5

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<p>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 skills.</p> <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.5.8 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</p> <p>Language</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>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5: Demonstrate an 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>Speaking and Listening</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 here 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>

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7-9 weeks	<p>RL.5.1 DOK 2 Example: Select a sentence from the paragraph that supports the idea that [idea about setting]. Example: Which two sentences from the passage show that [Character A] thinks he is more important than [Character B]?</p> <p>DOK 3 Example: Part A: What inference can be made about [a character] based on [specific paragraph(s)]? Part B: Which sentence from the passage supports the answer in Part A?</p> <p>RL.5.2 DOK 2 Example: How do the speaker's thoughts on [topic of poem] reflect a theme in the poem? Example: Select three details that should be included in a summary of the passage.</p> <p>DOK 3 Example: Part A: What is a theme of the story? Part B: How do [Character A's] actions support the theme in Part A?</p> <p>RL.5.3 DOK 2 Example: Part A: Why do the characters prefer [first setting] instead of [second setting]? Part B: What does the answer in Part A show about the characters? Example: What do these sentences [specific sentences provided] reveal about [a relationship between two characters]? Example: How does the author describe [Character A] and [Character B] in the passage? Select the boxes to show if the phrase refers to Character A, Character B, or both characters.</p> <p>DOK 3 Example: Part A: How does [Character A's] opinion about [a subject] differ from [Character B's]? Part B: Which detail from the passage supports the answer in Part A?</p>	<p>RI.5.1 DOK 2 Example: Select two sentences from the passage that show why [inference about topic in passage].</p> <p>DOK 3 Example: Part A: Which conclusion can be made about [a specific topic]? Part B: Which sentence from the passage supports the answer in Part A?</p> <p>RI.5.2 DOK 2 Example: Which three sentences should be included in a summary of the passage? Example: Part A: How does the author support his/her first main idea that [main idea from passage]? Part B: How does the author support his/her second main idea that [main idea from passage]?</p> <p>DOK 3 Example: Part A: Select two main ideas that are developed in the passage. Part B: How does the author develop the main ideas in Part A?</p> <p>RI.5.3 DOK 2 Example: What is the relationship between [two events] in the passage? Example: Based on [a specific paragraph], what do [two events] have in common?</p> <p>DOK 3 Example: How did [a specific event] affect [a later event]?</p>	<p>L.5.4 DOK 1 Example: Select the phrase from the sentence that shows the meaning of [target word/phrase].</p> <p>DOK 2 Example: What does [target word] mean as used in the sentence? (sentence may be provided within the item)</p> <p>L.5.5 DOK 1 Example: What is the meaning of [a common idiom] as it is used in the paragraph?</p> <p>DOK 2 Example: What is the meaning of [a figurative phrase] as it is used in the passage?</p> <p>DOK 3 Example: Part A: What does [a specific phrase] mean as used in the sentences? (direct sentences may be included in the item) Part B: How does this meaning show what [a character] thinks about [a specific event in the passage]?</p>	<p>Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing Guided Writing Independent Writing Letter and Word Study **The Daily 5</p>	<p>Journey's Common Core Teacher's edition- Online and Textbook option Units 1</p> <p>Scholastic Storyworks</p> <p>Novel Sets Available Through Media Center and Central Storage</p> <p>ODE Model Curriculum</p>	<p>Social Studies Integrated Narrative and Opinion Writing Word Choice Ideas Dialogue</p>
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Grade 5

<p>Topics & Standards</p> <p style="text-align: center; margin-top: 20px;">Q2</p>	<p>Literature</p> <p>Key Ideas and Details</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Craft and Structure</p> <p>RL.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.</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view and perspective influence how events are described.</p> <p><i>Previous Grade Level Statement: In the previous grade level, students were expected to understand words as used in the text, including those that allude to significant characters used in mythology. They were expected to describe the structural elements of poems, drama, and prose when speaking or writing about a text. Students were also expected to know the difference between first and third person point of view and perspective.</i></p> <p><i>Next Grade Level Statement: In the next grade level, students are expected to create meaning of words and phrases by identifying and analyzing an author’s style, determining point of view (first person, third person - limited, omniscient) and explaining how the author’s choice of narration impacts how the story is told (perspective). Students will also analyze the connotative meaning of words (feelings associated with words) and tone (the author’s attitude toward his or her subject).</i></p>	<p>Informational</p> <p>Key Ideas and Details</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Craft and Structure</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>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.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.</p> <p><i>Previous Grade Level Statement: Students were expected to determine the meaning of words using context and describe the overall structure of a text. They also compared and contrasted primary and secondary sources of the same event.</i></p> <p><i>Next Grade Level Statement: In the next grade level students are expected to determine the meaning of words in context and the figurative, connotative, and technical meanings. Students are expected to analyze how parts of texts contribute to the overall development of the text and ideas. Students are also expected to determine an author’s perspective and purpose in a text and explain how it is conveyed.</i></p>
<p>Writing: Opinion 2-3 Weeks</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</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.5.6 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 skills.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		

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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.

Informative/Explanatory 6 Weeks Into Q3

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

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid in comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

- W.5.4
- W.5.5
- W.5.6
- W.5.7
- W.5.8
- W.5.9

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.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5: Demonstrate an 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.5.2: 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.5.6: 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>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>
7-9 weeks		Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing Guided Writing	Journey's Common Core Teacher's edition- Online and Textbook option Units 2 and 3 Scholastic Storyworks	Social Studies Integrated Narrative Writing Word Choice Ideas Dialogue

Grade 5

<p>RL.5.4 DOK 1 Example: Which phrase from the passage helps the reader understand the meaning of [target word/phrase]?</p> <p>DOK 2 Example: What does the word [“target word”] show about [a character]? Example: What does [“a target phrase”] mean as it relates to [a character]?</p> <p>DOK 3 Example: Part A: The author uses [“a target phrase”] to describe [a character] throughout the passage. What is the meaning of [“the target phrase”] as used in the passage? Part B: Which detail helps the reader understand the meaning of [target phrase]?</p> <p>RL.5.5 DOK 2 Example: What is the purpose of [a specific paragraph(s)]? Example: How do the events in [a set of paragraphs] contribute to the story?</p> <p>DOK 3 Example: How does [a specific paragraph] contribute to the resolution of the story?</p> <p>RL.5.6 DOK 2 Example: How does the narrator’s perspective influence how the story is told? Example: Part A: From whose point of view is the story told? Part B: How does the point of view in Part A affect what the reader knows about [a character’s action]?</p> <p>DOK 3 Example: Part A: How does [the speaker’s] perspective influence his/her actions? Part B: Select two sentences from the passage that support the answer in Part A.</p>	<p>RI.5.4 DOK 1 Example: Which phrase from the sentence provides an example of the meaning of [a domain-specific word/phrase]?</p> <p>DOK 2 Example: What does the word [a general academic word] mean as used in the sentence? (sentence provided within the item)</p> <p>DOK 3 Example: Part A: What does the phrase [a general academic phrase] mean as used in [a specific paragraph]? Part B: Select the phrase from [the specific paragraph] that gives a clue to the meaning of [the general academic phrase].</p> <p>RI.5.5 DOK 2 Example: Both passages are structured [specific structural technique]. Why do both authors structure the passage this way?</p> <p>DOK 3 Example: How does the structure of Passage 1 differ from Passage 2?</p> <p>RI.5.6 DOK 2 Example: Passage 1 says that [perspective on topic]. How does Passage 2 develop a different perspective?</p> <p>DOK 3 Example: Which sentence shows what the authors of Passage 1 and Passage 2 have learned about [a specific subject]? Example: How does Passage 1 present information about [a subject] differently than Passage 2?</p>	<p>L.5.4 DOK 1 Example: Select the phrase from the sentence that shows the meaning of [target word/phrase].</p> <p>DOK 2 Example: What does [target word] mean as used in the sentence? (sentence may be provided within the item)</p> <p>L.5.5 DOK 1 Example: What is the meaning of [a common idiom] as it is used in the paragraph?</p> <p>DOK 2 Example: What is the meaning of [a figurative phrase] as it is used in the passage?</p> <p>DOK 3 Example: Part A: What does [a specific phrase] mean as used in the sentences? (direct sentences may be included in the item) Part B: How does this meaning show what [a character] thinks about [a specific event in the passage]?</p>	<p>Independent Writing Letter and Word Study **The Daily 5</p>	<p>Novel Sets Available Through Media Center and Central Storage</p> <p>ODE Model Curriculum</p>
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Topics & Standards	Literature	Informational
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Grade 5

Q3

Literature

Key Ideas and Details

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

Integration of Knowledge and Ideas- 4 Weeks

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal 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.

Craft & Structure- 4-5 Weeks

RL.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.

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 and perspective influence how events are described.

Integration of Knowledge and Ideas:

Previous Grade Level Progression Statement In the previous grade level, students were expected to make connections between the text and a visual or oral presentation of the text and compare and contrast similar themes and topics as well as patterns of events in diverse literature from different cultures.

Next Grade Level Progression Statement In the next grade level, students are expected to compare and contrast a story, drama, or poem with audio, video, or live version of the text. Students will also be expected to compare and contrast text in different forms or genres.

Craft & Structure:

Previous Grade Level Statement: In the previous grade level, students were expected to understand words as used in the text, including those that allude to significant characters used in mythology. They were expected to describe the structural elements of poems, drama, and prose when speaking or writing about a text. Students were also expected to know the difference between first and third person point of view and perspective.

Next Grade Level Statement: In the next grade level, students are expected to create meaning of words and phrases by identifying and analyzing an author’s style, determining point of view (first person, third person - limited, omniscient) and explaining how the author’s choice of narration impacts how the story is told (perspective). Students will also analyze the connotative meaning of words (feelings associated with words) and tone (the author’s attitude toward his or her subject).

Informational

Key Ideas and Details

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

Integration of Knowledge and Ideas- 4 Weeks

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 evidence to support particular points in a text, identifying which evidence supports corresponding point(s).

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Craft & Structure- 4-5 Weeks

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5 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 perspectives they represent.

Integration of Knowledge and Ideas:

Previous Grade Level Progression Statement In the previous grade level, students were expected to interpret and explain information presented visually, orally, or quantitatively. They explained how an author uses evidence to support particular points in a text, and integrate information from two texts on the same topic.

Next Grade Level Progression Statement In the next grade level, students are expected to gather and integrate information presented in multiple formats to draw conclusions, trace, and evaluate argument to determine claims that are supported by evidence from those that are not, and compare and contrast different types of text on the same topic while analyzing the author’s craft.

Craft & Structure:

Previous Grade Level Statement: Students were expected to determine the meaning of words using context and describe the overall structure of a text. They also compared and contrasted primary and secondary sources of the same event.

Next Grade Level Statement: In the next grade level students are expected to determine the meaning of words in context and the figurative, connotative, and technical meanings. Students are expected to analyze how parts of texts contribute to the overall development of the text and ideas. Students are also expected to determine an author’s perspective and purpose in a text and explain how it is conveyed.

Writing:

Grade 5

Informative/Explanatory- 6 Weeks

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

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid in comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain specific vocabulary to inform about or explain the topic. 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 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 skills.

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.

Opinion- 3 Weeks

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

- a. 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.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

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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.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5: Demonstrate an 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

Grade 5

	<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 here 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>
7-9 weeks	<p>Integration of Knowledge and Ideas: RL.5.7 DOK 2 Example: How does the picture before [a specific paragraph] help the reader understand the story? Example: Which detail from the story is supported by the illustration?</p> <p>DOK 3 Example: How does the picture help develop the mood of the story? Example: Part A: How does the image in Passage 2 help the reader understand the plot of the story? Part B: Which sentence from the passage supports the answer from Part A?</p> <p>RL.5.9 DOK 2 Example: Select two ideas that are found in both Passage 1 and Passage 2. Example: How are Passage 1 and Passage 2 similar/different?</p> <p>DOK 3 Example: Select the boxes to show whether each approach to develop theme is used in Passage 1, Passage 2, or both passages. Example: Part A: How are Passage 1 and Passage 2 alike? Part B: Select two details, one from each passage, to support the answer in Part A.</p> <p>Craft and Structure RL.5.4 DOK 1 Example: Which phrase from the passage helps the reader understand the meaning of [target word/phrase]?</p> <p>DOK 2 Example: What does the word ["target word"] show about [a character]?</p>	<p>Integration of Knowledge and Ideas: RI.5.7 DOK 2 Example: Select two sentences from [a specific paragraph from print text] that support a conclusion from [a digital source].</p> <p>DOK 3 Example: How does the chart from the webpage improve the reader's understanding of the information in the passage?</p> <p>RI.5.8 DOK 2 Example: Which two statements support the author's point that [a point made in the passage]? Example: How does the author support the idea that [idea from passage]?</p> <p>DOK 3 Example: Part A: What idea does the author develop in [a specific paragraph]? Part B: Which detail from the passage supports the answer in Part A?</p> <p>RI.5.9 DOK 3 Example: Select two details, one from each passage, that explain why [idea about a topic]. Example: Select the boxes to show whether the idea was developed in Passage 1, in Passage 2, or in both passages.</p> <p>Craft and Structure RI.5.4 DOK 1 Example: Which phrase from the sentence provides an example of the meaning of [a domain-specific word/phrase]?</p>	<p>L.5.4 DOK 1 Example: Select the phrase from the sentence that shows the meaning of [target word/phrase].</p> <p>DOK 2 Example: What does [target word] mean as used in the sentence? (sentence may be provided within the item)</p> <p>L.5.5 DOK 1 Example: What is the meaning of [a common idiom] as it is used in the paragraph?</p> <p>DOK 2 Example: What is the meaning of [a figurative phrase] as it is used in the passage?</p> <p>DOK 3 Example: Part A: What does [a specific phrase] mean as used in the sentences? (direct sentences may be included in the item) Part B: How does this meaning show what [a character] thinks about [a specific event in the passage]?</p>	<p>Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing Guided Writing Independent Writing Letter and Word Study **The Daily 5</p>	<p>Journey's Common Core Teacher's edition- Online and Textbook option Units 4 and 5</p> <p>Scholastic Storyworks</p> <p>Novel Sets Available Through Media Center and Central Storage</p> <p>ODE Model Curriculum</p>	<p>Social Studies Integrated Informative and Opinion Writing Word Choice Ideas Dialogue</p>

Grade 5

<p>Example: What does [“a target phrase”] mean as it relates to [a character]?</p> <p>DOK 3 Example: Part A: The author uses [“a target phrase”] to describe [a character] throughout the passage. What is the meaning of [“the target phrase”] as used in the passage? Part B: Which detail helps the reader understand the meaning of [target phrase]?</p> <p>RL.5.5 DOK 2 Example: What is the purpose of [a specific paragraph(s)]? Example: How do the events in [a set of paragraphs] contribute to the story?</p> <p>DOK 3 Example: How does [a specific paragraph] contribute to the resolution of the story?</p> <p>RL.5.6 DOK 2 Example: How does the narrator’s perspective influence how the story is told? Example: Part A: From whose point of view is the story told? Part B: How does the point of view in Part A affect what the reader knows about [a character’s action]?</p> <p>DOK 3 Example: Part A: How does [the speaker’s] perspective influence his/her actions? Part B: Select two sentences from the passage that support the answer in Part A.</p>	<p>DOK 2 Example: What does the word [a general academic word] mean as used in the sentence? (sentence provided within the item)</p> <p>DOK 3 Example: Part A: What does the phrase [a general academic phrase] mean as used in [a specific paragraph]? Part B: Select the phrase from [the specific paragraph] that gives a clue to the meaning of [the general academic phrase].</p> <p>RI.5.5 DOK 2 Example: Both passages are structured [specific structural technique]. Why do both authors structure the passage this way?</p> <p>DOK 3 Example: How does the structure of Passage 1 differ from Passage 2?</p> <p>RI.5.6 DOK 2 Example: Passage 1 says that [perspective on topic]. How does Passage 2 develop a different perspective?</p> <p>DOK 3 Example: Which sentence shows what the authors of Passage 1 and Passage 2 have learned about [a specific subject]? Example: How does Passage 1 present information about [a subject] differently than Passage 2?</p>		
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<p>Topics & Standards</p> <p style="text-align: center; font-weight: bold;">Q4</p>	<p>Literature</p> <p>Key Ideas and Details</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Integration of Knowledge and Ideas</p> <p>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.</p>	<p>Informational</p> <p>Key Ideas and Details</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p>
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Grade 5

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Previous Grade Level Progression Statement In the previous grade level, students were expected to read and comprehend literature, activate prior knowledge, and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Next Grade Level Progression Statement In the next grade level, students are expected to break down text, respond to literature, read for enjoyment, and make a variety of connections in order to demonstrate comprehension.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Previous Grade Level Progression Statement In the previous grade level students were expected to read and comprehend informational texts at the high end of the grades 4-5 band with scaffolding and support.

Next Grade Level Progression Statement In the next grade level students are expected to read and comprehend literary nonfiction at the high-end of the 6-8 text complexity band proficiently, with scaffolding and support.

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 skills.

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.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5: Demonstrate an 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

Grade 5

<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 here 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>
7-9 weeks	<p>RL.5.9 DOK 2 Example: Select two ideas that are found in both Passage 1 and Passage 2. Example: How are Passage 1 and Passage 2 similar/different?</p> <p>DOK 3 Example: Select the boxes to show whether each approach to develop theme is used in Passage 1, Passage 2, or both passages. Example: Part A: How are Passage 1 and Passage 2 alike? Part B: Select two details, one from each passage, to support the answer in Part A.</p>	<p>RI.5.9 DOK 3 Example: Select two details, one from each passage, that explain why [idea about a topic]. Example: Select the boxes to show whether the idea was developed in Passage 1, in Passage 2, or in both passages.</p>	<p>L.5.4 DOK 1 Example: Select the phrase from the sentence that shows the meaning of [target word/phrase].</p> <p>DOK 2 Example: What does [target word] mean as used in the sentence? (sentence may be provided within the item)</p> <p>L.5.5 DOK 1 Example: What is the meaning of [a common idiom] as it is used in the paragraph?</p> <p>DOK 2 Example: What is the meaning of [a figurative phrase] as it is used in the passage?</p> <p>DOK 3 Example: Part A: What does [a specific phrase] mean as used in the sentences? (direct sentences may be included in the item) Part B: How does this meaning show what [a character] thinks about [a specific event in the passage]?</p>	<p>Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing Guided Writing Independent Writing Letter and Word Study **The Daily 5</p>	<p>Journey's Common Core Teacher's edition- Online and Textbook option Unit 6</p> <p>Scholastic Storyworks</p> <p>Novel Sets Available Through Media Center and Central Storage</p> <p>ODE Model Curriculum</p>	<p>Social Studies Integrated Narrative Writing Word Choice Ideas Dialogue</p>

Reading Foundations 5.3 and 5.4 should be incorporated throughout the year.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

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

Vocabulary Resources:
 ODE Model Curriculum Glossary of ELA Terms: <http://bit.ly/2GTrFiC>
 MAP RIT to Concept: <http://bit.ly/2TjQhpl>
 ***Refer to pages 15, 22, 23 and 24 for key 5th grade vocabulary.