

## Curricular Framework English Language Arts-Grade 5

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#"><u>Unit 1</u></a>	Primary Focus Standards: RL.5.1    RI.5.1    RF.5.3A RL.5.2    RI.5.2    RF.5.4A,B,C RL.5.4    RI.5.4 RL.5.6    RI.5.6	Primary Focus Standards: W.5.1A,B,C,D W.5.4 W.5.5 W.5.6 W.5.7 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.6	Primary Focus Standards: L.5.1A,B L.5.2A,E L.5.4A,C L.5.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 Extended Text</li> <li>3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Opinion/ research writing</li> <li>Routine writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<a href="#"><u>Unit 2</u></a>	Primary Focus Standards: RL.5.1    RI.5.1    RF.5.3A RL.5.2    RI.5.2    RF.5.4A,B,C RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9	Primary Focus Standards: W.5.2A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.8 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.2 SL.5.3 SL.5.6	Primary Focus Standards: L.5.1A,C L.5.2B,E L.5.3A,B L.5.4A,C L.5.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 Extended Text</li> <li>3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Research/informative</li> <li>Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	These standards are embedded within the writing process
<a href="#"><u>Unit 3</u></a>	Primary Focus Standards: RL.5.1    RI.5.    RF.5.3A RL.5.2    RI.5.    RF.5.4A,B,C RL.5.3    .2 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9	Primary Focus Standards: W.5.3A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.9 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.2 SL.5.4 SL.5.6	Primary Focus Standards: L.5.1A,D L.5.2C,E L.5.4A,C L.5.5A,B,C L.5.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 - 2 Extended Texts</li> <li>4-8 shorter texts depending upon</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Narrative</li> <li>Research/literary analysis</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>Present in small groups and to whole class.</li> </ul>	These standards are embedded within the writing process.

### Curricular Framework English Language Arts-Grade 5

Overview	Reading	Writing	Speaking and Listening	Language
	length and complexity	<ul style="list-style-type: none"> <li>Routine writing</li> </ul>		
<a href="#">Unit 4</a>	Primary Focus Standards: RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RL.5.4 RI.5.4 RL.5.5 RI.5.5 RL.5.6 RI.5.6 RL.5.10 RI.5.10	Primary Focus Standards: W.5.2A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.10 Select at least one from W.5.7, W.5.8, W.5.9	Primary Focus Standards: SL.5.1A,B,C,D SL.5.5 SL.5.6	Primary Focus Standards: L.5.1A,B,C,D L.5.2D,E L.5.4A,B,C L.5.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 Extended Text</li> <li>3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Research/Informative and Explanatory</li> <li>Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Debates</li> <li>Present in small groups and to whole class</li> </ul>	These standards are embedded within the writing process
<b>Suggested Open Educational Resources</b>	Reading <ul style="list-style-type: none"> <li><a href="#">North Carolina-5th Gr. ELA Unpacking the Standards</a></li> <li><a href="#">PARCC Evidence Tables</a></li> <li><a href="#">Point of View Video</a></li> <li><a href="#">Main Idea Practice</a></li> <li><a href="#">Inference Practice</a></li> <li><a href="#">Read Aloud Strategy</a></li> <li><a href="#">Circle Plot Diagram</a></li> <li><a href="#">Fluency Packet</a></li> </ul>	Writing/Language <ul style="list-style-type: none"> <li><a href="#">Brainstorm before Writing</a></li> <li><a href="#">Conferencing Video</a></li> <li><a href="#">Writing Narratives</a></li> <li><a href="#">Narrative Lessons</a></li> <li><a href="#">Compare/Contrast Map</a></li> <li><a href="#">Essay Map</a></li> <li><a href="#">Implementing the Writing Process</a></li> <li><a href="#">Mini Lessons</a></li> <li><a href="#">Writing Samples</a></li> <li><a href="#">Spelling practice</a></li> <li><a href="#">Various ELA Practices</a></li> <li><a href="#">Word Relationships</a></li> <li><a href="#">Grammar Practice</a></li> <li><a href="#">More Grammar Practice</a></li> <li><a href="#">Flocabulary</a></li> <li><a href="#">Context Clues</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li><a href="#">Notes for Discussions Video</a></li> <li><a href="#">Text Talk Time</a></li> <li><a href="#">Literature Circles</a></li> <li><a href="#">Speaking and Listening Rubric</a></li> <li><a href="#">In Character Presentation</a></li> <li><a href="#">Crafting a Persuasive Speech</a></li> <li><a href="#">New Report</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li><a href="#">Current Event Articles</a></li> <li><a href="#">Smithsonian TweenTribune</a></li> <li><a href="#">Newsela</a></li> <li><a href="#">Critical Thinking Handbook</a></li> <li><a href="#">Critical Thinking Lesson Plans</a></li> <li><a href="#">Critical Thinking</a></li> <li><a href="#">HandbookCritical Thinking</a></li> <li><a href="#">Lessons in Literacy</a></li> <li><a href="#">Whole Brain Teaching Video</a></li> <li><a href="#">Critical Thinking Lesson Plans</a></li> </ul>

#### Unit 1 Grade 5

Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.5.1. Quote accurately from a text, <b>and make relevant connections</b> when explaining what the text says explicitly and	RI.5.1. Quote accurately from a text <b>and make relevant connections</b> when explaining what the text says explicitly	<ul style="list-style-type: none"> <li>Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>Make personal connections, make connections to other texts, and/or make</li> </ul>

## Curricular Framework English Language Arts-Grade 5

Unit 1 Grade 5		
when drawing inferences from the text.	and when drawing inferences from the text.	global connections when relevant <ul style="list-style-type: none"> <li>• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> </ul>
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: <ul style="list-style-type: none"> <li>• Identify the key details in a text</li> <li>• Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>• Identify the theme of the text</li> <li>• Determine central message or theme</li> </ul>
		RI.5.2: <ul style="list-style-type: none"> <li>• Summarize the key points of a text</li> <li>• Identify details to support the main idea</li> <li>• Identify at least two main ideas in informational texts</li> <li>• Explain how the author supports main ideas in informational text with key details</li> </ul>
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	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.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>• Identify metaphors and similes</li> <li>• Analyze similes and metaphors in text and how it impacts the reader</li> </ul>
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL.5.6: <ul style="list-style-type: none"> <li>• Identify the narrator's point of view</li> <li>• Explain how the point of view impacts the events in the text</li> </ul>
		RI.5.6: <ul style="list-style-type: none"> <li>• Discuss the similarities and differences unique to the various perspectives presented in text</li> <li>• Give descriptions about how the information is presented for each perspective</li> </ul>
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3.A. Use 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.		<ul style="list-style-type: none"> <li>• Identify specific strategies for decoding words in texts</li> <li>• Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>
RF.5.4. Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> <li>• Use various strategies to understand text and read with purpose</li> <li>• Accurately read grade-level poetry and prose aloud</li> <li>• Use an appropriate rate and expression when reading aloud</li> <li>• Use various strategies to support word recognition and understanding</li> <li>• Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>

## Curricular Framework English Language Arts-Grade 5

Unit 1 Grade 5	
Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.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>W.5.1.B. Provide logically ordered reasons that are supported by facts and details <b>from text(s), quote directly from text when appropriate.</b></p> <p>W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1.D. Provide a <b>conclusion</b> related to the opinion presented.</p>	<ul style="list-style-type: none"> <li>• Distinguish fact from opinions</li> <li>• Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)</li> <li>• Group supporting details to support the writer's purpose</li> <li>• Introduce a topic or text clearly</li> <li>• State an opinion to be supported with evidence</li> <li>• Write a thesis statement to focus the writing</li> <li>• Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose</li> <li>• Logically order reasons that are supported by facts and details</li> <li>• Quote directly from text when appropriate</li> <li>• Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</li> <li>• Provide a conclusion or section related to the opinion presented</li> </ul>
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> <li>• Produce writing that is clear and understandable to the reader</li> <li>• Unpack writing tasks (type of writing assignment)</li> <li>• Unpack writing purpose (the writer's designated reason for writing)</li> <li>• Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
<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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 <a href="#">here</a>.)</p>	<ul style="list-style-type: none"> <li>• Practice revising and editing skills</li> <li>• Change word choice and sentence structure in writing to strengthen the piece</li> <li>• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>• Recognize spelling, grammar, and punctuation errors</li> <li>• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
<p>W.5.6. With some guidance and support from adults <b>and peers</b>, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> <li>• Use digital tools to collaborate on written works</li> <li>• Ask for guidance when appropriate</li> <li>• Use technology for producing and publishing writing, and collaborating with others</li> <li>• Demonstrate keyboarding skills</li> </ul>
<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different <b>perspectives</b> of a topic.</p>	<ul style="list-style-type: none"> <li>• Research a topic through investigation of the topic</li> <li>• Explore a topic in greater detail by developing a research question that helps bring focus to the topic</li> <li>• Gather information from multiple sources to support a topic</li> <li>• Select relevant information from texts to support main ideas or claims</li> <li>• Group like ideas to organize writing</li> </ul>

## Curricular Framework English Language Arts-Grade 5

Unit 1 Grade 5	
W.5.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self-correction</b> and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Produce numerous pieces of writing over various time frames</li> <li>Develop skills in research</li> <li>Reflect on the choices made while writing</li> <li>Reflect on and revise writing</li> <li>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<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><b>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</b></p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> <li>Use previous knowledge to expand discussions about a topic</li> <li>Engage in conversations about grade-appropriate topics and texts</li> <li>Participate in a variety of rich, structured conversations</li> <li>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> </ul>
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.)	<ul style="list-style-type: none"> <li>Speak for a variety of purposes</li> <li>Distinguish between formal and informal discourse</li> <li>Adapt speech to a variety of contexts and tasks</li> </ul>
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	<ul style="list-style-type: none"> <li>Define conjunctions, prepositions, and interjections</li> <li>Identify conjunctions, prepositions, and interjections in sentences</li> <li>Explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>Identify the tense of verbs</li> <li>Identify perfect verb tenses in writing</li> <li>Conjugate verbs using the perfect verb tenses</li> </ul>
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.A. Use punctuation to separate items in a series.*</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>Define and identify items in a series</li> <li>Separate items in a series using appropriate punctuation</li> <li>Spell grade-appropriate words correctly</li> <li>Use references as needed to aid in spelling</li> </ul>
<p>L.4.4. 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>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>Decipher the meanings of words and phrases by using sentence context</li> <li>Identify the purpose and use of glossaries and dictionaries</li> <li>Determine the structure of glossaries and dictionaries</li> <li>Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>

## Curricular Framework English Language Arts-Grade 5

### Unit 1 Grade 5

L.4.4.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 keywords and phrases	
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., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	<ul style="list-style-type: none"> <li>• Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>• Choose the most accurate word when describing contrast, addition, or other relationships</li> <li>• Choose the most accurate word when discussing a particular topic</li> <li>• Use knowledge of conjunctions to broaden vocabulary</li> </ul>

### Unit 1 Grade 5 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>
District/School Texts	District/School Supplementary Resources
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>

### District/School Writing Tasks

<b>Primary Focus</b> <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	<b>Secondary Focus</b> <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	<b>Routine Writing</b> <i>This is daily writing or writing that is done several times over a week.</i>
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### Instructional Best Practices and Exemplars

<i>This is a place to capture examples of standards integration and instructional best practices.</i>
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### Unit 2 Grade 5

Unit 2 Reading Standards	Unit 2 Reading Critical Knowledge and Skills
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## Curricular Framework English Language Arts-Grade 5

### Unit 2 Grade 5

RL.5.1. Quote accurately from a text, <b>and make relevant connections</b> when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text <b>and make relevant connections</b> when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> </ul>
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: <ul style="list-style-type: none"> <li>Identify the key details in a text</li> <li>Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>Identify the theme of the text</li> <li>Determine central message or theme</li> </ul>
		RI.5.2: <ul style="list-style-type: none"> <li>Summarize the key points of a text</li> <li>Identify details to support the main idea</li> <li>Identify at least two main ideas in informational texts</li> <li>Explain how the author supports main ideas in informational text with key details</li> </ul>
	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.	<ul style="list-style-type: none"> <li>Identify the relationships or interactions between people, places and ideas in text</li> <li>Explain the relationship to analyze the text</li> </ul>
	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.	<ul style="list-style-type: none"> <li>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>Identify metaphors and similes</li> <li>Analyze similes and metaphors in text and how it impacts the reader</li> </ul>
	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.	<ul style="list-style-type: none"> <li>Find the similarities and differences in the structure of two or more texts</li> <li>Determine the impact of the structure on text meaning</li> </ul>
	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6: <ul style="list-style-type: none"> <li>Discuss the similarities and differences unique to the various perspectives presented in text</li> <li>Give descriptions about how the information is presented for each perspective</li> </ul>
	RI.5.7. Draw on information from	<ul style="list-style-type: none"> <li>Read texts closely to determine the main ideas and important details</li> </ul>



## Curricular Framework English Language Arts-Grade 5

Unit 2 Grade 5		
	multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<ul style="list-style-type: none"> <li>• Synthesize information from multiple sources</li> <li>• Use media efficiently to answer questions and to solve problems</li> </ul>
	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<ul style="list-style-type: none"> <li>• Identify the points or claims an author makes in a text</li> <li>• Identify reasons and evidence for those points or claims made</li> <li>• Prove each point with evidence from the text</li> <li>• Explain how an author uses proof to support a point in the text</li> </ul>
	RI.5.9 Integrate <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> <li>• Find similarities and differences in themes and topics when reading stories of the same genre</li> <li>• Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> <li>• Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3.A. Use 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.		<ul style="list-style-type: none"> <li>• Identify specific strategies for decoding words in texts</li> <li>• Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>
RF.5.4. Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> <li>• Use various strategies to understand text and read with purpose</li> <li>• Accurately read grade-level poetry and prose aloud</li> <li>• Use an appropriate rate and expression when reading aloud</li> <li>• Use various strategies to support word recognition and understanding</li> <li>• Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include <b>text features</b> (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2.C. Link ideas within <b>paragraphs or sections</b> of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.		<ul style="list-style-type: none"> <li>• Organize ideas using various strategies</li> <li>• Introduce a topic clearly</li> <li>• Compose a clear thesis statement</li> <li>• Provide a general observation and focus</li> <li>• Group related information logically</li> <li>• Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</li> <li>• Purposefully select information to develop the topic</li> <li>• Link ideas within paragraphs and sections of information</li> <li>• Use transitional words, phrases, and clauses</li> <li>• Select specific language and vocabulary to convey ideas and information</li> </ul>



## Curricular Framework English Language Arts-Grade 5

Unit 2 Grade 5	
W.5.2.E. Provide a <b>conclusion</b> related to the information or explanation presented.	<ul style="list-style-type: none"> <li>Write a conclusion that is related to the information or explanation</li> </ul>
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<ul style="list-style-type: none"> <li>Produce writing that is clear and understandable to the reader</li> <li>Unpack writing tasks (type of writing assignment)</li> <li>Unpack writing purpose (the writer's designated reason for writing)</li> <li>Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 <a href="#">here</a> .)	<ul style="list-style-type: none"> <li>Practice revising and editing skills</li> <li>Change word choice and sentence structure in writing to strengthen the piece</li> <li>Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>Recognize spelling, grammar, and punctuation errors</li> <li>Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
W.5.6. With some guidance and support from adults <b>and peers</b> , use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	<ul style="list-style-type: none"> <li>Use digital tools to collaborate on written works</li> <li>Ask for guidance when appropriate</li> <li>Use technology for producing and publishing writing, and collaborating with others</li> <li>Demonstrate keyboarding skills</li> </ul>
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.	<ul style="list-style-type: none"> <li>Locate information from print and digital sources</li> <li>Integrate information from personal experiences</li> <li>Include a list of sources used</li> <li>Take notes on information gathered from the sources to support the topic</li> <li>Synthesize information to avoid plagiarism</li> <li>Organize information into categories</li> </ul>
W.5.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self-correction</b> and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Produce numerous pieces of writing over various time frames</li> <li>Develop skills in research</li> <li>Reflect on the choices made while writing</li> <li>Reflect on and revise writing</li> <li>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<b>Unit 2 Speaking and Listening Standards</b>	<b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b>
<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><b>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</b></p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments</p>	<ul style="list-style-type: none"> <li>Use previous knowledge to expand discussions about a topic</li> <li>Engage in conversations about grade-appropriate topics and texts</li> <li>Participate in a variety of rich, structured conversations</li> <li>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group</li> </ul>

## Curricular Framework English Language Arts-Grade 5

Unit 2 Grade 5	
that contribute to the discussion and elaborate on the remarks of others. SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"> <li>Identify the key points and supporting details of a text presented orally</li> <li>Summarize a written text read aloud or information presented in multiple formats</li> </ul>
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.	<ul style="list-style-type: none"> <li>Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</li> <li>Present information orally and in coherent, spoken sentences</li> <li>Use an appropriate pace when presenting</li> <li>Present and logically support personal opinions</li> </ul>
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.)	<ul style="list-style-type: none"> <li>Speak for a variety of purposes</li> <li>Distinguish between formal and informal discourse</li> <li>Adapt speech to a variety of contexts and tasks</li> </ul>
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.	<ul style="list-style-type: none"> <li>Define conjunctions, prepositions, and interjections</li> <li>Identify conjunctions, prepositions, and interjections in sentences</li> <li>Explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>Identify the tense of verbs describe time, sequences, states, and conditions in reading</li> <li>Convey various times, sequences, states, and conditions using verb tenses in writing</li> </ul>
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence. L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> <li>Outline comma rules for setting off introductory words and phrases, the words <i>yes</i> and <i>no</i>, tag questions, and direct address</li> <li>Identify introductory words and phrases</li> <li>Separate an introductory element from the rest of the sentence by using commas</li> <li>Spell grade-appropriate words correctly</li> <li>Use references as needed to aid in spelling</li> </ul>
L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening. L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<ul style="list-style-type: none"> <li>Identify sentences in writing that need revision</li> <li>Revise writing by expanding, combining, and reducing sentences</li> <li>Determine similarities and differences in the presentation of English used in stories</li> </ul>
L.4.4. 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.	<ul style="list-style-type: none"> <li>Decipher the meanings of words and phrases by using sentence context</li> <li>Identify the purpose and use of glossaries and dictionaries</li> <li>Determine the structure of glossaries and dictionaries</li> </ul>

## Curricular Framework English Language Arts-Grade 5

### Unit 2 Grade 5

<p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.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 keywords and phrases</p>	<ul style="list-style-type: none"> <li>• Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
<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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<ul style="list-style-type: none"> <li>• Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>• Choose the most accurate word when describing contrast, addition, or other relationships</li> <li>• Choose the most accurate word when discussing a particular topic</li> <li>• Use knowledge of conjunctions to broaden vocabulary</li> </ul>

### Unit 2 Grade 5 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>
District/School Texts	District/School Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p>

### District/School Writing Tasks

<p><b>Primary Focus</b>  <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p>	<p><b>Secondary Focus</b>  <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p>	<p><b>Routine Writing</b>  <i>This is daily writing or writing that is done several times over a week.</i></p>
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### Instructional Best Practices and Exemplars

<p><i>This is a place to capture examples of standards integration and instructional best practices.</i></p>
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# Curricular Framework English Language Arts-Grade 5

## Unit Plan 3 Grade 5

Unit Plan 3 Grade 5		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.5.1. Quote accurately from a text, <b>and make relevant connections</b> when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text <b>and make relevant connections</b> when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> </ul>
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: <ul style="list-style-type: none"> <li>Identify the key details in a text</li> <li>Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>Identify the theme of the text</li> <li>Determine central message or theme</li> </ul>
		RI.5.2: <ul style="list-style-type: none"> <li>Summarize the key points of a text</li> <li>Identify details to support the main idea</li> <li>Identify at least two main ideas in informational texts</li> <li>Explain how the author supports main ideas in informational text with key details</li> </ul>
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		RL.5.3: <ul style="list-style-type: none"> <li>Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts</li> <li>Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events</li> </ul>
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes		<ul style="list-style-type: none"> <li>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>Identify metaphors and similes</li> <li>Analyze similes and metaphors in text and how it impacts the reader</li> </ul>
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.5.5: <ul style="list-style-type: none"> <li>Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)</li> <li>Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</li> </ul>
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL.5.6: <ul style="list-style-type: none"> <li>Identify the narrator's point of view</li> <li>Explain how the point of view impacts the events in the text</li> </ul>

## Curricular Framework English Language Arts-Grade 5

### Unit Plan 3 Grade 5

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		<ul style="list-style-type: none"> <li>• Synthesize information from multiple sources</li> <li>• Use media efficiently to answer questions and to solve problems</li> </ul>
RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		<ul style="list-style-type: none"> <li>• Find similarities and differences in themes and topics when reading stories of the same genre</li> <li>• Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> <li>• Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)</li> </ul>
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3.A. Use 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.		<ul style="list-style-type: none"> <li>• Identify specific strategies for decoding words in texts</li> <li>• Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>
RF.5.4. Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> <li>• Use various strategies to understand text and read with purpose</li> <li>• Accurately read grade-level poetry and prose aloud</li> <li>• Use an appropriate rate and expression when reading aloud</li> <li>• Use various strategies to support word recognition and understanding</li> <li>• Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>
<b>Unit 3 Writing Standards</b>	<b>Unit 3 Writing Critical Knowledge and Skills</b>	
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> <li>• Compose a story hook to engage the reader</li> <li>• Establish the story's background or situation</li> <li>• Introduce a narrator and/or characters</li> <li>• Purposefully arrange events to make the story flow</li> <li>• Use dialogue and description to develop experiences and events</li> <li>• Show the responses of characters to situations, when appropriate</li> <li>• Use a variety of transitional words and phrases to manage the sequence of events</li> <li>• Use concrete words and phrases to relay story details</li> <li>• Use sensory details to convey experiences and events precisely</li> <li>• Provide a conclusion that follows from the narrated experiences or events</li> </ul>	

## Curricular Framework English Language Arts-Grade 5

### Unit Plan 3 Grade 5

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<ul style="list-style-type: none"> <li>Produce writing that is clear and understandable to the reader</li> <li>Unpack writing tasks (type of writing assignment)</li> <li>Unpack writing purpose (the writer's designated reason for writing)</li> <li>Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 <a href="#">here</a> .)	<ul style="list-style-type: none"> <li>Practice revising and editing skills</li> <li>Change word choice and sentence structure in writing to strengthen the piece</li> <li>Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>Recognize spelling, grammar, and punctuation errors</li> <li>Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
W.5.6. With some guidance and support from adults <b>and peers</b> , use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	<ul style="list-style-type: none"> <li>Use digital tools to collaborate on written works</li> <li>Ask for guidance when appropriate</li> <li>Use technology for producing and publishing writing, and collaborating with others</li> <li>Demonstrate keyboarding skills</li> </ul>
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> <li>Use strategies for reading literary and informational text to investigate topics</li> <li>Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events</li> <li>Explain how an author uses proof to support a point in informational text</li> <li>Prove each point with evidence from the text</li> <li>Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
W.5.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self-correction</b> and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Produce numerous pieces of writing over various time frames</li> <li>Develop skills in research</li> <li>Reflect on the choices made while writing</li> <li>Reflect on and revise writing</li> <li>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<b>Unit 3 Speaking and Listening Standards</b>	<b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b>
<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><b>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</b></p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<ul style="list-style-type: none"> <li>Use previous knowledge to expand discussions about a topic</li> <li>Engage in conversations about grade-appropriate topics and texts</li> <li>Participate in a variety of rich, structured conversations</li> <li>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> </ul>



## Curricular Framework English Language Arts-Grade 5

### Unit Plan 3 Grade 5

SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"> <li>• Identify the key points and supporting details of a text presented orally</li> <li>• Summarize a written text read aloud or information presented in multiple formats</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</li> <li>• Present information orally and in coherent, spoken sentences</li> <li>• Use an appropriate pace when presenting</li> <li>• Present and logically support personal opinions</li> </ul>
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.)	<ul style="list-style-type: none"> <li>• Speak for a variety of purposes</li> <li>• Distinguish between formal and informal discourse</li> <li>• Adapt speech to a variety of contexts and tasks</li> </ul>
<b>Unit 3 Language Standards</b>	<b>Unit 3 Language Critical Knowledge and Skills</b>
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.D. Recognize and correct inappropriate shifts in verb tense.*	<ul style="list-style-type: none"> <li>• Define conjunctions, prepositions, and interjections</li> <li>• Identify conjunctions, prepositions, and interjections in sentences</li> <li>• Explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>• Identify the tense of verbs</li> <li>• Identify and correct inappropriate shifts in verb tense in writing</li> </ul>
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> <li>• Outline comma rules for setting off the words yes and no, tag questions, and direct address</li> <li>• Apply comma rules to set off the words yes and no in sentences</li> <li>• Apply comma rules to set off a tag question from the rest of the sentence</li> <li>• Apply comma rules to indicate direct address</li> <li>• Indicate a title by using the proper punctuation for the text</li> <li>• Spell grade-appropriate words correctly</li> <li>• Use references as needed to aid in spelling</li> </ul>
L.4.4. 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.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.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 keywords and phrases	<ul style="list-style-type: none"> <li>• Decipher the meanings of words and phrases by using sentence context</li> <li>• Identify the purpose and use of glossaries and dictionaries</li> <li>• Determine the structure of glossaries and dictionaries</li> <li>• Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5.A. Interpret figurative language, including similes and metaphors, in	<ul style="list-style-type: none"> <li>• Identify similes and metaphors in text</li> <li>• Infer the meaning of simple similes and metaphors</li> <li>• Identify idioms, adages, and proverbs in text</li> </ul>



## Curricular Framework English Language Arts-Grade 5

### Unit Plan 3 Grade 5

<p>context.</p> <p>L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>	<ul style="list-style-type: none"> <li>• Explain the meaning of common idioms, adages, and proverbs</li> <li>• Determine synonyms and antonyms of words to show meaning</li> <li>• Identify and explain the difference in meanings in related words, like homographs</li> </ul>
<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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<ul style="list-style-type: none"> <li>• Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>• Choose the most accurate word when describing contrast, addition, or other relationships</li> <li>• Choose the most accurate word when discussing a particular topic</li> <li>• Use knowledge of conjunctions to broaden vocabulary</li> </ul>

### Unit 3 Grade 5 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>
District/School Texts	District/School Supplementary Resources
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>

### District/School Writing Tasks

<p><b>Primary Focus</b></p> <p><i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p>	<p><b>Secondary Focus</b></p> <p><i>This may be to develop a skill or connect to writing from resources or research writing.</i></p>	<p><b>Routine Writing</b></p> <p><i>This is daily writing or writing that is done several times over a week.</i></p>
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### Instructional Best Practices and Exemplars

<i>This is a place to capture examples of standards integration and instructional best practices.</i>
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### Unit 4 Grade 5

Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills
<p>RL.5.1. Quote accurately from a text, <b>and make relevant connections</b> when explaining what the text says explicitly</p>	<p>RI.5.1. Quote accurately from a text <b>and make relevant connections</b> when explaining what the text says</p> <ul style="list-style-type: none"> <li>• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>• Make personal connections, make connections to other texts, and/or make global</li> </ul>

# Curricular Framework English Language Arts-Grade 5

## Unit 4 Grade 5

and when drawing inferences from the text.	explicitly and when drawing inferences from the text.	connections when relevant <ul style="list-style-type: none"> <li>Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> </ul>
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: <ul style="list-style-type: none"> <li>Identify the key details in a text</li> <li>Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>Identify the theme of the text</li> <li>Determine central message or theme</li> </ul>
		RI.5.2: <ul style="list-style-type: none"> <li>Summarize the key points of a text</li> <li>Identify details to support the main idea</li> <li>Identify at least two main ideas in informational texts</li> <li>Explain how the author supports main ideas in informational text with key details</li> </ul>
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	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.	<ul style="list-style-type: none"> <li>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>Identify metaphors and similes</li> <li>Analyze similes and metaphors in text and how it impacts the reader</li> </ul>
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	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.	RL.5.5: <ul style="list-style-type: none"> <li>Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)</li> <li>Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</li> </ul>
		RI.5.5: <ul style="list-style-type: none"> <li>Find the similarities and differences in the structure of two or more texts <ul style="list-style-type: none"> <li>Determine the impact of the structure on text meaning</li> </ul> </li> </ul>
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL.5.6: <ul style="list-style-type: none"> <li>Identify the narrator's point of view</li> <li>Explain how the point of view impacts the events in the text</li> </ul>
		RI.5.6: <ul style="list-style-type: none"> <li>Discuss the similarities and differences unique to the various perspectives presented in text</li> <li>Give descriptions about how the information is presented for each perspective</li> </ul>
		RI.5.9: <ul style="list-style-type: none"> <li>Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
*RL.5.10. By the end of the year, read	*RI.5.10. By the end of year, read	<ul style="list-style-type: none"> <li>Read and understand a wide range of informational and literary texts within the</li> </ul>

## Curricular Framework English Language Arts-Grade 5

Unit 4 Grade 5		
and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	<p>grade text level efficiently by the end of the year</p> <ul style="list-style-type: none"> <li>Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts <ul style="list-style-type: none"> <li>Read texts with scaffolding as needed</li> </ul> </li> </ul>
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use 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.</p>		<ul style="list-style-type: none"> <li>Identify specific strategies for decoding words in texts</li> <li>Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> <li>Use various strategies to understand text and read with purpose</li> <li>Accurately read grade-level poetry and prose aloud</li> <li>Use an appropriate rate and expression when reading aloud</li> <li>Use various strategies to support word recognition and understanding</li> <li>Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>
Unit 4 Writing Standards		Unit 4 Writing Critical Knowledge and Skills
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include <b>text features</b> (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.C. Link ideas within <b>paragraphs or sections</b> of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.E. Provide a <b>conclusion</b> related to the information or explanation presented.</p>		<ul style="list-style-type: none"> <li>Organize ideas using various strategies</li> <li>Introduce a topic clearly</li> <li>Compose a clear thesis statement</li> <li>Provide a general observation and focus</li> <li>Group related information logically</li> <li>Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</li> <li>Purposefully select information to develop the topic</li> <li>Link ideas within paragraphs and sections of information</li> <li>Use transitional words, phrases, and clauses</li> <li>Select specific language and vocabulary to convey ideas and information</li> <li>Write a conclusion related to the information or explanation</li> </ul>
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		<ul style="list-style-type: none"> <li>Produce writing that is clear and understandable to the reader</li> <li>Unpack writing tasks (type of writing assignment)</li> <li>Unpack writing purpose (the writer's designated reason for writing)</li> <li>Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
<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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 <a href="#">here</a>.)</p>		<ul style="list-style-type: none"> <li>Practice revising and editing skills</li> <li>Change word choice and sentence structure in writing to strengthen the piece</li> <li>Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>Recognize spelling, grammar, and punctuation errors</li> </ul>

## Curricular Framework English Language Arts-Grade 5

Unit 4 Grade 5	
	<ul style="list-style-type: none"> <li>Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
W.5.6. With some guidance and support from adults <b>and peers</b> , use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	<ul style="list-style-type: none"> <li>Use digital tools to collaborate on written works</li> <li>Ask for guidance when appropriate</li> <li>Use technology for producing and publishing writing, and collaborating with others</li> <li>Demonstrate keyboarding skills</li> </ul>
W.5.7. (Choice) Conduct short research projects that use several sources to build knowledge through investigation of different <b>perspectives</b> of a topic.	<ul style="list-style-type: none"> <li>Research a topic through investigation of the topic</li> <li>Explore a topic in greater detail by developing a research question that helps bring focus to the topic</li> <li>Gather information from multiple sources to support a topic</li> <li>Select relevant information from texts to support main ideas or claims</li> <li>Group like ideas to organize writing</li> </ul>
W.5.8. (Choice) 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.	<ul style="list-style-type: none"> <li>Locate information from print and digital sources</li> <li>Integrate information from personal experiences</li> <li>Include a list of sources used</li> <li>Take notes on information gathered from the sources to support the topic</li> <li>Synthesize information to avoid plagiarism</li> <li>Organize information into categories</li> </ul>
W.5.9. (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> <li>Use reading literary and informational text to research and investigate topics</li> <li>Write a thesis statement</li> <li>Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events</li> <li>Explain how an author uses proof to support a point in informational text</li> <li>Prove each point with evidence from the text</li> <li>Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
W.5.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self-correction</b> and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Produce numerous pieces of writing over various time frames</li> <li>Develop skills in research</li> <li>Reflect on the choices made while writing</li> <li>Reflect on and revise writing</li> <li>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<b>Unit 4 Speaking and Listening Standards</b>	<b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b>
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. <b>SL.5.1.A. Explicitly draw on previously read text or material and other</b>	<ul style="list-style-type: none"> <li>Use previous knowledge to expand discussions about a topic</li> <li>Engage in conversations about grade-appropriate topics and texts</li> <li>Participate in a variety of rich, structured conversations</li> <li>Engage as part of a whole class, in small groups, and with a partner, sharing the</li> </ul>

## Curricular Framework English Language Arts-Grade 5

Unit 4 Grade 5	
<p><b>information known about the topic to explore ideas under discussion.</b></p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>roles of participant, leader, and observer</p> <ul style="list-style-type: none"> <li>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> </ul>
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.	<ul style="list-style-type: none"> <li>Identify main ideas and themes of a presentation</li> <li>Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes</li> </ul>
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.)	<ul style="list-style-type: none"> <li>Speak for a variety of purposes</li> <li>Distinguish between formal and informal discourse</li> <li>Adapt speech to a variety of contexts and tasks.</li> </ul>
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.E. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<ul style="list-style-type: none"> <li>Define conjunctions, prepositions, and interjections</li> <li>Identify conjunctions, prepositions, and interjections in sentences</li> <li>Explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>Define correlative conjunctions and explain the purpose</li> <li>Use correlative conjunctions appropriately when writing or speaking</li> </ul>
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>Indicate a title by using the proper punctuation for the text</li> <li>Explain the different types of punctuation used to indicate title and why</li> <li>Spell grade-appropriate words correctly</li> <li>Use references as needed to aid in spelling</li> </ul>
<p>L.4.4. 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>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>L.4.4.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 keywords and phrases</p>	<ul style="list-style-type: none"> <li>Decipher the meanings of words and phrases by using sentence context</li> <li>Determine the meaning of commonly used prefixes and suffixes</li> <li>Separate a base word from the prefix or suffix</li> <li>Use the definition of known prefixes and suffixes to define new words</li> <li>Identify root words in unknown words</li> <li>Use known root words to aid in defining unknown words</li> <li>Identify the purpose and use of glossaries and dictionaries</li> <li>Determine the structure of glossaries and dictionaries</li> <li>Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).	<ul style="list-style-type: none"> <li>Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>Choose the most accurate word when describing contrast, addition, or other relationships</li> </ul>

## Curricular Framework English Language Arts-Grade 5

Unit 4 Grade 5		
	<ul style="list-style-type: none"><li>Choose the most accurate word when discussing a particular topic</li><li>Use knowledge of conjunctions to broaden vocabulary</li></ul>	
Unit 4 Grade 5 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.	
District/School Texts	District/School Supplementary Resources	
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.		
District/School Writing Tasks		
<b>Primary Focus</b> This is connected to the types of writing as indicated in the standards: Informational or Literary.	<b>Secondary Focus</b> This may be to develop a skill or connect to writing from resources or research writing.	<b>Routine Writing</b> This is daily writing or writing that is done several times over a week.
Instructional Best Practices and Exemplars		
This is a place to capture examples of standards integration and instructional best practices.		