

Grade 5

Weeks 1-6

Foundational Skills, Phonics and Word Recognition, and Fluency (Applies to all weeks)

CC1.1.5.D*

Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
 - Core Goals/Skills: multiple meaning words, synonyms/antonyms, affixes, and word analysis skills

CC1.1.5.E*

Reading with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self- correct word recognition and understanding, rereading as necessary.
 - Core Goals/Skills: accuracy, pace, reading rate, phrasing, intonation, and expression

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	<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 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>E05.A-C.3.1.1 Compare and contrast texts in the same genre on their approaches to similar themes and topics. NOTE: "Stories" means narration of events told through the text types of stories, drama or poems.</p>	<ul style="list-style-type: none"> • Character/Setting Plot: Conflict/ Events/Resolution • Character Traits and Motivations • Theme • Author's Purpose and Perspective • Compare/Contrast • Visual and Multimedia Elements • Vocabulary 	<p>* McGraw – Hill Reading Wonders Grade 5 (Choose two from the following) Unit 1 -Week 1 -Week 2 Unit 3 - Week 1 or * Grade level appropriate novels (Teacher's choice)</p>	

<p>Informational Text</p>	<p>RI 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</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>	<p>E05.B-C.2.1.2 Compare and contrast the overall structure of events, ideas, concepts or information and text features in two or more texts.</p> <p>E05.B-C.3.1.2 Integrate information from several texts on the same topic to demonstrate subject knowledge.</p> <p>E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.</p>	<ul style="list-style-type: none"> • Compare and Contrast • Cause and Effect • Inference • Main Idea and Details • Text Features • Literary Devices • Fact and Opinion • Classify 	<p>* McGraw – Hill Reading Wonders Grade 5 Unit 1 - Week 4 - Week 5 or * Grade level appropriate novels (Teacher’s choice)</p>	
<p>Writing</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.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>	<p>E05.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure in which the ideas are logically grouped to support the writer’s purpose.</p> <p>E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details. Refer to *E05.A-K.1.1.3</p>	<ul style="list-style-type: none"> • Building a Writing Community • The Writing Process • Narrative writing (Personal Narrative or Fiction) • Constructed Response • Sequence of events • Sensory details • Transitional words • Sentences • Punctuation • Conjunctions • Prepositions • Interjections • Verb Tenses • Pronouns 	<p>* Research paper supporting stated opinion * Journal writing * Speech or * Teacher’s choice</p>	

Speaking and Listening	<p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>		<ul style="list-style-type: none"> • Discussion skills • Presentation skills • Retell/Paraphrase/Summarize • Ask questions • Listening skills • Use of technology 	<ul style="list-style-type: none"> * Presentations * Speeches * PowerPoint * Media <p style="text-align: center;">or</p> <ul style="list-style-type: none"> * Teacher's choice 	
Language	<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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?)</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>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>E05.D.1.2.1 Use punctuation to separate items in a series.</p> <p>E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.</p> <p>E05.D.1.2.3 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?).</p> <p>E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E05.D.1.2.5 Spell grade-appropriate words correctly.</p> <p>E05.A-V.4.1.1/E05.B-V.4.1.1 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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<ul style="list-style-type: none"> • Punctuate items in a series • Use of commas to set off words • Use underlining, quotation marks, or italics for titles • Correct spelling • Multiple meaning words meanings 	<ul style="list-style-type: none"> * English Houghton Mifflin Textbook * Super Teacher Worksheets <p style="text-align: center;">or</p> <ul style="list-style-type: none"> * Teacher's choice 	
Text-Dependent Analysis (TDA)		<p>E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p>		<ul style="list-style-type: none"> * Speeches * Writing Prompt <p style="text-align: center;">or</p> <ul style="list-style-type: none"> * Teacher's choice 	

Grade 5

Weeks 7-12

Foundational Skills, Phonics and Word Recognition, and Fluency (Applies to all weeks)

CC1.1.5.D*

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- Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
 - Core Goals/Skills: multiple meaning words, synonyms/antonyms, affixes, and word analysis skills

CC1.1.5.E*

Reading with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self- correct word recognition and understanding, rereading as necessary.
 - Core Goals/Skills: accuracy, pace, reading rate, phrasing, intonation, and expression

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>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.</p>	E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none"> • Character/Setting Plot • Conflict/Events/Resolution • Character Traits and Motivations • Theme • Author’s Purpose and Perspective • Compare/Contrast • Visual and Multimedia Elements • Vocabulary 		

<p>Informational Text</p>	<p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</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>E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> • Compare and Contrast • Cause and Effect • Inference • Main Idea and Details • Text Features • Literary Devices • Fact and Opinion • Vocabulary 		
<p>Writing</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</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>E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; maintain a controlling point.</p> <p>E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</p> <p>E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences.</p>	<ul style="list-style-type: none"> • Building a Writing Community • The Writing Process • Persuasive Writing • Constructed Response • Sequence of events • Sensory details • Transitional words • Sentences • Punctuation • Conjunctions • Prepositions • Interjections • Verb Tenses • Pronouns 		

<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 grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>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"> • Discussion skills • Presentation skills • Retell/Paraphrase/Summarize • Ask questions • Listening skills • Use of technology 		
<p>Language</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>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figurative language, including similes and metaphors, in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>E05.A-V.4.1.1/E05.B-V.4.1.1 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>E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (e.g., simile, metaphor, personification) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>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"> • Affixes • Root Words • Multiple Meaning Words • Figurative Language • Simile • Metaphor • Personification • Idioms • Adages • Proverbs • Synonym • Antonym • Homographs 		

Text-Dependent Analysis (TDA)		E05.E.1.1.4 Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially)			
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Grade 5

Weeks 13-18

Foundational Skills, Phonics and Word Recognition, and Fluency (Applies to all weeks)

CC1.1.5.D*

Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
 - Core Goals/Skills: multiple meaning words, synonyms/antonyms, affixes, and word analysis skills

CC1.1.5.E*

Reading with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on level text orally with accuracy, appropriate rate, and expression on successive readings.
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 - Core Goals/Skills: accuracy, pace, reading rate, phrasing, intonation, and expression

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date
Reading Literature	RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.	E05.A-C.2.1.1 Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose of a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> • Character/Setting Plot: • Conflict/Events/Resolution • Character Traits and Motivations • Theme • Author’s Purpose and Perspective • Compare/Contrast • Visual and Multimedia Elements • Vocabulary 		
Informational Text	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"> • Compare and Contrast • Cause and Effect • Inference • Main Idea and Details • Text Features • Literary Devices • Fact and Opinion • Vocabulary 		

Writing	<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>e. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>E05.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details.</p> <p>E05.C.1.1.3 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>E05.C.1.1.4 Establish and maintain a formal style.</p> <p>E05.C.1.1.5 Provide a concluding section related to the opinion presented.</p>	<ul style="list-style-type: none"> • Building a Writing Community • The Writing Process • Expository Writing • Constructed Response • Sequence of events • Sensory details • Transitional words • Sentences • Punctuation • Conjunctions • Prepositions • Interjections • Verb Tenses • Pronouns 		
Speaking and Listening	<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		<ul style="list-style-type: none"> • Discussion skills • Presentation skills • Retell/Paraphrase/Summarize • Ask questions • Listening skills • Use of technology 		

Language	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>E05.D.1.1.2 Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.</p> <p>E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.*</p> <p>E05.D.1.1.5 Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*</p> <p>E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're)*.</p> <p>E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E05.D.1.2.1 Use punctuation to separate items in a series.*</p> <p>E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.</p> <p>E05.D.1.2.3 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?).</p> <p>E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E05.D.1.2.5 Spell grade-appropriate words correctly.</p>	<ul style="list-style-type: none"> • Conjunctions, prepositions, and interjections • Verb tenses • Correlative conjunctions • Produce complete sentences • Recognize fragments and run-ons • Homophones • Subject-verb and pronoun-antecedent strategies • Recognize and correct fragments and run-on sentences • Subject-verb and pronoun-antecedent agreement • Commas to separate items in a series, introductory words, and to indicate direct address 		
Text-Dependent Analysis (TDA)		<p>E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organized structure in which ideas are logically grouped to support the writer's purpose.</p> <p>E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support</p>			

		claims, opinions, ideas, and inferences.			
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Grade 5

Weeks 19-24

Foundational Skills, Phonics and Word Recognition, and Fluency (Applies to all weeks)

CC1.1.5.D*

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 - Core Goals/Skills: multiple meaning words, synonyms/antonyms, affixes, and word analysis skills

CC1.1.5.E*

Reading with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self- correct word recognition and understanding, rereading as necessary.
 - Core Goals/Skills: accuracy, pace, reading rate, phrasing, intonation, and expression

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date
Reading Literature	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	<ul style="list-style-type: none"> • Character/Setting Plot • Conflict/Events/Resolution • Character Traits and Motivations • Theme • Author’s Purpose and Perspective • Compare/Contrast • Visual and Multimedia Elements • Vocabulary 		
Informational Text	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	<ul style="list-style-type: none"> • Compare and Contrast • Cause and Effect • Inference • Main Idea and Details • Text Features • Literary Devices • Fact and Opinion • Vocabulary 		

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date
Writing	<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> <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>		<ul style="list-style-type: none"> • Building a Writing Community • The Writing Process • Informational Writing • Constructed Response • Sequence of events • Sensory details • Transitional words • Sentences • Punctuation • Conjunctions • Prepositions • Interjections • Verb Tenses • Pronouns 		
Speaking and Listening	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>		<ul style="list-style-type: none"> • Discussion skills • Presentation skills • Retell/Paraphrase/Summarize • Ask questions • Listening skills • Use of technology 		
Language	<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words</p>	<p>E05.D.1.2.1 Use punctuation to separate items in a series.*</p> <p>E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.</p> <p>E05.D.1.2.3 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?).</p> <p>E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E05.D.1.2.5 Spell grade-appropriate words correctly.</p>	<ul style="list-style-type: none"> • Conventions of standard English capitalization, punctuation, grammar, usage, and spelling • Use sentences of varying length • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style • Conjunctions, prepositions, and interjections • Verb tenses • Correlative conjunctions • Produce complete sentences • Recognize fragments and run-on sentences • Homophones • Subject-verb and pronoun-antecedent strategies 		

	<p>correctly, consulting references as needed.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification) in context</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>			
Text-Dependent Analysis (TDA)		E05.E.1.1.5 Establish and maintain a formal style.			

Grade 5

Weeks 25-30

Foundational Skills, Phonics and Word Recognition, and Fluency (Applies to all weeks)

CC1.1.5.D*

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- Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
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CC1.1.5.E*

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 - Core Goals/Skills: accuracy, pace, reading rate, phrasing, intonation, and expression

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date
Reading Literature	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 (eg. how characters interact)	E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none"> • Character/Setting Plot • Conflict/Events/Resolution • Character Traits and Motivations • Theme • Author’s Purpose and Perspective • Compare/Contrast • Visual and Multimedia Elements • Vocabulary 		
Informational Text	RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text. E05.B-C.3.1.1 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"> • Compare and Contrast • Cause and Effect • Inference • Main Idea and Details • Text Features • Literary Devices • Fact and Opinion • Vocabulary 		

Writing	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.</p> <p>E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially).</p> <p>E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E05.C.1.2.5 Establish and maintain a formal style.</p> <p>E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.</p>	<ul style="list-style-type: none"> • Building a Writing Community • The Writing Process • Informational Writing • Constructed Response • Sequence of events • Sensory details • Transitional words • Sentences • Punctuation • Conjunctions • Prepositions • Interjections • Verb Tenses • Pronouns 		
Speaking and Listening	<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.</p>		<ul style="list-style-type: none"> • Discussion skills • Presentation skills • Retell/Paraphrase/Summarize • Ask questions • Listening skills • Use of technology 		

Language	<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</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>E05.D.1.2.1 Use punctuation to separate items in a series.*</p> <p>E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.</p> <p>E05.D.1.2.3 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?).</p> <p>E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.5 Spell grade-appropriate words correctly.</p> <p>E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>E05.D.2.1.2 Choose words and phrases to convey ideas precisely.*</p> <p>E05.D.2.1.3 Choose punctuation for effect.*</p> <p>E05.D.2.1.4 Choose words and phrases for effect.*</p>	<ul style="list-style-type: none"> • Conventions of standard English capitalization, punctuation, grammar, usage, and spelling • Use sentences of varying length • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style • Conjunctions, prepositions, and interjections • Verb tenses • Correlative conjunctions • Produce complete sentences • Recognize fragments and run-ons • Homophones • Subject-verb and pronoun-antecedent strategies 		
Text-Dependent Analysis (TDA)		E05.E.1.1.6 Provide a concluding section related to the analysis presented.			

Grade 5

Weeks 31-36

Foundational Skills, Phonics and Word Recognition, and Fluency (Applies to all weeks)

CC1.1.5.D*

Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
 - Core Goals/Skills: multiple meaning words, synonyms/antonyms, affixes, and word analysis skills

CC1.1.5.E*

Reading with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self- correct word recognition and understanding, rereading as necessary.
 - Core Goals/Skills: accuracy, pace, reading rate, phrasing, intonation, and expression

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date
Reading Literature	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"> • Character/Setting Plot: • Conflict/Events/Resolution • Character Traits and Motivations • Theme • Author’s Purpose and Perspective • Compare/Contrast • Visual and Multimedia Elements • Vocabulary 		
Informational Text	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.		<ul style="list-style-type: none"> • Compare and Contrast • Cause and Effect • Inference • Main Idea and Details • Text Features • Literary Devices • Fact and Opinion • Vocabulary 		

Writing	<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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>		<ul style="list-style-type: none"> • Building a Writing Community • The Writing Process • Constructed Response • Sequence of events • Sensory details • Transitional words • Sentences • Punctuation • Conjunctions • Prepositions • Interjections • Verb Tenses • Pronouns 		
Speaking and Listening	<p>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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>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"> • Discussion skills • Presentation skills • Retell/Paraphrase/Summarize • Ask questions • Listening skills • Use of technology 		

	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.				
Language	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>E05.D.1.1.2 Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.</p> <p>E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.*</p> <p>E05.D.1.1.5 Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*</p> <p>E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*</p> <p>E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p>	<ul style="list-style-type: none"> • Conjunctions, prepositions, interjections • Verb tenses: time sequence, states, and condition • Correlative conjunctions • Produce complete sentences • Recognize fragments and run-ons 		