

Grade 5

Unit 1 (September 6- October 28)

Reading- This unit goes for the gold, teaching students the best of what it means to read literature and conveying that this is a time for intellectual independence. In the first part students learn strategies to lift the level of their writing about reading. They draw on a repertoire of ways for reading closely, alerting them to how story elements interact and details that seem to represent big ideas. Students read through the lens of tentative ideas and questions to help them develop evidenced-based theories. Then, each reading club works with a novel that has nuanced characters and multiple subplots. Children are prompted to consider more than one overarching theme and weigh which details best support each theme and which theme is most important in a story. Students read analytically and notice how different authors develop the same theme and compare and contrast texts that develop a similar theme. When students step back from a text and think, “How does this part contribute to the whole text?” or “Why the author might have done this?” the payoff is immense, both in reading and in their own writing.

English Language Arts Unit Performance Expectations

<p>Reading Literature</p>	<ul style="list-style-type: none"> ● Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ● 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 ● Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text ● Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ● Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. ● 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). ● Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ● By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
<p>Reading Informational Text</p>	<p>Taught in Units 3 and 4</p>
<p>Reading Foundational Skills</p>	<ul style="list-style-type: none"> ● 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>Writing</p>	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● Draw evidence from literary or informational texts to support analysis, reflection, and research.

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<p>Speaking and Listening</p>	<ul style="list-style-type: none"> • 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. • Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. • 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>Language</p>	<ul style="list-style-type: none"> • Spell grade-appropriate words correctly, consulting references as needed. • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). • 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. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

Unit 2 (October 31-December 22)

Writing- In this unit, students craft a personal narrative, paying special attention to elaboration through detail and description, traveling slowly over the ideas of their topic, grounding the writing in a wealth of specificity and returning to important sections to tell them in a bit-by-bit way. In order to do this well, students are expected to bring their interpretation skills to their own emerging drafts to ensure they are highlighting the central ideas that they want readers to draw from their text and become decision makers. By knowing this they are able to make intentional craft decisions with author's purpose in mind.

English Language Arts Unit Performance Expectations

<p>Reading Literature</p>	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • 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. • Determine the meaning of words and phrases as they are used in a text, including figurative
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	<p>language such as metaphors and similes.</p> <ul style="list-style-type: none"> ● Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem ● Describe how a narrator's or speaker's point of view influences how events are described.
Reading Informational Text	Taught in Units 3 and 4
Reading Foundational Skills	<ul style="list-style-type: none"> ● 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.
Writing	<ul style="list-style-type: none"> ● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ● Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ● Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. ● Use a variety of transitional words, phrases, and clauses to manage the sequence of events. ● Use concrete words and phrases and sensory details to convey experiences and events precisely. ● Provide a conclusion that follows from the narrated experiences or events ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● 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.
Speaking and Listening	<ul style="list-style-type: none"> ● 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.
Language	<ul style="list-style-type: none"> ● Spell grade-appropriate words correctly, consulting references as needed. ● Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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	<ul style="list-style-type: none"> • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). • 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. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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Unit 3 (January 3- February 16)

Reading- This unit is an adaptation of the original unit titled The Lens of History. In this unit students learn about African Americans fighting to gain equal rights during the Civil Rights Movement period and how this movement impacts us today. Students are asked to reach into their toolkits to refer to early skills and strategies: note taking, main idea work, synthesis, and critique and merge them together in this unit. Though this unit aims to support students in strengthening reading skills, it also has big goals in helping students access complicated content. The ultimate goal is to have students perform research that includes listing sources and summarizing or paraphrasing findings. Students can present their findings in a variety of informal or more formal argumentative or explanatory contexts. It also requires students to read multiple texts on the Civil Rights Movement. To glean relevant information, students will need to delve deeply into informational texts, discerning significant ideas and supporting information, synthesizing and comparing across texts, and considering structure and craft.

English Language Arts Unit Performance Expectations

Reading Literature	Taught in Units 1, 2 and 5
Reading Informational Text	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • 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. • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • 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. • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • Integrate information from several texts on the same topic in order to write or speak about the

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	<p>subject knowledgeably.</p> <ul style="list-style-type: none"> ● By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
Reading Foundational Skills	<ul style="list-style-type: none"> ● 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.
Writing	<ul style="list-style-type: none"> ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. ● Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ● Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Provide a concluding statement or section related to the information or explanation presented. ● 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. ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● 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. ● Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. ● 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. ● Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening	<ul style="list-style-type: none"> ● Engage effectively in a range of collaborative

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	<p>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> <ul style="list-style-type: none"> • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. • 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.
Language	<ul style="list-style-type: none"> • Use verb tense to convey various times, sequences, states, and conditions. • Spell grade-appropriate words correctly, consulting references as needed. • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). • 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. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Unit 4 (February 22- April 21)

Writing- In this unit, there are two parts. In the first bend, students investigate a teacher led topic where they explore the issues by reading articles and watching videos. They are guided to make a solid argument with research-based support. In the second bend, writers choose an argument that matters to them and take a stand. They again research and make a valid, credible, convincing argument with research- based support. Students draft both handwritten pieces as well as pieces using appropriate technology.

English Language Arts Unit Performance Expectations

Reading Literature	Taught in Units 1,2 and 5
Reading Informational Text	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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	<ul style="list-style-type: none"> ● 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. ● Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). ● Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. ● By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<p>Reading Foundational Skills</p>	<ul style="list-style-type: none"> ● 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>Writing</p>	<ul style="list-style-type: none"> ● Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ● 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. ● Provide logically ordered reasons that are supported by facts and details. ● Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). ● Provide a concluding statement or section related to the opinion presented. ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● 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. ● Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. ● 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.

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	<ul style="list-style-type: none"> • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
Speaking and Listening	<ul style="list-style-type: none"> • 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) • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. • 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.
Language	<ul style="list-style-type: none"> • Use verb tense to convey various times, sequences, states, and conditions. • Spell grade-appropriate words correctly, consulting references as needed. • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). • 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. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

Unit 5 (April 25- June 14)

Reading- In this unit, students work in clubs to become deeply immersed in the fantasy genre and further develop higher level thinking skills to study how authors develop characters and themes over time. Students read analytically as they consider how authors begin a book by establishing the setting as both a physical and a psychological place. Students are lead to think metaphorically as well as analytically, teaching them to explore the quests and themes within and across their novels. They also engage more deeply by considering the implications of conflicts, themes, and lessons learned. Kids work on their habits as readers—going outside the book to build knowledge, or studying how authors introduce hard words and using strategies to learn new vocabulary as they read. In addition, readers investigate fantasy as a literary tradition and study how the thinking developed through reading fantasy novels will apply to other genres.

English Language Arts Unit Performance Expectations

Reading Literature	<ul style="list-style-type: none"> • Quote accurately from a text when explaining
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	<p>what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> • 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 • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • 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). • Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
Reading Informational Text	Taught in Units 3 and 4
Reading Foundational Skills	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. • 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.
Writing	<ul style="list-style-type: none"> • 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. • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
Speaking and Listening	<ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none">• Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.• 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.
Language	<ul style="list-style-type: none">• Use verb tense to convey various times, sequences, states, and conditions.• Spell grade-appropriate words correctly, consulting references as needed.• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).• 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.• Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.