

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	CALMS3652	Grade Level	5
Course Name	ELA 5 Summit	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Summit English Language Arts 5 provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course is made up of 12 units. Each unit contains workshops that center on one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently in a variety of genres and formats—fiction, poetry, drama, nonfiction, magazines, and graphic novels—before exploring each text through various activities. In writing workshops, students analyze model writing samples and then work through the writing process to develop original compositions of their own. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.
L.5.1.c	c. Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d	d. Recognize and correct inappropriate shifts in verb tense.
L.5.1.e	e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.a	a. Use punctuation to separate items in a series.
L.5.2.b	b. Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
L.5.2.d	d. Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e	e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.a	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.

L.5.4.a	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.b	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).
L.5.4.c	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5.a	a. Interpret figurative language, including similes and metaphors, in context.
L.5.5.b	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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>).
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	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.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	a. Read on-level text with purpose and understanding.
RF.5.4.b	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the 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.5.4	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> .
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
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.
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.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
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).
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.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.5.1.a	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.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	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.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1.a	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.
W.5.1.b	b. Provide logically ordered reasons that are supported by facts and details.

W.5.1.c	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).
W.5.1.d	d. Provide a concluding statement or section related to the opinion presented.
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.a	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.
W.5.2.b	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).
W.5.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.e	e. Provide a concluding statement or section related to the information or explanation presented.
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	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	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	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	e. Provide a conclusion that follows from the narrated experiences or events.
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.)
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 on pages 28 and 29.)
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.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9.a	a. Apply <i>grade 5 Reading standards</i> 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]”).
W.5.9.b	b. Apply <i>grade 5 Reading standards</i> 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]”).

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Author Study: Authory Study (A)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.1 RL.5.2 RL.5.6	<p>Spell words that contain two vowels together that each represent a different sound.</p> <p>Spell words that contain the base word grace.</p> <p>Spell heart words at a fifth-grade level.</p> <p>Spell words that contain the prefix uni-.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Explain how a narrator's or a speaker's point of view influences how events are described in a fifth-grade literary text.</p> <p>Explain how a narrator's or a speaker's point of view influences how characters are developed and portrayed in a literary text written at a fifth-grade reading level.</p> <p>Quote accurately from the text when explaining what a fifth-grade literary text explicitly says.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade literary text.</p>

		<p>Determine the theme of a story, drama, or poem based on details in the text, at a fifth-grade level.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
Author Study: Author Study (B)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.1 RL.5.2 RL.5.6	<p>Spell words that contain two vowels together that each represent a different sound.</p> <p>Spell words that contain the base word grace.</p> <p>Spell heart words at a fifth-grade level.</p> <p>Spell words that contain the prefix uni-.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Quote accurately from the text when explaining what a fifth-grade literary text explicitly says.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade literary text.</p> <p>Explain how characters' responses to challenges develop a theme in a story or drama, at a fifth-grade level.</p> <p>Explain how a narrator's or a speaker's point of view influences how events are described in a fifth-grade literary text.</p> <p>Determine the theme of a story, drama, or poem based on details in the text, at a fifth-grade level.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
Author Study: Author Study (C)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.2	<p>Spell words that contain two vowels together that each represent a different sound.</p> <p>Spell words that contain the base word grace.</p> <p>Spell heart words at a fifth-grade level.</p> <p>Spell words that contain the prefix uni-.</p>

	RL.5.6	<p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Determine the theme of a story, drama, or poem based on details in the text, at a fifth-grade level.</p> <p>Summarize a story, drama, or poem with key details from the text, at a fifth-grade level.</p> <p>Explain how a narrator's or a speaker's point of view influences how events are described in a fifth-grade literary text.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
Author Study: Author Study (D)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.1 RL.5.3	<p>Spell words that contain two vowels together that each represent a different sound.</p> <p>Spell words that contain the base word grace.</p> <p>Spell heart words at a fifth-grade level.</p> <p>Spell words that contain the prefix uni-.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p>

		<p>Compare or contrast two or more characters in a fifth-grade story or drama, drawing on specific details in the text.</p> <p>Quote accurately from the text when explaining what a fifth-grade literary text explicitly says.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
Author Study: Author Study (E)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.1 RL.5.3 RL.5.9 W.5.9 W.5.9.a	<p>Spell words that contain two vowels together that each represent a different sound.</p> <p>Spell words that contain the base word grace.</p> <p>Spell heart words at a fifth-grade level.</p> <p>Spell words that contain the prefix uni-.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Compare or contrast two or more settings in a fifth-grade story or drama, drawing on specific details in the text.</p> <p>Compare or contrast two or more events in a fifth-grade story or drama, drawing on specific details in the text.</p> <p>Compare or contrast the approach to various literary elements in stories from the same genre written at a fifth-grade reading level.</p> <p>Use details from a literary text written at a fifth-grade reading level to analyze or describe key literary elements.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a literary text written at a fifth-grade reading level.</p> <p>Compare or contrast the approach to similar themes or topics in fifth-grade stories from the same genre.</p> <p>Compare or contrast ideas within texts written at a fifth-grade reading level.</p> <p>Compare or contrast the treatment of similar themes, topics, or patterns of events in a variety of modalities.</p>

		<p>Quote accurately from the text when explaining what a fifth-grade literary text explicitly says.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
Author Study: Author Study Wrap-Up	L.5.4 L.5.4.a, b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.10 RL.5.1 RL.5.2 RL.5.3 RL.5.6 RL.5.10	<p>Explain how a narrator's or a speaker's point of view influences how events are described in a fifth-grade literary text.</p> <p>Compare or contrast two or more characters in a fifth-grade story or drama, drawing on specific details in the text.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade literary text.</p> <p>Use details from a literary text written at a fifth-grade reading level to support opinions or predictions.</p> <p>Use specific details in a story or play written at a fifth-grade reading level to analyze or describe two or more characters, settings, or events and explain how they influence the plot.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p>

		<p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Quote accurately from the text when explaining what a fifth-grade literary text explicitly says.</p> <p>Determine the theme of a story, drama, or poem based on details in the text, at a fifth-grade level.</p> <p>Explain how characters' responses to challenges develop a theme in a story or drama, at a fifth-grade level.</p> <p>Summarize a story, drama, or poem with key details from the text, at a fifth-grade level.</p> <p>Compare or contrast two or more settings in a fifth-grade story or drama, drawing on specific details in the text.</p> <p>Compare or contrast two or more events in a fifth-grade story or drama, drawing on specific details in the text.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p>
Author Study: Context Clues and Word Relationships	L.5.4.a L.5.5.c L.5.6 RF.5.4 RI.5.7 RL.5.10 W.5.4 W.5.9 W.5.9.a, b W.5.10	<p>Use synonyms, antonyms, or homographs to better understand the meaning of grade--level words.</p> <p>Use grade-appropriate academic and domain-specific words and phrases, including those that signal contrast, addition, or other logical relationships in text.</p> <p>Use context, such as cause-and-effect relationships and comparisons in text, for clues to the meaning of words or phrases at a fifth-grade level.</p> <p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level .</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p>

		Read literary texts written at a fifth-grade reading level independently for sustained periods of time to build stamina.
Author Study: Narrative Writing Skills (A)	L.5.1 L.5.1.b, c L.5.2.e RF.5.4 RF.5.4.a W.5.3 W.5.3.a, b, c W.5.9 W.5.9.a	<p>Form and use the perfect tenses of verbs in speaking or writing.</p> <p>Define or describe perfect verb tenses, such as I had walked; I have walked; I will have walked.</p> <p>Use verb tense to convey various times, sequences, states, or conditions.</p> <p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Write a narrative that establishes a situation and introduces a narrator, characters, or both, in a fifth-grade narrative.</p> <p>Organize an event sequence to progress naturally in a fifth-grade narrative.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Form and use the perfect aspects of verbs in speaking or writing.</p> <p>Use verb tense or aspect to convey various times, sequences, states, or conditions.</p> <p>Use verb tense to convey various times or sequences.</p> <p>Choose among different verb tenses based on the overall meaning of a sentence.</p> <p>Identify verb tense to indicate various times, sequences, states, or conditions in a text written at a fifth-grade reading level.</p> <p>Form or use the past or present tense of verbs in fifth-grade level speaking or writing.</p> <p>Use and understand the function of irregular or active voice verbs at a fifth-grade level in the context of reading, writing, or speaking.</p> <p>Write a creative story, at a fifth-grade writing level, that includes a clearly defined focus, plot, and point of view, developed with dialogue, and that includes a believable setting created with sensory details.</p> <p>Write a narrative at a fifth-grade writing level that establishes a context.</p> <p>Write a narrative at a fifth-grade writing level that establishes a setting.</p> <p>Organize an event sequence to establish a beginning, a middle, and an end in a narrative written at a fifth-grade writing level.</p>

		<p>Use a variety of transitional words, phrases, or devices, such as foreshadowing, to develop the pace and sequence of events in a narrative text written at a fifth-grade writing level.</p> <p>Identify different forms of writing that have different organizational patterns, including story structure in narrative pieces written at a fifth-grade writing level.</p> <p>Spell words that contain /k/ spelled ch at a fifth-grade level.</p> <p>Spell words that contain /f/ spelled ph at a fifth-grade level.</p> <p>Spell words that contain the base word scholar.</p> <p>Analyze a writer's craft in narrative text at a fifth-grade level.</p>
Author Study: Narrative Writing Skills (B)	L.5.1 L.5.1.b, c L.5.2.e RF.5.4 RF.5.4.a W.5.3 W.5.3.a, b, c, d W.5.4 W.4.9 W.4.9.a	<p>Form and use the perfect tenses of verbs in speaking or writing.</p> <p>Define or describe perfect verb tenses, such as I had walked; I have walked; I will have walked.</p> <p>Use verb tense to convey various times, sequences, states, or conditions.</p> <p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Use dialogue, description, and pacing to develop experiences or events in a fifth-grade narrative.</p> <p>Use dialogue, description, and pacing to show how characters respond to situations in a fifth-grade narrative.</p> <p>Define or describe pacing in writing.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Form and use the perfect aspects of verbs in speaking or writing.</p> <p>Use verb tense or aspect to convey various times, sequences, states, or conditions.</p> <p>Use verb tense to convey various times or sequences.</p> <p>Choose among different verb tenses based on the overall meaning of a sentence.</p> <p>Identify verb tense to indicate various times, sequences, states, or conditions in a text written at a fifth-grade reading level.</p> <p>Form or use the past or present tense of verbs in fifth-grade level speaking or writing.</p> <p>Use and understand the function of irregular or active voice verbs at a fifth-grade level in the context of reading, writing, or speaking.</p>

		<p>Write a creative story, at a fifth-grade writing level, that includes a clearly defined focus, plot, and point of view, developed with dialogue, and that includes a believable setting created with sensory details.</p> <p>Use narrative techniques, such as dialogue, motivation, and descriptions in a narrative written at a fifth-grade writing level.</p> <p>Use a variety of transitional words, phrases, or devices, such as foreshadowing, to develop the pace and sequence of events in a narrative text written at a fifth-grade writing level.</p> <p>Use elaboration, concrete and sensory details, or literary devices to describe actions, thoughts, and motivations and to develop experiences or events that show the responses of characters to situations, problems, or conflicts in a narrative written at a fifth-grade writing level.</p> <p>Use elaboration to precisely describe events and experiences in a narrative text written at a fifth-grade writing level.</p> <p>Spell words that contain /k/ spelled ch at a fifth-grade level.</p> <p>Spell words that contain /f/ spelled ph at a fifth-grade level.</p> <p>Spell words that contain the base word scholar.</p> <p>Analyze a writer's craft in narrative text at a fifth-grade level.</p>
Author Study: Narrative Writing Skills (C)	L.5.1 L.5.1.b, c L.5.2.e RF.5.4 RF.5.4.a W.5.3 W.5.3.c, d, e W.5.9 W.5.9.a	<p>Form and use the perfect tenses of verbs in speaking or writing.</p> <p>Define or describe perfect verb tenses, such as I had walked; I have walked; I will have walked.</p> <p>Use verb tense to convey various times, sequences, states, or conditions.</p> <p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Use a variety of transitional words, phrases, or clauses to clarify the sequence of events in a fifth-grade narrative text.</p> <p>Use concrete words and phrases or sensory details to precisely describe events and experiences in a fifth-grade narrative text.</p> <p>Write a conclusion that follows from the events or experiences described in a fifth-grade narrative text.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Form and use the perfect aspects of verbs in speaking or writing.</p> <p>Use verb tense or aspect to convey various times, sequences, states, or conditions.</p> <p>Use verb tense to convey various times or sequences.</p>

		<p>Choose among different verb tenses based on the overall meaning of a sentence.</p> <p>Identify verb tense to indicate various times, sequences, states, or conditions in a text written at a fifth-grade reading level.</p> <p>Form or use the past or present tense of verbs in fifth-grade level speaking or writing.</p> <p>Use and understand the function of irregular or active voice verbs at a fifth-grade level in the context of reading, writing, or speaking.</p> <p>Write a creative story, at a fifth-grade writing level, that includes a clearly defined focus, plot, and point of view, developed with dialogue, and that includes a believable setting created with sensory details.</p> <p>Use a variety of transitional words, phrases, or devices, such as foreshadowing, to develop the pace and sequence of events in a narrative text written at a fifth-grade writing level.</p> <p>Use specific, relevant, and precise words that are appropriate to the topic, audience, and purpose of a narrative text written at a fifth-grade writing level.</p> <p>Spell words that contain /k/ spelled ch at a fifth-grade level.</p> <p>Spell words that contain /f/ spelled ph at a fifth-grade level.</p> <p>Spell words that contain the base word scholar.</p> <p>Analyze a writer's craft in narrative text at a fifth-grade level.</p>
Author Study: Narrative Writing Skills Wrap-Up	L.5.1 L.5.1.b, c L.5.2.e W.5.3 W.5.3.a, b, c, d, e W.5.4	<p>Form and use the perfect tenses of verbs in speaking or writing.</p> <p>Use verb tense to convey various times, sequences, states, or conditions.</p> <p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Write a narrative that establishes a situation and introduces a narrator, characters, or both, in a fifth-grade narrative.</p> <p>Organize an event sequence to progress naturally in a fifth-grade narrative.</p> <p>Use a variety of transitional words, phrases, or clauses to clarify the sequence of events in a fifth-grade narrative text.</p> <p>Use dialogue, description, and pacing to develop experiences or events in a fifth-grade narrative.</p> <p>Use dialogue, description, and pacing to show how characters respond to situations in a fifth-grade narrative.</p>

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| | <p>Use concrete words and phrases or sensory details to precisely describe events and experiences in a fifth-grade narrative text.</p> <p>Write a conclusion that follows from the events or experiences described in a fifth-grade narrative text.</p> <p>Form and use the perfect aspects of verbs in speaking or writing.</p> <p>Use verb tense or aspect to convey various times, sequences, states, or conditions.</p> <p>Use verb tense to convey various times or sequences.</p> <p>Choose among different verb tenses based on the overall meaning of a sentence.</p> <p>Identify verb tense to indicate various times, sequences, states, or conditions in a text written at a fifth-grade reading level.</p> <p>Form or use the past or present tense of verbs in fifth-grade level speaking or writing.</p> <p>Use and understand the function of irregular or active voice verbs at a fifth-grade level in the context of reading, writing, or speaking.</p> <p>Write a creative story, at a fifth-grade writing level, that includes a clearly defined focus, plot, and point of view, developed with dialogue, and that includes a believable setting created with sensory details.</p> <p>Write a narrative at a fifth-grade writing level that establishes a context.</p> <p>Write a narrative at a fifth-grade writing level that establishes a setting.</p> <p>Organize an event sequence to establish a beginning, a middle, and an end in a narrative written at a fifth-grade writing level.</p> <p>Use narrative techniques, such as dialogue, motivation, and descriptions in a narrative written at a fifth-grade writing level.</p> <p>Use a variety of transitional words, phrases, or devices, such as foreshadowing, to develop the pace and sequence of events in a narrative text written at a fifth-grade writing level.</p> <p>Use elaboration, concrete and sensory details, or literary devices to describe actions, thoughts, and motivations and to develop experiences or events that show the responses of characters to situations, problems, or conflicts in a narrative written at a fifth-grade writing level.</p> <p>Use elaboration to precisely describe events and experiences in a narrative text written at a fifth-grade writing level.</p> |
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		<p>Use specific, relevant, and precise words that are appropriate to the topic, audience, and purpose of a narrative text written at a fifth-grade writing level.</p> <p>Spell words that contain /k/ spelled ch at a fifth-grade level.</p> <p>Spell words that contain /f/ spelled ph at a fifth-grade level.</p> <p>Spell words that contain the base word scholar.</p> <p>Spell words at a fifth-grade level correctly.</p>
Author Study: Your Choice	W.5.6	<p>Take initiative to further your own learning.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p>
Fascinating Tales from History: The Mary Celeste (A)	L.5.2.e L.5.4.c L.5.6 RF.5.4 RF.5.4.a RI.5.2 RI.5.4 RI.5.10	<p>Spell words that contain the schwa sound spelled a at the beginning of a word.</p> <p>Spell words that contain the schwa sound spelled a at the end of a word.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>

Fascinating Tales from History: The Mary Celeste (B)	L.5.2.e L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.2 RI.5.10	<p>Spell words that contain the schwa sound spelled a at the beginning of a word.</p> <p>Spell words that contain the schwa sound spelled a at the end of a word.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Fascinating Tales from History: The Mary Celeste (C)	L.5.2.e L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.10	<p>Spell words that contain the schwa sound spelled a at the beginning of a word.</p> <p>Spell words that contain the schwa sound spelled a at the end of a word.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p>

		<p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Summarize a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Fascinating Tales from History: The Mary Celeste Wrap-Up	L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.1 RI.5.2 RI.5.10	<p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Summarize a fifth-grade informational text.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p>

		<p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Determine the main idea in a fifth-grade informational text.</p>
Fascinating Tales from History: Your Choice	W.5.6	<p>Take initiative to further your own learning.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p>
Fascinating Tales from History: Narrative Writing: Prewriting (A)	L.5.1 L.5.1.c, d L.5.2 L.5.2.e W.5.3 W.5.4 W.5.10	<p>Determine an inappropriate shift in verb tense at a fifth-grade level.</p> <p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Plan a piece of writing to develop and organize ideas at a fifth-grade level.</p> <p>Identify or use appropriate continuity or shifts in verb tense in text written at a fifth-grade writing level.</p> <p>Identify an inappropriate shift in verb aspect in text written at a fifth-grade reading level.</p> <p>Identify or use common fifth-grade-level or content-specific abbreviations, including those derived from words or phrases in other languages, such as lb., oz., or etc.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use inquiry tools to answer questions and guide writing, at a fifth-grade writing level.</p> <p>Adjust the writing process at a fifth-grade writing level as needed to persevere in various writing tasks of increasing length and difficulty.</p> <p>Spell abbreviations.</p>
Fascinating Tales from History: Narrative Writing: Prewriting (B)	L.5.1 L.5.1.b, c, d L.5.2 L.5.2.e	<p>Revise an inappropriate shift in verb tense at a fifth-grade level.</p> <p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p>

	RF.5.4 RF.5.4.a W.5.3 W.5.3.a W.5.4	<p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Plan a piece of writing to develop and organize ideas at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Identify or use appropriate continuity or shifts in verb tense in text written at a fifth-grade writing level.</p> <p>Identify an inappropriate shift in verb aspect in text written at a fifth-grade reading level.</p> <p>Identify or use common fifth-grade-level or content-specific abbreviations, including those derived from words or phrases in other languages, such as lb., oz., or etc.</p> <p>Organize an event sequence to establish a beginning, a middle, and an end in a narrative written at a fifth-grade writing level.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by organizing facts, details, and events in correct sequence into introductory, supporting, and concluding paragraphs relevant to the organizational structure.</p> <p>Create a writing draft at a fifth-grade writing level by developing, selecting, and organizing ideas that are relevant to the topic, purpose, and genre.</p> <p>Outline a piece of writing and prewrite a first draft as necessary, at a fifth-grade writing level.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use inquiry tools to answer questions and guide writing, at a fifth-grade writing level.</p> <p>Spell abbreviations.</p>
Fascinating Tales from History: Narrative Writing: Drafting (A)	L.5.1 L.5.1.a, b, c, d L.5.2 L.5.2.e L.5.3 L.5.3.a L.5.4 L.5.4.a L.5.6 RF.5.4 RF.5.4.a W.5.2	<p>Determine an inappropriate shift in verb tense at a fifth-grade level.</p> <p>Revise an inappropriate shift in verb tense at a fifth-grade level.</p> <p>Use correct subject-verb agreement in a sentence at the elementary-school level.</p> <p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p>

	<p>W.5.3</p> <p>W.5.3.a, b, c, d, e</p> <p>W.5.4</p> <p>W.5.5</p> <p>W.5.10</p>	<p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Write a narrative that establishes a situation and introduces a narrator, characters, or both, in a fifth-grade narrative.</p> <p>Organize an event sequence to progress naturally in a fifth-grade narrative.</p> <p>Use a variety of transitional words, phrases, or clauses to clarify the sequence of events in a fifth-grade narrative text.</p> <p>Use dialogue, description, and pacing to develop experiences or events in a fifth-grade narrative.</p> <p>Use dialogue, description, and pacing to show how characters respond to situations in a fifth-grade narrative.</p> <p>Use concrete words and phrases or sensory details to precisely describe events and experiences in a fifth-grade narrative text.</p> <p>Write a conclusion that follows from the events or experiences described in a fifth-grade narrative text.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Identify or use appropriate continuity or shifts in verb tense in text written at a fifth-grade writing level.</p> <p>Identify an inappropriate shift in verb aspect in text written at a fifth-grade reading level.</p> <p>Identify subject and verb agreement in a text written at a fifth-grade level.</p> <p>Identify or use common fifth-grade-level or content-specific abbreviations, including those derived from words or phrases in other languages, such as lb., oz., or etc.</p> <p>Write legibly.</p> <p>Write fluently and legibly in print.</p> <p>Write fluently and legibly in cursive.</p> <p>Write one's own signature in cursive writing.</p> <p>Write complete simple or compound sentences with correct subject-verb agreement at a fifth-grade writing level.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> <p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p>
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| | <p>Write a narrative at a fifth-grade writing level that includes characters, plot, setting, point of view, internal or external conflict, and dialogue.</p> <p>Write a personal narrative at a fifth-grade writing level that portrays thoughts and feelings about an experience.</p> <p>Write a narrative at a fifth-grade writing level that establishes a context.</p> <p>Write a narrative at a fifth-grade writing level that establishes a setting.</p> <p>Use narrative techniques, such as dialogue, motivation, and descriptions in a narrative written at a fifth-grade writing level.</p> <p>Use elaboration, concrete and sensory details, or literary devices to describe actions, thoughts, and motivations and to develop experiences or events that show the responses of characters to situations, problems, or conflicts in a narrative written at a fifth-grade writing level.</p> <p>Use elaboration to precisely describe events and experiences in a narrative text written at a fifth-grade writing level.</p> <p>Write a personal or fictional narrative with a strong personal voice, at a fifth-grade writing level.</p> <p>Write a clear topic sentence, at a fifth-grade writing level, for a narrative, descriptive, expository, or persuasive writing piece that focuses on the main idea.</p> <p>Use varied sentence structure in a writing piece, written at a fifth-grade level, by using transition words or prepositional phrases.</p> <p>Create writing pieces at a fifth-grade writing level that contain multiple interrelated paragraphs about a topic.</p> <p>Write a narrative or informational or explanatory text, at a fifth-grade writing level, that builds on personal ideas and the ideas of others.</p> <p>Produce coherent writing, at a fifth-grade level, in a style appropriate to a purpose, task, and audience.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that addresses an appropriate audience, organization, and purpose.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that includes appropriate transitions related to the purpose of the piece.</p> |
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		<p>Use specific, relevant, and precise words that are appropriate to the topic, audience, and purpose of a narrative text written at a fifth-grade writing level.</p> <p>Use multiple formats of print or digital text, such as cursive, manuscript, font, graphics, or symbols.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Transcribe ideas legibly and fluently with correct spacing between letters, words, and sentences and using appropriate indentation.</p> <p>Write fluently at a fifth-grade writing level.</p> <p>Use dialogue and description to develop experiences or events or to show how characters respond to situations in a narrative written at a fifth-grade writing level.</p> <p>Use a variety of transitional words or phrases to manage the sequence of events in a narrative text written at a fifth-grade writing level.</p> <p>Spell abbreviations.</p>
Fascinating Tales from History: Narrative Writing: Drafting (B)	L.5.1 L.5.1.c, d L.5.2 L.5.3 L.5.6 W.5.3 W.5.3.a, b, c, d, e W.5.4 W.5.10	<p>Determine an inappropriate shift in verb tense at a fifth-grade level.</p> <p>Revise an inappropriate shift in verb tense at a fifth-grade level.</p> <p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Write a narrative that establishes a situation and introduces a narrator, characters, or both, in a fifth-grade narrative.</p> <p>Organize an event sequence to progress naturally in a fifth-grade narrative.</p> <p>Use a variety of transitional words, phrases, or clauses to clarify the sequence of events in a fifth-grade narrative text.</p> <p>Use dialogue, description, and pacing to develop experiences or events in a fifth-grade narrative.</p> <p>Use dialogue, description, and pacing to show how characters respond to situations in a fifth-grade narrative.</p> <p>Use concrete words and phrases or sensory details to precisely describe events and experiences in a fifth-grade narrative text.</p>

	<p>Write a conclusion that follows from the events or experiences described in a fifth-grade narrative text.</p> <p>Identify or use appropriate continuity or shifts in verb tense in text written at a fifth-grade writing level.</p> <p>Identify an inappropriate shift in verb aspect in text written at a fifth-grade reading level.</p> <p>Identify or use common fifth-grade-level or content-specific abbreviations, including those derived from words or phrases in other languages, such as lb., oz., or etc.</p> <p>Write legibly.</p> <p>Write fluently and legibly in print.</p> <p>Write fluently and legibly in cursive.</p> <p>Write one's own signature in cursive writing.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> <p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p> <p>Write a narrative at a fifth-grade writing level that includes characters, plot, setting, point of view, internal or external conflict, and dialogue.</p> <p>Write a personal narrative at a fifth-grade writing level that portrays thoughts and feelings about an experience.</p> <p>Write a narrative at a fifth-grade writing level that establishes a context.</p> <p>Write a narrative at a fifth-grade writing level that establishes a setting.</p> <p>Use narrative techniques, such as dialogue, motivation, and descriptions in a narrative written at a fifth-grade writing level.</p> <p>Use elaboration, concrete and sensory details, or literary devices to describe actions, thoughts, and motivations and to develop experiences or events that show the responses of characters to situations, problems, or conflicts in a narrative written at a fifth-grade writing level.</p> <p>Use elaboration to precisely describe events and experiences in a narrative text written at a fifth-grade writing level.</p> <p>Write a personal or fictional narrative with a strong personal voice, at a fifth-grade writing level.</p>
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Write a clear topic sentence, at a fifth-grade writing level, for a narrative, descriptive, expository, or persuasive writing piece that focuses on the main idea.

Use varied sentence structure in a writing piece, written at a fifth-grade level, by using transition words or prepositional phrases.

Create writing pieces at a fifth-grade writing level that contain multiple interrelated paragraphs about a topic.

Write a narrative or informational or explanatory text, at a fifth-grade writing level, that builds on personal ideas and the ideas of others.

Produce coherent writing, at a fifth-grade level, in a style appropriate to a purpose, task, and audience.

Develop a genre-appropriate draft written at a fifth-grade writing level that addresses an appropriate audience, organization, and purpose.

Develop a genre-appropriate draft written at a fifth-grade writing level that includes appropriate transitions related to the purpose of the piece.

Develop a genre-appropriate draft written at a fifth-grade writing level by writing a concluding statement that restates the main idea.

Use specific, relevant, and precise words that are appropriate to the topic, audience, and purpose of a narrative text written at a fifth-grade writing level.

Use multiple formats of print or digital text, such as cursive, manuscript, font, graphics, or symbols.

Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.

Use a writing process to create a fifth-grade level writing piece.

Transcribe ideas legibly and fluently with correct spacing between letters, words, and sentences and using appropriate indentation.

Write fluently at a fifth-grade writing level.

Use dialogue and description to develop experiences or events or to show how characters respond to situations in a narrative written at a fifth-grade writing level.

Use a variety of transitional words or phrases to manage the sequence of events in a narrative text written at a fifth-grade writing level.

Spell abbreviations.

		Spell words at a fifth-grade level correctly.
Fascinating Tales from History: Nuance	L.5.4 L.5.4.a L.5.5 L.5.5.c L.5.6 RF.5.4 RI.5.7 RI.5.10 W.5.9	<p>Distinguish nuance in word meanings at a fifth-grade level.</p> <p>Use synonyms, antonyms, or homographs to better understand the meaning of grade--level words.</p> <p>Use synonyms or antonyms to determine the meaning of new words written at a fifth-grade reading level.</p> <p>Use grade-appropriate academic and domain-specific words and phrases, including those that signal contrast, addition, or other logical relationships in text.</p> <p>Use fifth-grade-appropriate conversational words or phrases.</p> <p>Use context, such as cause-and-effect relationships and comparisons in text, for clues to the meaning of words or phrases at a fifth-grade level.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level .</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p> <p>Read informational texts appropriate to fifth grade independently for sustained periods of time.</p>
Fascinating Tales from History: Mesmerized (A)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.10	<p>Spell related words.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p>

		<p>Read text written in cursive.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Fascinating Tales from History: Mesmerized (B)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.4 RI.5.10	<p>Spell related words.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Read text written in cursive.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Determine two or more main ideas in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p>

		<p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Fascinating Tales from History: Mesmerized (C)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.4 RI.5.10	<p>Spell related words.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Identify explicit information in an informational text written at a fifth-grade reading level to explain what the text specifically says.</p> <p>Make relevant connections when explaining what an informational text written at a fifth-grade reading level explicitly says or when drawing inferences from the text.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Determine two or more main ideas in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Summarize a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>

Fascinating Tales from History: Mesmerized Wrap-Up		<p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>L.5.4.a RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.1 RI.5.2 RI.5.4 RI.5.10 RL.5.10</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine two or more main ideas in a fifth-grade informational text.</p> <p>Summarize a fifth-grade informational text.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p>
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		Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.
A Wonder of the World: Narrative Writing: Revising	L.5.1 L.5.2 L.5.3 RF.5.4 RF.5.4.a W.5.3 W.5.4 W.5.5 W.5.6 W.5.10	<p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Revise writing to strengthen ideas in a fifth-grade text.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> <p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p> <p>Edit multiple fifth-grade-level writing drafts for an intended purpose such as organization, coherence, and staying on topic.</p> <p>Revise fifth-grade-level writing through self-monitoring strategies and feedback from others to strengthen and clarify ideas.</p> <p>Revise the final draft of a fifth-grade-level piece of writing in response to feedback from peers and teachers, and publish the work for an appropriate audience.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p>
A Wonder of the World: Narrative Writing: Proofreading	L.5.1 L.5.2 L.5.2.a, e L.5.3 L.5.3.a RF.5.4 RF.5.4.a SL.5.1 SL.5.1.a, b, c, d W.5.3 W.5.4 W.5.5 W.5.6	<p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Edit writing for conventions, grammar, and usage at a fifth-grade level.</p> <p>Use technology and the Internet to interact and work with others on writing projects at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use commas and quotation marks with proper spacing to indicate dialogue.</p> <p>Use correct capitalization in writing at a fifth-grade level.</p>

		<p>Identify or use punctuation marks when writing at a fifth-grade level.</p> <p>Use a complete subject and complete predicate when writing a fifth-grade-level sentence.</p> <p>Write a simple sentence or question at a fifth-grade writing level.</p> <p>Use the correct spelling of commonly used fifth-grade-level words.</p> <p>Proofread fifth-grade-level writing for standard English conventions.</p> <p>Edit fifth-grade-level writing drafts for grammar, mechanics, and spelling.</p> <p>Provide fifth-grade-level oral, written, or digital descriptive feedback to other writers.</p> <p>Use standard English conventions appropriately when planning, revising, or editing a fifth-grade writing piece.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use language skills addressed in the foundational literacy standards when writing fifth-grade-level compositions.</p>
A Wonder of the World: Narrative Writing: Publishing	L.5.1 L.5.2 L.5.3 W.5.3 W.5.4 W.5.5 W.5.6 W.5.10	<p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Use technology, including the Internet, to produce and publish writing at a fifth-grade level.</p> <p>Type a minimum of two pages in a single sitting to demonstrate command of keyboarding skills at a fifth-grade level.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Proofread fifth-grade-level writing for format.</p> <p>Type a one- to three-page multiparagraph text to demonstrate command of keyboarding skills, at a fifth-grade level.</p> <p>Type a writing task accurately to demonstrate sufficient command of keyboarding skills, at a fifth-grade level.</p>

		<p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p> <p>Use multiple formats of print or digital text, such as cursive, manuscript, font, graphics, or symbols.</p> <p>Apply formatting techniques, such as indenting paragraphs, and using correct title format in a fifth-grade-level published document.</p>
A Wonder of the World: Queen of the Falls	L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.4 RI.5.10	<p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Summarize a fifth-grade informational text.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
A Wonder of the World: Queen of the Falls Wrap-Up	L.5.4.b RF.5..3 RF.5.3.a RF.5.4	<p>Summarize a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p>

	RF.5.4.a, b, c RI.5.1 RI.5.2 RI.5.10 RL.5.10	Determine the main idea in a fifth-grade informational text. Quote accurately from the text when explaining what a fifth-grade informational text explicitly says. Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level. Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level. Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level. Read a grade-level text with purpose and understanding. Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level. Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level. Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently. Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level. Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted. Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted. Quote accurately from the text when drawing inferences from a fifth-grade informational text. Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.
A Wonder of the World: Where Is Niagara Falls? (A)	L.5.4 L.5.4.a, c RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.4	Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level. Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.

	RI.5.10 W.5.4 W.5.8 W.5.9 W.5.9.b	Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension. Read a grade-level text with purpose and understanding. Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently. Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band. Determine two or more main ideas in a fifth-grade informational text. Determine the key details that support two or more main ideas in a fifth-grade informational text. Quote accurately from the text when explaining what a fifth-grade informational text explicitly says. Quote accurately from the text when drawing inferences from a fifth-grade informational text. Respond to an informational or expository text written at a fifth-grade reading level, according to task and purpose, using evidence from the text to demonstrate comprehension. Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area. Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area
A Wonder of the World: Where is Niagara Falls? (B)	L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.4 RI.5.8 RI.5.10	Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level. Read a grade-level text with purpose and understanding. Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently. Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band. Determine an author's viewpoint about events or topics in a fifth-grade informational text. Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.

		<p>Determine two or more main ideas in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Summarize a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
A Wonder of the World: Where is Niagara Falls? Wrap-Up	L.5.4 L.5.4.a, b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.6 RI.5.8 RI.5.10 RL.5.10	<p>Summarize a fifth-grade informational text.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Read grade-level prose aloud with accuracy, appropriate rate, and with expression.</p>

		<p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Determine two or more main ideas in a fifth-grade informational text.</p> <p>Determine the key details that support two or more main ideas in a fifth-grade informational text.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a fifth-grade historical text, using textual evidence.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Determine an author's viewpoint about events or topics in a fifth-grade informational text.</p> <p>Analyze multiple accounts of the same event or topic in a fifth-grade informational text by comparing or contrasting the viewpoints they represent.</p>
A Wonder of the World: Your Choice	W.5.6	<p>Take initiative to further your own learning.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p>
A Wonder of the World: Dictionary Skills	L.5.4.c L.5.5 L.5.5.c L.5.6 RF.5.4 RI.5.7 RI.5.10 W.5.4 W.5.9 W.5.10	<p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Distinguish nuance in word meanings at a fifth-grade level.</p> <p>Use synonyms, antonyms, or homographs to better understand the meaning of grade--level words.</p> <p>Use grade-appropriate academic and domain-specific words and phrases, including those that signal contrast, addition, or other logical relationships in text.</p> <p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level .</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p>

		<p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p> <p>Read informational texts appropriate to fifth grade independently for sustained periods of time.</p>
A Wrinkle in Time: Government Words	L.5.4 L.5.4.a, b L.5.5.c L.5.6 RF.5.4 RI.5.7 RL.5.10 W.5.9 W.5.10	<p>Read root words, prefixes, suffixes, and important words from all specific content curricula, at a fifth-grade reading level.</p> <p>Use grade-appropriate academic and domain-specific words and phrases, including those that signal contrast, addition, or other logical relationships in text.</p> <p>Use synonyms, antonyms, or homographs to better understand the meaning of grade--level words.</p> <p>Use context, such as cause-and-effect relationships and comparisons in text, for clues to the meaning of words or phrases at a fifth-grade level.</p> <p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level .</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p> <p>Read literary texts written at a fifth-grade reading level independently for sustained periods of time to build stamina.</p>
A Wrinkle in Time: A Wrinkle in Time (A) - previewing text; thinking about purpose, noting vocabulary, making	L.5.1 L.5.2.e L.5.3 L.5.4 L.5.4.a, c	<p>Spell related words.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p>

connections, summarizing what's been read	RF.5.4 RF.5.4.a RL.5.1 RL.5.2 RL..5.4 RL.5.10	<p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Explain how conflict is resolved in a literary text written at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Use knowledge of language structure, such as word order, grammar, or syntax, through reading words in text to determine the meaning of unfamiliar fifth-grade-level words.</p> <p>Use text features or context clues, such as word, phrase, sentence, or paragraph clues, to determine the meaning of unknown fifth-grade-level words.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
A Wrinkle in Time: A Wrinkle in Time (B)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.1 RL.5.4 RL.5.5 RL.5.10 W.5.9 W.5.9.a	<p>Spell related words.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Make text-to-self or text-to-text connections and comparisons in literary texts at a fifth-grade reading level by using prior knowledge or experiences.</p> <p>Identify text-to-self, text-to-text, or text-to-world connections in a literary text written at a fifth-grade reading level before, during, and after reading, by building background and activating prior knowledge.</p> <p>Read a grade-level text with purpose and understanding.</p>

		<p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Quote accurately from the text when explaining what a fifth-grade literary text explicitly says.</p> <p>Make relevant connections when explaining what a literary text written at a fifth-grade reading level explicitly says or when drawing inferences from the text.</p> <p>Explain how a series of chapters fits together to provide the overall structure of a fifth-grade story.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
A Wrinkle in Time: A Wrinkle in Time (C)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.1 RL.5.4 RL.5.6 RL.5.10	<p>Spell related words.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Explain how a narrator's or a speaker's point of view influences how events are described in a fifth-grade literary text.</p> <p>Explain how a narrator's or a speaker's point of view influences the content or meaning of a literary text written at a fifth-grade reading level.</p>

		<p>Identify or explain different forms of third-person points of view in literary texts written at a fifth-grade reading level.</p> <p>Explain how a third-person point of view influences how events are described in a fifth-grade literary text.</p> <p>Quote accurately from the text when explaining what a fifth-grade literary text explicitly says.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
A Wrinkle in Time: A Wrinkle in Time (D)	L.5.2.e L.5.4 L.5.4.a, c RL.5.6 RF.5.4 RF.5.4.a RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.9 RL.5.10	<p>Spell words at a fifth-grade level correctly.</p> <p>Spell related words.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Compare or contrast two or more characters in a fifth-grade story or drama, drawing on specific details in the text.</p> <p>Compare or contrast the approach to various literary elements in stories from the same genre written at a fifth-grade reading level.</p> <p>Explain the roles, functions, relationships, or conflicts of characters in a variety of plots in literary texts written at a fifth-grade reading level.</p> <p>Compare or contrast the roles, functions, relationships, or conflicts of characters in a variety of plots in literary texts written at a fifth-grade reading level.</p> <p>Compare or contrast two or more characters' points of view in a story or drama written at a fifth-grade reading level, drawing on specific details in the text.</p>

		<p>Quote accurately from the text when explaining what a fifth-grade literary text explicitly says.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
A Wrinkle in Time: A Wrinkle in Time (E)	L.5.2.e L.5.4 L.5.4.a, c L.5.5 L.5.6 RF.5.4 RF.5.4.a RL.5.2 RL.5.4 RL.5.10	<p>Spell contractions at a fifth-grade level.</p> <p>Spell words that contain the root meter.</p> <p>Spell words that contain the prefix multi-.</p> <p>Spell heart words at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine the connotative meanings of words and phrases in a literary text written at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Explain how characters' responses to challenges develop a theme in a story or drama, at a fifth-grade level.</p> <p>Describe how the characters develop in a literary text written at a fifth-grade reading level.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
A Wrinkle in Time: A Wrinkle in Time (F)	L.5.2.e L.5.4 L.5.4.a, c L.5.5 L.5.6 RF.5.4	<p>Spell contractions at a fifth-grade level.</p> <p>Spell words that contain the root meter.</p> <p>Spell words that contain the prefix multi-.</p> <p>Spell heart words at a fifth-grade level.</p>

	<p>RF.5.4.a RL.5.1 RL.5.4 RL.5.10</p>	<p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine the connotative meanings of words and phrases in a literary text written at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade literary text.</p> <p>Identify explicit information in a literary text written at a fifth-grade reading level to support inferences drawn from the text.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
A Wrinkle in Time: A Wrinkle in Time (G)	<p>L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.3 RL.5.4 RL.5.9 RL.5.10</p>	<p>Spell contractions at a fifth-grade level.</p> <p>Spell words that contain the root meter.</p> <p>Spell words that contain the prefix multi-.</p> <p>Spell heart words at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p>

		<p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Compare or contrast two or more settings in a fifth-grade story or drama, drawing on specific details in the text.</p> <p>Compare or contrast the approach to various literary elements in stories from the same genre written at a fifth-grade reading level.</p> <p>Explain how the setting of a literary text written at a fifth-grade reading level influences the development of the plot.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
A Wrinkle in Time: A Wrinkle in Time (H)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.1 RL.5.2 RL.5.10	<p>Spell contractions at a fifth-grade level.</p> <p>Spell words that contain the root meter.</p> <p>Spell words that contain the prefix multi-.</p> <p>Spell heart words at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Determine the theme of a story, drama, or poem based on details in the text, at a fifth-grade level.</p> <p>Quote accurately from the text when explaining what a fifth-grade literary text explicitly says.</p> <p>Use details and evidence from a literary text written at a fifth-grade reading level to determine and support the author's message.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>

A Wrinkle in Time: A Wrinkle in Time (I)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.2 RL.5.4 RL.5.10	<p>Spell contractions at a fifth-grade level.</p> <p>Spell words that contain the root meter.</p> <p>Spell words that contain the prefix multi-.</p> <p>Spell heart words at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Summarize a story, drama, or poem with key details from the text, at a fifth-grade level.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
A Wrinkle in Time: A Wrinkle in Time Wrap-Up	L.5.4 L.5.4.a, b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.10 RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.6 RL.5.10 W.5.4 W.5.10	<p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p>

		<p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Read grade--level prose aloud with accuracy, appropriate rate, and with expression.</p> <p>Quote accurately from the text when explaining what a fifth-grade literary text explicitly says.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade literary text.</p> <p>Determine the theme of a story, drama, or poem based on details in the text, at a fifth-grade level.</p> <p>Explain how characters' responses to challenges develop a theme in a story or drama, at a fifth-grade level.</p> <p>Compare or contrast two or more characters in a fifth-grade story or drama, drawing on specific details in the text.</p> <p>Compare or contrast two or more settings in a fifth-grade story or drama, drawing on specific details in the text.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Explain how a narrator's or a speaker's point of view influences how events are described in a fifth-grade literary text.</p> <p>Explain how a third-person point of view influences how events are described in a fifth-grade literary text.</p>
A Wrinkle in Time: Your Choice	W.5.6	<p>Take initiative to further your own learning.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p>
A Wrinkle in Time: Informational Writing Skills (A)	L.5.1 L.5.1.a L.5.2 L.5.2.e L.5.3 L.5.3.a	<p>Explain the function of a conjunction, a preposition, or an interjection in general or in a particular sentence.</p> <p>Write a fifth-grade informational or explanatory text to convey ideas and information about a topic.</p>

	RF.5.4 RF.5.4.a W.5.2 W.5.2.a W.5.4 W.5.9 W.5.9.b	<p>Write an introduction that clearly presents a general observation and focus about a topic in a fifth-grade informational or explanatory text.</p> <p>Organize related information logically in a fifth-grade informational or explanatory text.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Identify conjunctions, prepositions, or interjections in a text written at a fifth-grade reading level.</p> <p>Use or explain conjunctions appropriate to the function or purpose at a fifth-grade level.</p> <p>Explain the function of a coordinating conjunction in general or in a particular sentence.</p> <p>Use coordinating conjunctions in fifth-grade-level writing or speaking.</p> <p>Use subordinating conjunctions in fifth-grade-level writing or speaking.</p> <p>Explain or use the function of subordinating conjunctions, such as while, because, although, or if, at a fifth-grade level, in the context of reading, writing, or speaking.</p> <p>Use a comma before a coordinating conjunction in a compound sentence written at a fifth-grade writing level.</p> <p>Write a complex sentence at a fifth-grade writing level.</p> <p>Write a complex sentence at a fifth-grade writing level using a dependent clause and a subordinating conjunction.</p> <p>Use a topic sentence in an introductory paragraph to introduce a topic in an informational or explanatory piece written at a fifth-grade writing level.</p> <p>Identify different forms of writing that have different organizational patterns, including story structure in narrative pieces written at a fifth-grade writing level.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by writing a clear topic sentence or thesis that supports and establishes the main idea at or near the beginning of the first paragraph.</p> <p>Spell homophones at a fifth-grade level.</p> <p>Analyze a writer's craft in an informational or explanatory text at a fifth-grade level.</p>
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<p>A Wrinkle in Time: Informational Writing Skills (B)</p>	<p>L.5.1 L.5.1.a, e L.5.2.e RF.5.4 RF.5.4.a RI.5.7 W.5.2 W.5.2.a, b W.5.4 W.5.9 W.5.9.b</p> <p>Use correlative conjunctions in writing or speaking. Define or describe correlative conjunctions. Write a fifth-grade informational or explanatory text to convey ideas and information about a topic. Use illustrations, multimedia, or formatting to enhance comprehension of a fifth-grade informational or explanatory text. Use relevant facts, details, quotations, definitions, or examples to develop the topic of a fifth-grade informational or explanatory text. Read a grade-level text with purpose and understanding. Identify conjunctions, prepositions, or interjections in a text written at a fifth-grade reading level. Use or explain conjunctions appropriate to the function or purpose at a fifth-grade level. Use correlative conjunctions, such as either/or or neither/nor, to write fifth-grade-level simple, compound, or complex declarative sentences. Spell homophones at a fifth-grade level. Analyze a writer's craft in an informational or explanatory text at a fifth-grade level.</p>
<p>A Wrinkle in Time: Informational Writing Skills (C)</p>	<p>L.5.1 L.5.1.a, e L.5.2.e L.5.3 L.5.3.a L.5.6 RF.5.4 RF.5.4.a W.5.2 W.5.2.c, d, e W.5.4 W.5.9 W.5.9.b</p> <p>Use correlative conjunctions in writing or speaking. Explain the function of a conjunction, a preposition, or an interjection in general or in a particular sentence. Construct a complete sentence at the elementary-school level, recognizing an inappropriate fragment or run-on. Revise an inappropriate fragment or run-on in writing at the elementary-school level. Write a fifth-grade informational or explanatory text to convey ideas and information about a topic. Use linking words, phrases, or clauses, such as in contrast or especially, to connect ideas within and across categories of information in a fifth-grade informational or explanatory text. Use domain-specific vocabulary or precise language to explain or inform about a topic in a fifth-grade informational or explanatory text. Write a concluding statement or section related to the information or explanation presented in a fifth-grade informational or explanatory text.</p>

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| | <p>Read a grade-level text with purpose and understanding.</p> <p>Write a concluding paragraph related to the information presented in an informational or explanatory text written at a fifth-grade writing level.</p> <p>Identify conjunctions, prepositions, or interjections in a text written at a fifth-grade reading level.</p> <p>Use or explain conjunctions appropriate to the function or purpose at a fifth-grade level.</p> <p>Explain the function of a coordinating conjunction in general or in a particular sentence.</p> <p>Use coordinating conjunctions in fifth-grade-level writing or speaking.</p> <p>Use subordinating conjunctions in fifth-grade-level writing or speaking.</p> <p>Explain or use the function of subordinating conjunctions, such as while, because, although, or if, at a fifth-grade level, in the context of reading, writing, or speaking.</p> <p>Use correlative conjunctions, such as either/or or neither/nor, to write fifth-grade-level simple, compound, or complex declarative sentences.</p> <p>Use and understand the function of transitional words, such as also or therefore, at a fifth-grade level in the context of reading, writing, or speaking.</p> <p>Write a complete sentence at a fifth-grade writing level.</p> <p>Identify or correct sentence fragments or run-on sentences.</p> <p>Write at a fifth-grade writing level in a variety of modes, using precise word choice and domain-specific vocabulary.</p> <p>Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose in an informational or explanatory text written at a fifth-grade writing level.</p> <p>Write a concluding statement or section that paraphrases the focus of the text or explanation presented in an informational or explanatory text written at a fifth-grade writing level.</p> <p>Use vocabulary appropriate to a domain to clearly communicate ideas in writing, at a fifth-grade level.</p> <p>Spell homophones at a fifth-grade level.</p> <p>Analyze a writer's craft in an informational or explanatory text at a fifth-grade level.</p> |
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<p>A Wrinkle in Time: Informational Writing Skills Wrap-Up</p>	<p>L.5.1 L.5.1.a L.5.2.e L.5.3 L.5.4 W.5.2 W.5.2.a, b, c, d, e W.5.4</p>	<p>Explain the function of a conjunction, a preposition, or an interjection in general or in a particular sentence.</p> <p>Use correlative conjunctions in writing or speaking.</p> <p>Write a fifth-grade informational or explanatory text to convey ideas and information about a topic.</p> <p>Write an introduction that clearly presents a general observation and focus about a topic in a fifth-grade informational or explanatory text.</p> <p>Organize related information logically in a fifth-grade informational or explanatory text.</p> <p>Use illustrations, multimedia, or formatting to enhance comprehension of a fifth-grade informational or explanatory text.</p> <p>Use relevant facts, details, quotations, definitions, or examples to develop the topic of a fifth-grade informational or explanatory text.</p> <p>Use linking words, phrases, or clauses, such as in contrast or especially, to connect ideas within and across categories of information in a fifth-grade informational or explanatory text.</p> <p>Use domain-specific vocabulary or precise language to explain or inform about a topic in a fifth-grade informational or explanatory text.</p> <p>Write a concluding statement or section related to the information or explanation presented in a fifth-grade informational or explanatory text.</p> <p>Write a concluding paragraph related to the information presented in an informational or explanatory text written at a fifth-grade writing level.</p> <p>Identify conjunctions, prepositions, or interjections in a text written at a fifth-grade reading level.</p> <p>Use or explain conjunctions appropriate to the function or purpose at a fifth-grade level.</p> <p>Explain the function of a coordinating conjunction in general or in a particular sentence.</p> <p>Use coordinating conjunctions in fifth-grade-level writing or speaking.</p> <p>Use subordinating conjunctions in fifth-grade-level writing or speaking.</p> <p>Explain or use the function of subordinating conjunctions, such as while, because, although, or if, at a fifth-grade level, in the context of reading, writing, or speaking.</p>
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Finding Their Way: Figurative Language	L.5.4.a L.5.5 L.5.5.a RF.5.4 RI.5.7 RI.5.10 W.5.9 W.5.10	<p>Interpret figurative language in context at a fifth-grade level.</p> <p>Interpret a simile or a metaphor in context at a fifth-grade level.</p> <p>Use context, such as cause-and-effect relationships and comparisons in text, for clues to the meaning of words or phrases at a fifth-grade level.</p> <p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level .</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p>

		Read informational texts appropriate to fifth grade independently for sustained periods of time.
Finding Their Way: You Should Meet Katherine Johnson (A)	L.5.2.e L.5.4 L.5.4.a, b, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.4 RI.5.5 RI.5.10	<p>Spell words by adding -ion to base words.</p> <p>Apply knowledge of derivational suffixes that change the part of speech of a base word, such as active or activity.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Determine the overall structure—including chronology, comparison, cause and effect, problem and solution—of events, ideas, concepts, or information in a fifth-grade informational text.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Finding Their Way: You Should Meet Katherine Johnson (B)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1	<p>Spell words by adding -ion to base words.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p>

	RI.5.2 RI.5.4 RI.5.8 RI.5.10	<p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Identify an author's points in a fifth-grade informational text.</p> <p>Identify the evidence or reasons that support particular points in a fifth-grade nonfiction text.</p> <p>Explain how an author uses evidence or reasons to support particular points in a fifth-grade nonfiction text.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Summarize a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Finding Their Way: You Should Meet Katherine Johnson (C)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.2 RI.5.4 RI.5.6 RI.5.7 RI.5.8	<p>Spell words by adding -ion to base words.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Summarize a fifth-grade informational text.</p> <p>Analyze multiple accounts of the same event or topic in a fifth-grade informational text by comparing or contrasting the viewpoints they represent.</p> <p>Use information from multiple digital sources to locate an answer to a question or solve a problem at a fifth-grade level.</p> <p>Identify an author's points in a fifth-grade informational text.</p>

		<p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p>
Finding Their Way: You Should Meet Katherine Johnson Wrap-Up	L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.1 RI.5.2 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.10 RL.5.10	<p>Summarize a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p>

		<p>Determine the overall structure—including chronology, comparison, cause and effect, problem and solution—of events, ideas, concepts, or information in a fifth-grade informational text.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Identify an author's points in a fifth-grade informational text.</p> <p>Analyze multiple accounts of the same event or topic in a fifth-grade informational text by comparing or contrasting the viewpoints they represent.</p> <p>Use information from multiple digital sources to locate an answer to a question or solve a problem at a fifth-grade level.</p> <p>Identify the evidence or reasons that support particular points in a fifth-grade nonfiction text.</p> <p>Explain how an author uses evidence or reasons to support particular points in a fifth-grade nonfiction text.</p>
Finding Their Way: Informational Writing: Prewriting (A)	L.5.1 L.5.1.a L.5.2.e SL.5.1 W.5.2 W.5.4 W.5.7 W.5.10	<p>Spell words that contain /sh/ spelled ch.</p> <p>Spell words that contain /s/ spelled sc.</p> <p>Spell words that contain the prefix out-.</p> <p>Explain the function of a conjunction, a preposition, or an interjection in general or in a particular sentence.</p> <p>Define or describe interjections.</p> <p>Write a fifth-grade informational or explanatory text to convey ideas and information about a topic.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Plan a piece of writing to develop and organize ideas at a fifth-grade level.</p> <p>Identify conjunctions, prepositions, or interjections in a text written at a fifth-grade reading level.</p> <p>Use interjections appropriate to the function or purpose at a fifth-grade level.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p>

		<p>Use inquiry tools to answer questions and guide writing, at a fifth-grade writing level.</p> <p>Create a list of fifth-grade-appropriate topics that are related to a subject.</p> <p>Identify a topic for a fifth-grade-appropriate research project through brainstorming and consulting with others.</p>
Finding Their Way: Informational Writing: Prewriting (B)	L.5.1 L.5.1.a L.5.2.e L.5.3.a RF.5.4 RF.5.4.a RI.5.7 SL.5.4 W.5.2 W.5.2.d W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.9 W.5.9.b W.5.10	<p>Spell words that contain /sh/ spelled ch.</p> <p>Spell words that contain /s/ spelled sc.</p> <p>Spell words that contain the prefix out-.</p> <p>Explain the function of a conjunction, a preposition, or an interjection in general or in a particular sentence.</p> <p>Write a fifth-grade informational or explanatory text to convey ideas and information about a topic.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Use relevant information from personal experiences to include in a fifth-grade research project.</p> <p>Collect relevant information from digital or print sources to include in a fifth-grade research project.</p> <p>Summarize or paraphrase information in notes or in a completed fifth-grade research report or project.</p> <p>Create a list of print and digital sources used in a fifth-grade research project.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Write a sentence that includes a prepositional phrase and explain its function in the sentence.</p> <p>Identify conjunctions, prepositions, or interjections in a text written at a fifth-grade reading level.</p> <p>Use prepositions appropriate to the function or purpose, at a fifth-grade level.</p> <p>Write an informational or explanatory text, at a fifth-grade writing level, using relevant information from multiple print and multimedia sources.</p> <p>Write an informational or explanatory text at a fifth-grade writing level, using credible sources.</p>

	<p>Write an informational or explanatory piece at a fifth-grade level that uses one's own original language, except when directly quoting from a source.</p> <p>Write an informational or explanatory text at a fifth-grade writing level that uses paraphrasing, quotations, summarizing, or original language to avoid plagiarism.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Conduct a short research project at a fifth-grade level, to answer a specific question.</p> <p>Create an open-ended question about a specific topic to address in a fifth-grade-level research project.</p> <p>Use self-generated research questions to locate information about a specific fifth-grade-level topic.</p> <p>Conduct a fifth-grade-level research project to answer a question or solve a problem using multiple resources to support a thesis.</p> <p>Use a variety of strategies, appropriate to fifth grade, to find and use information in print, non-print, or digital resources.</p> <p>Differentiate between paraphrasing and plagiarizing when using ideas gained from others in a research report written at a fifth-grade writing level.</p> <p>Create and present a short written or oral research report, written at a fifth-grade writing level, that contains a clear focus and supporting details for an intended audience.</p> <p>Record bibliographic information from sources using a standard fifth-grade-level format.</p> <p>Organize information found during research for a fifth-grade-level project, using a modified citation style such as author, title, and publication date.</p> <p>Identify the source of notes taken during research, such as author, title, and page number.</p> <p>Identify the importance of citing valid and reliable sources when conducting research at a fifth-grade level.</p> <p>Present information from a fifth-grade level research project by choosing from a variety of sources.</p> <p>Locate, organize, analyze, or evaluate information from fifth-grade-appropriate print or digital sources to ask and answer questions and develop new understandings.</p>
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Finding Their Way: Informational Writing: Prewriting ©	L.5.2 L.5.2.d, e RF.5.4 RF.5.4.a W.5.2 W.5.4 W.5.7 W.5.10	<p>Spell words that contain /sh/ spelled ch.</p> <p>Spell words that contain /s/ spelled sc.</p> <p>Spell words that contain the prefix out-.</p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>Write a fifth-grade informational or explanatory text to convey ideas and information about a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Plan a piece of writing to develop and organize ideas at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use underlining when writing titles of books, magazines, or newspapers.</p> <p>Use italics to indicate titles of books, magazines, or newspapers when keyboarding.</p> <p>Use quotation marks to indicate titles of stories, songs, poems, or articles in writing.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by selecting a suitable organizational structure and building on one main idea to create a multiparagraph piece.</p>

		<p>Develop a genre-appropriate draft written at a fifth-grade writing level by organizing facts, details, and events in correct sequence into introductory, supporting, and concluding paragraphs relevant to the organizational structure.</p> <p>Create a writing draft at a fifth-grade writing level by developing, selecting, and organizing ideas that are relevant to the topic, purpose, and genre.</p> <p>Outline a piece of writing and prewrite a first draft as necessary, at a fifth-grade writing level.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use inquiry tools to answer questions and guide writing, at a fifth-grade writing level.</p>
Finding Their Way: Informational Writing: Drafting (A)	L.5.1 L.5.1.a L.5.2 L.5.2.d, e L.5.3 L.5.3.a L.5.4 L.5.6 RF.5.4 RF.5.4.a SL.5.4 W.5.2 W.5.2.a, b, c, d, e W.5.4 W.5.5 W.5.6 W.5.7 W.5.10	<p>Spell words that contain /sh/ spelled ch.</p> <p>Spell words that contain /s/ spelled sc.</p> <p>Spell words that contain the prefix out-.</p> <p>Explain the function of a conjunction, a preposition, or an interjection in general or in a particular sentence.</p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>Use words and phrases for effect in writing or speaking at the elementary-school level.</p> <p>Write a fifth-grade informational or explanatory text to convey ideas and information about a topic.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Write an introduction that clearly presents a general observation and focus about a topic in a fifth-grade informational or explanatory text.</p> <p>Organize related information logically in a fifth-grade informational or explanatory text.</p> <p>Use illustrations, multimedia, or formatting to enhance comprehension of a fifth-grade informational or explanatory text.</p>

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| | <p>Use relevant facts, details, quotations, definitions, or examples to develop the topic of a fifth-grade informational or explanatory text.</p> <p>Use linking words, phrases, or clauses, such as in contrast or especially, to connect ideas within and across categories of information in a fifth-grade informational or explanatory text.</p> <p>Use domain-specific vocabulary or precise language to explain or inform about a topic in a fifth-grade informational or explanatory text.</p> <p>Write a concluding statement or section related to the information or explanation presented in a fifth-grade informational or explanatory text.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Identify conjunctions, prepositions, or interjections in a text written at a fifth-grade reading level.</p> <p>Use prepositions appropriate to the function or purpose, at a fifth-grade level.</p> <p>Use interjections appropriate to the function or purpose at a fifth-grade level.</p> <p>Use underlining when writing titles of books, magazines, or newspapers.</p> <p>Use italics to indicate titles of books, magazines, or newspapers when keyboarding.</p> <p>Use quotation marks to indicate titles of stories, songs, poems, or articles in writing.</p> <p>Write legibly.</p> <p>Write fluently and legibly in print.</p> <p>Write fluently and legibly in cursive.</p> <p>Write one's own signature in cursive writing.</p> <p>Use and understand the function of transitional words, such as also or therefore, at a fifth-grade level in the context of reading, writing, or speaking.</p> <p>Write research papers or texts independently, at a fifth-grade writing level, in shorter time frames, during a single sitting or a day or two, or over an extended time frame, taking time for research, reflection, and revision.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> |
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	<p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p> <p>Use a topic sentence in an introductory paragraph to introduce a topic in an informational or explanatory piece written at a fifth-grade writing level.</p> <p>Write an informational or explanatory text, at a fifth-grade writing level, using an organizational format that suits the topic.</p> <p>Write an informational or explanatory text at a fifth-grade writing level, using text structures when useful.</p> <p>Develop the topic of an informational or explanatory text--written at a fifth-grade writing level--from sources into supporting paragraphs, using topic sentences.</p> <p>Write at a fifth-grade writing level in a variety of modes, using precise word choice and domain-specific vocabulary.</p> <p>Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose in an informational or explanatory text written at a fifth-grade writing level.</p> <p>Write a concluding statement or section that paraphrases the focus of the text or explanation presented in an informational or explanatory text written at a fifth-grade writing level.</p> <p>Write a concluding paragraph related to the information presented in an informational or explanatory text written at a fifth-grade writing level.</p> <p>Write a clear topic sentence, at a fifth-grade writing level, for a narrative, descriptive, expository, or persuasive writing piece that focuses on the main idea.</p> <p>Use varied sentence structure in a writing piece, written at a fifth-grade level, by using transition words or prepositional phrases.</p> <p>Create writing pieces at a fifth-grade writing level that contain multiple interrelated paragraphs about a topic.</p> <p>Write a narrative or informational or explanatory text, at a fifth-grade writing level, that builds on personal ideas and the ideas of others.</p> <p>Produce coherent writing, at a fifth-grade level, in a style appropriate to a purpose, task, and audience.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that addresses an appropriate audience, organization, and purpose.</p>
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	<p>Develop a genre-appropriate draft written at a fifth-grade writing level that includes appropriate transitions related to the purpose of the piece.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by writing a clear topic sentence or thesis that supports and establishes the main idea at or near the beginning of the first paragraph.</p> <p>Write and organize one or more paragraphs, written at a fifth-grade writing level, about a topic that contain a topic sentence, supporting details, and a conclusion suitable to the writing task.</p> <p>Write in a variety of modes at a fifth-grade writing level using precise word choice and content-specific vocabulary.</p> <p>Use multiple formats of print or digital text, such as cursive, manuscript, font, graphics, or symbols.</p> <p>Use vocabulary appropriate to a domain to clearly communicate ideas in writing, at a fifth-grade level.</p> <p>Select appropriate language to create a specific effect according to the purpose of a fifth-grade writing piece.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Transcribe ideas legibly and fluently with correct spacing between letters, words, and sentences and using appropriate indentation.</p> <p>Create a written or oral research presentation, at a fifth-grade level, with a developed topic sentence, summarized findings, and evidence to support conclusions.</p> <p>Create a written or oral fifth-grade level research presentation that presents findings in a consistent format.</p> <p>Use direct quotations where appropriate, citing the source of the information in a fifth-grade-level research project.</p> <p>Use one's own words to avoid plagiarism and overreliance on one source in a research report or project written at a fifth-grade level.</p> <p>Use a standard format for citing sources used in a research report or project written at a fifth-grade writing level.</p> <p>Write fluently at a fifth-grade writing level.</p> <p>Use quotations to support ideas in a research project written at a fifth-grade writing level.</p>
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<p>Finding Their Way: Informational Writing: Drafting (B)</p>	<p>L.5.1 L.5.1.a L.5.2 L.5.2.d, e L.5.3 L.5.3.a L.5.4 SL.5.4 W.5.2 W.5.2.a, b, c, d, e W.5.4 W.5.7 W.5.10</p>	<p>Spell words at a fifth-grade level correctly. Spell words that contain /sh/ spelled ch. Spell words that contain /s/ spelled sc. Spell words that contain the prefix out-. Explain the function of a conjunction, a preposition, or an interjection in general or in a particular sentence. Use underlining, quotation marks, or italics to indicate titles of works. Write a fifth-grade informational or explanatory text to convey ideas and information about a topic. Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic. Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience. Write an introduction that clearly presents a general observation and focus about a topic in a fifth-grade informational or explanatory text. Organize related information logically in a fifth-grade informational or explanatory text. Use illustrations, multimedia, or formatting to enhance comprehension of a fifth-grade informational or explanatory text. Use relevant facts, details, quotations, definitions, or examples to develop the topic of a fifth-grade informational or explanatory text. Use linking words, phrases, or clauses, such as in contrast or especially, to connect ideas within and across categories of information in a fifth-grade informational or explanatory text. Use domain-specific vocabulary or precise language to explain or inform about a topic in a fifth-grade informational or explanatory text. Write a concluding statement or section related to the information or explanation presented in a fifth-grade informational or explanatory text. Use prepositions appropriate to the function or purpose, at a fifth-grade level. Use interjections appropriate to the function or purpose at a fifth-grade level.</p>
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	<p>Use underlining when writing titles of books, magazines, or newspapers.</p> <p>Use italics to indicate titles of books, magazines, or newspapers when keyboarding.</p> <p>Use quotation marks to indicate titles of stories, songs, poems, or articles in writing.</p> <p>Write legibly.</p> <p>Write fluently and legibly in print.</p> <p>Write fluently and legibly in cursive.</p> <p>Write one's own signature in cursive writing.</p> <p>Use and understand the function of transitional words, such as also or therefore, at a fifth-grade level in the context of reading, writing, or speaking.</p> <p>Write research papers or texts independently, at a fifth-grade writing level, in shorter time frames, during a single sitting or a day or two, or over an extended time frame, taking time for research, reflection, and revision.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> <p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p> <p>Write an informational or explanatory text, at a fifth-grade writing level, using an organizational format that suits the topic.</p> <p>Write an informational or explanatory text at a fifth-grade writing level, using text structures when useful.</p> <p>Develop the topic of an informational or explanatory text--written at a fifth-grade writing level--from sources into supporting paragraphs, using topic sentences.</p> <p>Write at a fifth-grade writing level in a variety of modes, using precise word choice and domain-specific vocabulary.</p> <p>Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose in an informational or explanatory text written at a fifth-grade writing level.</p> <p>Write a concluding statement or section that paraphrases the focus of the text or explanation presented in an informational or explanatory text written at a fifth-grade writing level.</p>
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	<p>Write a concluding paragraph related to the information presented in an informational or explanatory text written at a fifth-grade writing level.</p> <p>Write a clear topic sentence, at a fifth-grade writing level, for a narrative, descriptive, expository, or persuasive writing piece that focuses on the main idea.</p> <p>Use varied sentence structure in a writing piece, written at a fifth-grade level, by using transition words or prepositional phrases.</p> <p>Create writing pieces at a fifth-grade writing level that contain multiple interrelated paragraphs about a topic.</p> <p>Write a narrative or informational or explanatory text, at a fifth-grade writing level, that builds on personal ideas and the ideas of others.</p> <p>Produce coherent writing, at a fifth-grade level, in a style appropriate to a purpose, task, and audience.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that addresses an appropriate audience, organization, and purpose.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that includes appropriate transitions related to the purpose of the piece.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by writing a concluding statement that restates the main idea.</p> <p>Write and organize one or more paragraphs, written at a fifth-grade writing level, about a topic that contain a topic sentence, supporting details, and a conclusion suitable to the writing task.</p> <p>Write in a variety of modes at a fifth-grade writing level using precise word choice and content-specific vocabulary.</p> <p>Use multiple formats of print or digital text, such as cursive, manuscript, font, graphics, or symbols.</p> <p>Use vocabulary appropriate to a domain to clearly communicate ideas in writing, at a fifth-grade level.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Transcribe ideas legibly and fluently with correct spacing between letters, words, and sentences and using appropriate indentation.</p>
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		<p>Create a written or oral research presentation, at a fifth-grade level, with a developed topic sentence, summarized findings, and evidence to support conclusions.</p> <p>Create a written or oral fifth-grade level research presentation that presents findings in a consistent format.</p> <p>Use direct quotations where appropriate, citing the source of the information in a fifth-grade-level research project.</p> <p>Use one's own words to avoid plagiarism and overreliance on one source in a research report or project written at a fifth-grade level.</p> <p>Use a standard format for citing sources used in a research report or project written at a fifth-grade writing level.</p> <p>Write fluently at a fifth-grade writing level.</p> <p>Use quotations to support ideas in a research project written at a fifth-grade writing level.</p>
Finding Their Way: Your Choice	W.5.6	<p>Take initiative to further your own learning.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p>
Finding Their Way: Hidden Figures (A)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.4 RI.5.8 RI.5.10 W.5.9 W.5.9.b	<p>Spell words that contain the root brev.</p> <p>Spell related words.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade--level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Identify the evidence or reasons that support particular points in a fifth-grade nonfiction text.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p>

		<p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Use evidence from an informational text to support analysis, reflection, or research when writing in fifth grade.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Finding Their Way: Hidden Figures (B)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.4 RI.5.8 W.5.9 W.5.9.b	<p>Spell words that contain the root brev.</p> <p>Spell related words.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Identify the evidence or reasons that support particular points in a fifth-grade nonfiction text.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Use evidence from an informational text to support analysis, reflection, or research when writing in fifth grade.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Finding Their Way: Hidden Figures (C)	L.5.2.e L.5.4	Spell words that contain the root brev.

	L.5.4.c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.4 RI.5.8 RI.5.9 W.5.9 W.5.9.b	<p>Spell related words.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Integrate information from several fifth-grade informational texts on the same topic in order to write or speak knowledgeably about the subject.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Use evidence from an informational text to support analysis, reflection, or research when writing in fifth grade.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Finding Their Way: Hidden Figures Wrap-Up	L.5.4 L.5.4.a, b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.1 RI.5.2 RI.5.4 RI.5.8 RI.5.9 RI.5.10 RL.5.10 W.5.9 W.5.9.b	<p>Use evidence from an informational text to support analysis, reflection, or research when writing in fifth grade.</p> <p>Integrate information from several fifth-grade informational texts on the same topic in order to write or speak knowledgeably about the subject.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p>

		<p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p>
Moments in History: A Ride in the Night	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.4 RI.5.10	<p>Spell correctly words that are commonly confused.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p>

		Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area
Moments in History: A Ride in the Night Wrap-Up	L.5.2.e L.5.4 L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.1 RI.5.2 RI.5.10 RL.5.10	<p>Spell correctly words that are commonly confused.</p> <p>Summarize a fifth-grade informational text.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p>
Moments in History: Run, Kate Shelley, Run	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.2	<p>Spell correctly words that are commonly confused.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p>

	RI.5.4 RI.5.10	<p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Moments in History: Run, Kate Shelley, Run Wrap-Up	L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.1 RI.5.2 RI.5.10 RL.5.10	<p>Summarize a fifth-grade informational text.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p>

		<p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p>
Moments in History: Informational Writing: Revising	L.5.3 L.5.6 RF.5.4 W.5.2 W.5.4 W.5.5 W.5.6 W.5.7 W.5.10	<p>Write a fifth-grade informational or explanatory text to convey ideas and information about a topic.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Revise writing to strengthen ideas in a fifth-grade text.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use general academic and content-specific vocabulary appropriately when planning, revising, or editing a fifth-grade writing piece.</p> <p>Write research papers or texts independently, at a fifth-grade writing level, in shorter time frames, during a single sitting or a day or two, or over an extended time frame, taking time for research, reflection, and revision.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> <p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p>

		<p>Revise to improve fifth-grade-level writing, such as for quality of ideas, organization, sentence fluency, or word choice, using appropriate reference materials.</p> <p>Revise fifth-grade-level writing for clarity of content, using specific information and vocabulary.</p> <p>Edit multiple fifth-grade-level writing drafts for an intended purpose such as organization, coherence, and staying on topic.</p> <p>Revise fifth-grade-level writing through self-monitoring strategies and feedback from others to strengthen and clarify ideas.</p> <p>Revise the final draft of a fifth-grade-level piece of writing in response to feedback from peers and teachers, and publish the work for an appropriate audience.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p>
Moments in History: Informational Writing: Proofreading	L.5.1 L.5.2 L.5.2.e L.5.3 L.5.3.a RF.5.4.a SL.5.1 SL.5.1.a, b, c, d W.5.2 W.5.4 W.5.6 W.5.7	<p>Write a fifth-grade informational or explanatory text to convey ideas and information about a topic.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Edit writing for conventions, grammar, and usage at a fifth-grade level.</p> <p>Use technology and the Internet to interact and work with others on writing projects at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use commas and quotation marks with proper spacing to indicate quotations from a text.</p> <p>Use correct capitalization in writing at a fifth-grade level.</p> <p>Identify or use punctuation marks when writing at a fifth-grade level.</p> <p>Use a complete subject and complete predicate when writing a fifth-grade-level sentence.</p> <p>Write a simple sentence or question at a fifth-grade writing level.</p> <p>Use the correct spelling of commonly used fifth-grade-level words.</p>

		<p>Proofread fifth-grade-level writing for standard English conventions.</p> <p>Edit fifth-grade-level writing drafts for grammar, mechanics, and spelling.</p> <p>Provide fifth-grade-level oral, written, or digital descriptive feedback to other writers.</p> <p>Use standard English conventions appropriately when planning, revising, or editing a fifth-grade writing piece.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use language skills addressed in the foundational literacy standards when writing fifth-grade-level compositions.</p>
Moments in History: Informational Writing: Publishing	L.5.2 W.5.2 W.5.4 W.5.6 W.5.7	<p>Write a fifth-grade informational or explanatory text to convey ideas and information about a topic.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Use technology, including the Internet, to produce and publish writing at a fifth-grade level.</p> <p>Type a minimum of two pages in a single sitting to demonstrate command of keyboarding skills at a fifth-grade level.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Type a one- to three-page multiparagraph text to demonstrate command of keyboarding skills, at a fifth-grade level.</p> <p>Type a writing task accurately to demonstrate sufficient command of keyboarding skills, at a fifth-grade level.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p> <p>Use multiple formats of print or digital text, such as cursive, manuscript, font, graphics, or symbols.</p>

		Apply formatting techniques, such as indenting paragraphs, and using correct title format in a fifth-grade-level published document.
Moments in History: Greek Roots and Affixes	L.5.4 L.5.4.a, b L.5.5 L.5.5.c RF.5.3 RF.5.4 RI.5.7 RI.5.10 W.5.9 W.5.10	<p>Use common Greek or Latin affixes or roots to determine the meaning of a word at a fifth-grade level.</p> <p>Use context, such as cause-and-effect relationships and comparisons in text, for clues to the meaning of words or phrases at a fifth-grade level.</p> <p>Use synonyms, antonyms, or homographs to better understand the meaning of grade--level words.</p> <p>Use phonetic or structural analysis, such as Greek and Latin affixes and roots or multisyllable words, when reading, writing, or spelling text at a fifth-grade level.</p> <p>Use common Greek and Latin affixes and roots to accurately read unfamiliar words at a fifth-grade reading level.</p> <p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level .</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p> <p>Read informational texts appropriate to fifth grade independently for sustained periods of time.</p>
Moments in History: Young Frederick Douglass	L.5.2.e L.5.4.a, c RF.5.4 RF.5.4.a RI.5.2 RI.5.4 RI.5.10	<p>Spell plurals of words ending in o, preceded by a consonant.</p> <p>Spell plurals of words ending in o, preceded by a vowel.</p> <p>Spell plurals of words ending in f.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p>

		<p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Determine two or more main ideas in a fifth-grade informational text.</p> <p>Determine the key details that support two or more main ideas in a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p>
Moments in History: Young Frederick Douglass Wrap-Up	L.5.2.e L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.2 RI.5.10 RL.5.10	<p>Spell plurals of words ending in o, preceded by a consonant.</p> <p>Spell plurals of words ending in o, preceded by a vowel.</p> <p>Spell plurals of words ending in f.</p> <p>Summarize a fifth-grade informational text.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p>

		<p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Determine two or more main ideas in a fifth-grade informational text.</p> <p>Determine the key details that support two or more main ideas in a fifth-grade informational text.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p>
Moments in History: The Most Famous Woman in America	L.5.2.e L.5.4 L.5.4.a, c RF.5.4 RF.5.4.a RI.5.2 RI.5.4 RI.5.10	<p>Spell plurals of words ending in o, preceded by a consonant.</p> <p>Spell plurals of words ending in o, preceded by a vowel.</p> <p>Spell plurals of words ending in f.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Distinguish between fact and opinion in a nonfiction text written at a fifth-grade reading level.</p> <p>Identify facts in an informational text written at a fifth-grade reading level and verify the facts using established methods.</p> <p>Determine the main idea in a fifth-grade informational text.</p>

		<p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p>
Moments in History: The Most Famous Woman in America Wrap-Up	L.5.2.e L.5.4 L.5.4.a, c RF.5.4 RF.5.4.a RI.5.2 RI.5.4 RI.5.10	<p>Spell plurals of words ending in o, preceded by a consonant.</p> <p>Spell plurals of words ending in o, preceded by a vowel.</p> <p>Spell plurals of words ending in f.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Distinguish between fact and opinion in a nonfiction text written at a fifth-grade reading level.</p> <p>Identify facts in an informational text written at a fifth-grade reading level and verify the facts using established methods.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p>
Moments in History: Your Choice	W.5.6	<p>Take initiative to further your own learning.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p>
Persuasion and Opinion: Microscopes (A)	L.5.2.e L.5.4 L.5.4.a, c	Spell words by adding –ed to two-syllable words ending in cvc in which the accent is on the first syllable.

	L.5.6 RF.5.4 RF.5.4.a RI.5.2 RI.5.4 RI.5.8 RI.5.10	<p>Spell words by adding –ed to two-syllable words ending in cvc in which the accent is on the second syllable.</p> <p>Spell words by adding –ing to two-syllable words ending in cvc in which the accent is on the first syllable.</p> <p>Spell words by adding –ing to two-syllable words ending in cvc in which the accent is on the second syllable.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade--level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Distinguish between facts and opinions.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Describe how an author's beliefs, assumptions, or biases influence an informational text written at a fifth-grade reading level.</p> <p>Determine the point of view in an informational text written at a fifth-grade reading level.</p> <p>Determine the author's purpose in an informational text written at a fifth-grade reading level.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Persuasion and Opinion: Microscopes (B)	L.5.2.e L.5.4 L.5.4.a, c	Spell words by adding –ed to two-syllable words ending in cvc in which the accent is on the first syllable.

	L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.3 RI.5.4 RI.5.10	<p>Spell words by adding –ed to two-syllable words ending in cvc in which the accent is on the second syllable.</p> <p>Spell words by adding –ing to two-syllable words ending in cvc in which the accent is on the first syllable.</p> <p>Spell words by adding –ing to two-syllable words ending in cvc in which the accent is on the second syllable.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade--level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Distinguish between fact and opinion in a nonfiction text written at a fifth-grade reading level.</p> <p>Determine the author's purpose in an informational text written at a fifth-grade reading level.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Paraphrase accurately from the text when explaining what an informational text written at a fifth-grade reading level explicitly says or when drawing inferences from the text.</p> <p>Paraphrase key ideas, events, or procedures in an informational text written at a fifth-grade reading level, using supporting details and correct sequence.</p> <p>Paraphrase accurately from the text when explaining what a literary text written at a fifth-grade reading level explicitly says or when drawing inferences from the text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
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<p>Persuasion and Opinion: Microscopes (C)</p>	<p>L.5.2.e RI.5.2 RI.5.5 RI.5.9</p>	<p>Spell words by adding –ed to two-syllable words ending in cvc in which the accent is on the first syllable.</p> <p>Spell words by adding –ed to two-syllable words ending in cvc in which the accent is on the second syllable.</p> <p>Spell words by adding –ing to two-syllable words ending in cvc in which the accent is on the first syllable.</p> <p>Spell words by adding –ing to two-syllable words ending in cvc in which the accent is on the second syllable.</p> <p>Determine the importance of treating all viewpoints fairly.</p> <p>Compare or contrast the overall structure—such as chronology, comparison, cause and effect, or problem and solution—of events, ideas, concepts, or information in two or more fifth-grade informational texts.</p> <p>Integrate information from several fifth-grade informational texts on the same topic in order to write or speak knowledgeably about the subject.</p> <p>Summarize or paraphrase information in ways that maintain meaning and order within a text or across multiple informational texts written at a fifth-grade reading level.</p>
<p>Persuasion and Opinion: Microscopes Wrap Up</p>	<p>L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.6 RI.5.8 RI.5.9 RI.5.10 RL.5.10</p>	<p>Integrate information from several fifth-grade informational texts on the same topic in order to write or speak knowledgeably about the subject.</p> <p>Summarize or paraphrase information in ways that maintain meaning and order within a text or across multiple informational texts written at a fifth-grade reading level.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p>

	<p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Distinguish between fact and opinion in a nonfiction text written at a fifth-grade reading level.</p> <p>Determine the author's purpose in an informational text written at a fifth-grade reading level.</p> <p>Describe how an author's beliefs, assumptions, or biases influence an informational text written at a fifth-grade reading level.</p> <p>Determine the point of view in an informational text written at a fifth-grade reading level.</p> <p>Paraphrase key ideas, events, or procedures in an informational text written at a fifth-grade reading level, using supporting details and correct sequence.</p> <p>Compare or contrast the overall structure—such as chronology, comparison, cause and effect, or problem and solution—of events, ideas, concepts, or information in two or more fifth-grade informational texts.</p> <p>Analyze multiple accounts of the same event or topic in a fifth-grade informational text by comparing or contrasting the viewpoints they represent.</p> <p>Evaluate how well an author's purpose was achieved in an informational text written at a fifth-grade reading level, using reasons and textual evidence to support the decision.</p> <p>Explain how an author uses evidence or reasons to support claims in a nonfiction text written at a fifth-grade reading level, identifying which reasons and evidence support which claims.</p> <p>Determine the importance of treating all viewpoints fairly.</p>
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Persuasion and Opinion: Your Choice	W.5.6	<p>Take initiative to further your own learning.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p>
Persuasion and Opinion: Latin Roots and Affixes	L.5.4 L.5.4.a, b L.5.6 RF.5.3 RF.5.4 RI.5.7 W.5.4 W.5.9 W.5.10	<p>Use common Greek and Latin affixes and roots to accurately read unfamiliar words at a fifth-grade reading level.</p> <p>Use phonetic or structural analysis, such as Greek and Latin affixes and roots or multisyllable words, when reading, writing, or spelling text at a fifth-grade level.</p> <p>Use context, such as cause-and-effect relationships and comparisons in text, for clues to the meaning of words or phrases at a fifth-grade level.</p> <p>Use knowledge of word structure, such as root words, prefixes, suffixes, or abbreviations, to determine the meaning of unfamiliar fifth-grade-level words.</p> <p>Read or determine the meaning of fifth-grade-level words with sophisticated prefixes or suffixes.</p> <p>Use word parts, such as affixes or stems to define or determine the meaning of new words written at a fifth-grade reading level.</p> <p>Use knowledge of word structure elements, known words, or word patterns to determine the meaning of unfamiliar fifth-grade-level words.</p> <p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level .</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p> <p>Read informational texts appropriate to fifth grade independently for sustained periods of time.</p>
Persuasion and Opinion: Opinion Writing Skills (A)	L.5.2 L.5.2.a, e RF.5.4 RF.5.4.a	<p>Spell words that contain the root cline.</p> <p>Spell words that contain the suffix -sion.</p>

	<p>W.5.4</p> <p>W.5.1</p> <p>W.5.1.a</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Use punctuation to correctly separate items in a series at a fifth-grade level.</p> <p>Write a fifth-grade opinion piece that includes reasons and information that support a point of view.</p> <p>Write an introduction to a fifth-grade opinion piece that clearly presents a topic or text and states an opinion.</p> <p>Create an organizational structure in which ideas are grouped together logically to support the writer's purpose in a fifth-grade opinion piece.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Analyze a writer's craft in an opinion text at a fifth-grade level.</p> <p>Write an introductory paragraph, at a fifth-grade writing level, for an opinion piece that introduces the topic or text being studied and supports the purpose.</p> <p>Write an introduction, at a fifth-grade writing level, that clearly presents a topic or text and states a claim, and create an organizational structure in which ideas are grouped together to support the writer's purpose in an argument piece.</p> <p>Identify different forms of writing that have different organizational patterns, including story structure in narrative pieces written at a fifth-grade writing level.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by writing a clear topic sentence or thesis that supports and establishes the main idea at or near the beginning of the first paragraph.</p>
Persuasion and Opinion: Opinion Writing Skills (B)	<p>L.5.2</p> <p>L.5.2.a, e</p> <p>RF.5.4</p> <p>RF.5.4.a</p> <p>W.5.1</p> <p>W.5.1.b</p> <p>W.5.9</p>	<p>Spell words that contain the root cline.</p> <p>Spell words that contain the suffix -sion.</p> <p>Use a comma to separate an introductory element from the rest of a sentence.</p> <p>Write a fifth-grade opinion piece that includes reasons and information that support a point of view.</p> <p>Write logically ordered reasons that are supported by facts and details in a fifth-grade opinion piece.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Analyze a writer's craft in an opinion text at a fifth-grade level.</p> <p>Write logically ordered reasons, at a fifth-grade writing level, that are supported by facts and details in a argument piece.</p>

<p>Persuasion and Opinion: Opinion Writing Skills (C)</p>	<p>L.5.1 L.5.2 L.5.2.a, b, e L.5.3 L.5.4 RF.5.4 RF.5.4.a W.5.1 W.5.1.b, c, d W.5.9</p>	<p>Spell words that contain the root cline. Spell words that contain the suffix -sion. Use punctuation to correctly separate items in a series at a fifth-grade level. Use a comma to separate an introductory element from the rest of a sentence. Use frequently confused words correctly at the elementary-school level. Write a fifth-grade opinion piece that includes reasons and information that support a point of view. Use linking words, phrases, or clauses, such as consequently or specifically, to connect an opinion with reasons in a fifth-grade opinion piece. Write a concluding statement or section related to the opinion presented in a fifth-grade opinion piece. Read a grade-level text with purpose and understanding. Use frequently misused verbs such as lie and lay, sit and set, rise and raise correctly. Analyze a writer's craft in an opinion text at a fifth-grade level. Differentiate between commonly confused words, such as its or it's, affect or effect, when writing at a fifth-grade level. Use and understand the function of transitional words, such as also or therefore, at a fifth-grade level in the context of reading, writing, or speaking. Demonstrate relationships among facts, opinions, and supporting details in an opinion piece written at a fifth-grade writing level. Use transitional words, phrases, or clauses to connect a claim with reasons in an argument piece written at a fifth-grade writing level. Write a concluding statement or section related to the claim presented in an argument piece written at a fifth-grade writing level.</p>
<p>Persuasion and Opinion: Opinion Writing Skills Wrap-Up</p>	<p>L.5.1 L.5.2 L.5.2.a, e L.5.3 W.5.1 W.5.1.a, b, c, d W.5.4</p>	<p>Spell words at a fifth-grade level correctly. Spell words that contain the root cline. Spell words that contain the suffix -sion. Use punctuation to correctly separate items in a series at a fifth-grade level.</p>

		<p>Use a comma to separate an introductory element from the rest of a sentence.</p> <p>Write a fifth-grade opinion piece that includes reasons and information that support a point of view.</p> <p>Write an introduction to a fifth-grade opinion piece that clearly presents a topic or text and states an opinion.</p> <p>Create an organizational structure in which ideas are grouped together logically to support the writer's purpose in a fifth-grade opinion piece.</p> <p>Write logically ordered reasons that are supported by facts and details in a fifth-grade opinion piece.</p> <p>Use linking words, phrases, or clauses, such as consequently or specifically, to connect an opinion with reasons in a fifth-grade opinion piece.</p> <p>Write a concluding statement or section related to the opinion presented in a fifth-grade opinion piece.</p> <p>Use and understand the function of transitional words, such as also or therefore, at a fifth-grade level in the context of reading, writing, or speaking.</p> <p>Write an introductory paragraph, at a fifth-grade writing level, for an opinion piece that introduces the topic or text being studied and supports the purpose.</p> <p>Write an introduction, at a fifth-grade writing level, that clearly presents a topic or text and states a claim, and create an organizational structure in which ideas are grouped together to support the writer's purpose in an argument piece.</p> <p>Write logically ordered reasons, at a fifth-grade writing level, that are supported by facts and details in a argument piece.</p> <p>Demonstrate relationships among facts, opinions, and supporting details in an opinion piece written at a fifth-grade writing level.</p> <p>Use transitional words, phrases, or clauses to connect a claim with reasons in an argument piece written at a fifth-grade writing level.</p> <p>Write a concluding statement or section related to the claim presented in an argument piece written at a fifth-grade writing level.</p>
Persuasion and Opinion: Solar Power (A)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4	<p>Spell abbreviations.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p>

	RF.5.4.a RI.5.2 RI.5.3 RI.5.4 RI.5.8 RI.5.10	<p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Distinguish between fact and opinion in a nonfiction text written at a fifth-grade reading level.</p> <p>Determine the author's purpose in an informational text written at a fifth-grade reading level.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Identify the author's viewpoint or position in a persuasive argument written at a fifth-grade reading level.</p> <p>Explain the basic relationships among ideas in a persuasive argument written at a fifth-grade reading level, such as parallelism, comparison, or causality.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Persuasion and Opinion: Solar Power (B)	L.5.2.e L.5.4.a RF.5.4 RF.5.4.a RI.5.2 RI.5.4 RI.5.8	<p>Spell abbreviations.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Determine the author's purpose in an informational text written at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Distinguish between fact and opinion in a nonfiction text written at a fifth-grade reading level.</p> <p>Determine the main idea in a fifth-grade informational text.</p>

		<p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Identify the author's viewpoint or position in a persuasive argument written at a fifth-grade reading level.</p> <p>Determine the logic of an author's conclusion in a persuasive argument written at a fifth-grade reading level, using evidence to support the reasoning.</p> <p>Identify the author's supporting evidence or conclusion in a persuasive argument written at a fifth-grade reading level.</p> <p>Explain the type of evidence that is used to support a claim in a persuasive text written at a fifth-grade reading level.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Persuasion and Opinion: Solar Power ©	L.5.2.e RI.5.1 RI.5.2 RI.5.8 RI.5.9 RI.5.10	<p>Spell abbreviations.</p> <p>Identify statements in an informational text written at a fifth-grade reading level that are exaggerated, contradictory, or misleading.</p> <p>Explain how an author uses evidence or reasons to support claims in a nonfiction text written at a fifth-grade reading level, identifying which reasons and evidence support which claims.</p> <p>Integrate information from several fifth-grade informational texts on the same topic in order to write or speak knowledgeably about the subject.</p> <p>Summarize or paraphrase information in ways that maintain meaning and order within a text or across multiple informational texts written at a fifth-grade reading level.</p>
Persuasion and Opinion: Solar Power Wrap-Up	RF.5.4 RF.5.4.a, b, c RI.5.2 RI.5.3 RI.5.8 RI.5.9 RI.5.10 RL.5.10	<p>Integrate information from several fifth-grade informational texts on the same topic in order to write or speak knowledgeably about the subject.</p> <p>Summarize or paraphrase information in ways that maintain meaning and order within a text or across multiple informational texts written at a fifth-grade reading level.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p>

	<p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Distinguish between fact and opinion in a nonfiction text written at a fifth-grade reading level.</p> <p>Determine the author's purpose in an informational text written at a fifth-grade reading level.</p> <p>Identify the author's viewpoint or position in a persuasive argument written at a fifth-grade reading level.</p> <p>Explain the basic relationships among ideas in a persuasive argument written at a fifth-grade reading level, such as parallelism, comparison, or causality.</p> <p>Determine the logic of an author's conclusion in a persuasive argument written at a fifth-grade reading level, using evidence to support the reasoning.</p> <p>Explain the type of evidence that is used to support a claim in a persuasive text written at a fifth-grade reading level.</p> <p>Identify statements in an informational text written at a fifth-grade reading level that are exaggerated, contradictory, or misleading.</p>
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		Identify the author's supporting evidence or conclusion in a persuasive argument written at a fifth-grade reading level.
Get to Know a Supreme Court Justice: Who is Sonia Sotomayor? (A)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.4 RI.5.8 RI.5.10	<p>Spell words by adding suffixes to words ending in y.</p> <p>Spell words by adding suffixes to words ending in silent e at a fifth-grade level.</p> <p>Spell words that contain the suffix -ical.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Determine a purpose for reading a selected text written at a fifth-grade reading level, based on one's own or others' desired outcome to improve comprehension.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Distinguish the structure and content of an informational text written at a fifth-grade reading level by making inferences about the text, using textual evidence for support.</p> <p>Determine an author's viewpoint about events or topics in a fifth-grade informational text.</p> <p>Describe how an author's beliefs, assumptions, or biases influence an informational text written at a fifth-grade reading level.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p>

		Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area
Get to Know a Supreme Court Justice: Who is Sonia Sotomayor? (B)	L.5.2.e L.5.4.a, c RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.6 RI.5.10 W.5.9	<p>Spell words by adding suffixes to words ending in y.</p> <p>Spell words by adding suffixes to words ending in silent e at a fifth-grade level.</p> <p>Spell words that contain the suffix -ical.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Identify facts in an informational text written at a fifth-grade reading level and verify the facts using established methods.</p> <p>Use details or examples from an informational text written at a fifth-grade reading level to support opinions.</p> <p>Distinguish between fact and opinion in a nonfiction text written at a fifth-grade reading level.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>

Get to Know a Supreme Court Justice: Who is Sonia Sotomayor? (C)	L.5.2.e L.5.4 L.5.4.a, c RF.5.4 RF.5.4.a RI.5.1 RI.5.2 RI.5.4 RI.5.10	<p>Spell words by adding suffixes to words ending in y.</p> <p>Spell words by adding suffixes to words ending in silent e at a fifth-grade level.</p> <p>Spell words that contain the suffix -ical.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Use text features to locate information in a print or digital text written at a fifth-grade reading level, and explain how the information contributes to an understanding of the text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Get to Know a Supreme Court Justice: Who is Sonia Sotomayor? Wrap-Up	L.5.2.e L.5.4.b RF.5.3 RF.5.4 RF.5.4.a, b, c RI.5.1 RI.5.2 RI.5.8 RI.5.10	<p>Spell words by adding suffixes to words ending in y.</p> <p>Spell words by adding suffixes to words ending in silent e at a fifth-grade level.</p> <p>Spell words that contain the suffix -ical.</p> <p>Summarize a fifth-grade informational text.</p>

RL.5.10	<p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Quote accurately from the text when explaining what a fifth-grade informational text explicitly says.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Quote accurately from the text when drawing inferences from a fifth-grade informational text.</p> <p>Distinguish the structure and content of an informational text written at a fifth-grade reading level by making inferences about the text, using textual evidence for support.</p> <p>Determine an author's viewpoint about events or topics in a fifth-grade informational text.</p> <p>Identify facts in an informational text written at a fifth-grade reading level and verify the facts using established methods.</p>
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		<p>Use text features to locate information in a print or digital text written at a fifth-grade reading level, and explain how the information contributes to an understanding of the text.</p> <p>Distinguish between fact and opinion in a nonfiction text written at a fifth-grade reading level.</p>
Get to Know a Supreme Court Justice: Sonia Sotomayor's Opening Statement	L.5.2.e L.5.4 L.5.4.a, c L.5.5 L.5.6 RF.5.4 RF.5.4.a RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.9 RI.5.10	<p>Spell words by adding suffixes to words ending in y.</p> <p>Spell words by adding suffixes to words ending in silent e at a fifth-grade level.</p> <p>Spell words that contain the suffix -ical.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Determine the main idea in a fifth-grade informational text.</p> <p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Determine the figurative meaning of words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Compare or contrast ways in which events, topics, concepts, or ideas are portrayed in primary or secondary sources appropriate for fifth grade.</p> <p>Differentiate between a primary and a secondary source.</p> <p>Compare or contrast a primary account and a secondary account of the same event or topic at a fifth-grade level.</p> <p>Synthesize and make logical connections between ideas within a text or across two or three informational texts, from similar or different genres, written at a fifth-grade reading level.</p> <p>Integrate information from several informational texts written at a fifth-grade reading level on the same topic or related topics in order to write or speak knowledgeably about the subject.</p>

		<p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Get to Know a Supreme Court Justice: Sonia Sotomayor's Opening Statement Wrap-Up	L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.2 RI.5.3 RI.5.5 RI.5.6 RI.5.9 RI.5.10 RL.5.10	<p>Synthesize and make logical connections between ideas within a text or across two or three informational texts, from similar or different genres, written at a fifth-grade reading level.</p> <p>Integrate information from several informational texts written at a fifth-grade reading level on the same topic or related topics in order to write or speak knowledgeably about the subject.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Determine the main idea in a fifth-grade informational text.</p>

		<p>Determine the key details that support the main idea in a fifth-grade informational text.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Differentiate between a primary and a secondary source.</p> <p>Compare or contrast ways in which events, topics, concepts, or ideas are portrayed in primary or secondary sources appropriate for fifth grade.</p> <p>Compare or contrast the overall structure—such as chronology, comparison, cause and effect, or problem and solution—of events, ideas, concepts, or information in two informational texts written at a fifth-grade reading level.</p> <p>Compare or contrast a primary account and a secondary account of the same event or topic at a fifth-grade level.</p>
Get to Know a Supreme Court Justice: Logical Relationships	L.5.6 RF.5.4 RI.5.7 W.5.9 W.5.10	<p>Use grade-appropriate academic and domain-specific words and phrases, including those that signal contrast, addition, or other logical relationships in text.</p> <p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level .</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p> <p>Read informational texts appropriate to fifth grade independently for sustained periods of time.</p>
Get to Know a Supreme Court Justice: Opinion Writing: Prewriting (A)	L.5.2 L.5.2.c, e W.5.1 W.5.4 W.5.5 W.5.7	<p>Spell words by adding the suffix -able to words ending in soft c followed by silent e.</p> <p>Spell words by adding the suffix -able to words ending in soft g followed by silent e.</p> <p>Spell words by adding the suffix -able to words ending in silent e.</p> <p>Spell words by adding the suffix -ible.</p>

		<p>Spell words that contain the root <i>grat</i>.</p> <p>Spell words that contain the suffix <i>-ism</i>.</p> <p>Use a comma to set off the words <i>yes</i> and <i>no</i> from the rest of a sentence.</p> <p>Write a fifth-grade opinion piece that includes reasons and information that support a point of view.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Plan a piece of writing to develop and organize ideas at a fifth-grade level.</p> <p>Select an audience and purpose for a fifth-grade level writing piece.</p> <p>Plan the first draft of a piece written at a fifth-grade writing level by determining appropriate topics through strategies such as discussion, background reading, personal interests, or interviews, and developing a thesis or controlling idea.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use inquiry tools to answer questions and guide writing, at a fifth-grade writing level.</p> <p>Create a list of fifth-grade-appropriate topics that are related to a subject.</p> <p>Identify a topic for a fifth-grade-appropriate research project through brainstorming and consulting with others.</p>
Get to Know a Supreme Court Justice: Opinion Writing: Prewriting (B)	L.5.1 L.5.2 L.5.2.c, e L.5.3 RF.5.4 RF.5.4.a SL.5.4 W.5.1 W.5.4 W.5.5 W.5.7 W.5.8	<p>Spell words by adding the suffix <i>-able</i> to words ending in soft c followed by silent e.</p> <p>Spell words by adding the suffix <i>-able</i> to words ending in soft g followed by silent e.</p> <p>Spell words by adding the suffix <i>-able</i> to words ending in silent e.</p> <p>Spell words by adding the suffix <i>-ible</i>.</p> <p>Spell words that contain the root <i>grat</i>.</p> <p>Spell words that contain the suffix <i>-ism</i>.</p>

	<p>W.5.9</p> <p>W.5.10</p>	<p>Use a comma to set off a tag question from the rest of a sentence.</p> <p>Write a fifth-grade opinion piece that includes reasons and information that support a point of view.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Plan a piece of writing to develop and organize ideas at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Categorize or evaluate texts written at a fifth-grade reading level to make educated decisions about their quality, using established criteria.</p> <p>Write an argument piece, at a fifth-grade writing level, that uses paraphrasing, summarizing, quotations, or original language to avoid plagiarism.</p> <p>Reference the names of authors or sources used for facts or details included in an opinion piece written at a fifth-grade writing level.</p> <p>Write an argument piece, at a fifth-grade writing level, using information from multiple print and multimedia sources.</p> <p>Write an opinion piece at a fifth-grade writing level that uses one's own original language, except when directly quoting a source.</p> <p>Plan the first draft of a writing piece written at a fifth-grade writing level by asking questions related to the topic.</p> <p>Plan the first draft of a writing piece written at a fifth-grade writing level by accessing prior knowledge or building background knowledge related to the topic.</p> <p>Formulate questions at a fifth-grade level to focus thinking on an idea and direct further inquiry.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Conduct a short research project at a fifth-grade level, to answer a specific question.</p>
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Create an open-ended question about a specific topic to address in a fifth-grade-level research project.

Use self-generated research questions to locate information about a specific fifth-grade-level topic.

Conduct a fifth-grade-level research project to answer a question or solve a problem using multiple resources to support a thesis.

Use a variety of strategies, appropriate to fifth grade, to find and use information in print, non-print, or digital resources.

Differentiate between paraphrasing and plagiarizing when using ideas gained from others in a research report written at a fifth-grade writing level.

Conduct research at a fifth-grade level on topics of interest to formulate logical questions, build knowledge, generate possible explanations, or consider alternative views.

Record bibliographic information from sources using a standard fifth-grade-level format.

Organize information found during research for a fifth-grade-level project, using a modified citation style such as author, title, and publication date.

Identify the source of notes taken during research, such as author, title, and page number.

Identify the importance of citing valid and reliable sources when conducting research at a fifth-grade level.

Present information from a fifth-grade level research project by choosing from a variety of sources.

Locate, organize, analyze, or evaluate information from fifth-grade-appropriate print or digital sources to ask and answer questions and develop new understandings.

Evaluate the information in a digital source for accuracy and credibility.

Use established guidelines to collect and record information from sources for a fifth-grade-level research report or project.

Evaluate the information in print and digital sources for relevance and reliability for a fifth-grade-level research project.

Evaluate the accuracy of information in print and digital sources for a fifth-grade-level research project.

Evaluate the credibility of information in print and digital sources for a fifth-grade-level research project.

		<p>Evaluate the validity of sources used for a fifth-grade-level research project.</p> <p>Create a fifth-grade-appropriate research plan for collecting relevant information about a research question.</p> <p>Analyze concepts and draw distinctions between related but different concepts presented at a fifth-grade level to support analysis, reflection, or research.</p> <p>Quote directly from a text when appropriate to support reasons in an opinion piece written at a fifth-grade writing level.</p> <p>Draw facts and details from credible sources to support reasons in an opinion piece written at a fifth-grade writing level.</p>
Get to Know a Supreme Court Justice: Opinion Writing: Prewriting ©	L.5.2 L.5.2.c, e RF.5.4 RF.5.4.a W.5.1 W.5.1.a W.5.4 W.5.7 W.5.8 W.5.9 W.5.10	<p>Spell words by adding the suffix -able to words ending in soft c followed by silent e.</p> <p>Spell words by adding the suffix -able to words ending in soft g followed by silent e.</p> <p>Spell words by adding the suffix -able to words ending in silent e.</p> <p>Spell words by adding the suffix -ible.</p> <p>Spell words that contain the root grat.</p> <p>Spell words that contain the suffix -ism.</p> <p>Use a comma to indicate direct address in a sentence.</p> <p>Write a fifth-grade opinion piece that includes reasons and information that support a point of view.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Use relevant information from personal experiences to include in a fifth-grade research project.</p> <p>Collect relevant information from digital or print sources to include in a fifth-grade research project.</p> <p>Summarize or paraphrase information in notes or in a completed fifth-grade research report or project.</p> <p>Create a list of print and digital sources used in a fifth-grade research project.</p> <p>Read a grade-level text with purpose and understanding.</p>

		<p>Use an organizational structure in which ideas are grouped together logically to support the writer's purpose in a persuasive piece, written at a fifth-grade writing level.</p> <p>Organize supporting details or reasons in introductory, supporting, and concluding paragraphs in an opinion piece, written at a fifth-grade writing level.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by selecting a suitable organizational structure and building on one main idea to create a multiparagraph piece.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by organizing facts, details, and events in correct sequence into introductory, supporting, and concluding paragraphs relevant to the organizational structure.</p> <p>Create a writing draft at a fifth-grade writing level by developing, selecting, and organizing ideas that are relevant to the topic, purpose, and genre.</p> <p>Outline a piece of writing and prewrite a first draft as necessary, at a fifth-grade writing level.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use inquiry tools to answer questions and guide writing, at a fifth-grade writing level.</p> <p>Identify irrelevant ideas and use concepts and ideas to support analysis, reflection, or research in ways that are relevant to a purpose.</p>
Get to Know a Supreme Court Justice: Opinion Writing: Drafting (A)	L.5.1 L.5.2 L.5.2.c, e L.5.3 L.5.3.a RF.5.4 RF.5.4.a SL.5.4 SL.5.6 W.5.1 W.5.1.a, b, c, d W.5.4 W.5.7 W.5.10	<p>Spell words by adding the suffix -able to words ending in soft c followed by silent e.</p> <p>Spell words by adding the suffix -able to words ending in soft g followed by silent e.</p> <p>Spell words by adding the suffix -able to words ending in silent e.</p> <p>Spell words by adding the suffix -ible.</p> <p>Spell words that contain the root grat.</p> <p>Spell words that contain the suffix -ism.</p> <p>Use a comma to set off the words yes and no from the rest of a sentence.</p> <p>Use a comma to set off a tag question from the rest of a sentence.</p>

	<p>Use a comma to indicate direct address in a sentence.</p> <p>Use correct pronoun-antecedent agreement in a sentence at the elementary-school level.</p> <p>Write a fifth-grade opinion piece that includes reasons and information that support a point of view.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Write an introduction to a fifth-grade opinion piece that clearly presents a topic or text and states an opinion.</p> <p>Create an organizational structure in which ideas are grouped together logically to support the writer's purpose in a fifth-grade opinion piece.</p> <p>Write logically ordered reasons that are supported by facts and details in a fifth-grade opinion piece.</p> <p>Use linking words, phrases, or clauses, such as consequently or specifically, to connect an opinion with reasons in a fifth-grade opinion piece.</p> <p>Write a concluding statement or section related to the opinion presented in a fifth-grade opinion piece.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use correct pronoun-antecedent agreement when writing and speaking, at a fifth-grade level.</p> <p>Write legibly.</p> <p>Write fluently and legibly in print.</p> <p>Write fluently and legibly in cursive.</p> <p>Write one's own signature in cursive writing.</p> <p>Use and understand the function of transitional words, such as also or therefore, at a fifth-grade level in the context of reading, writing, or speaking.</p> <p>Write opinion pieces, at a fifth-grade writing level, on topics or texts, supporting a point of view with fact- or text-based reasons and information.</p> <p>Write a persuasive essay for an appropriate audience, at a fifth-grade writing level, that establishes a position and includes sound reasoning, detailed and relevant evidence, and consideration of different positions.</p>
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	<p>Write an introductory paragraph, at a fifth-grade writing level, for an opinion piece that introduces the topic or text being studied and supports the purpose.</p> <p>Write an introduction, at a fifth-grade writing level, that clearly presents a topic or text and states a claim, and create an organizational structure in which ideas are grouped together to support the writer's purpose in an argument piece.</p> <p>Demonstrate relationships among facts, opinions, and supporting details in an opinion piece written at a fifth-grade writing level.</p> <p>Use qualitative and quantitative facts and details from a variety of sources, including texts, to support a position, using language that is appropriate for the audience in a persuasive piece written at a fifth-grade writing level.</p> <p>Use supporting reasons and evidence in a persuasive piece, written at a fifth-grade writing level, to persuade its intended audience.</p> <p>Write logically ordered reasons, at a fifth-grade writing level, that are supported by facts and details in an argument piece.</p> <p>Write a persuasive piece at a fifth-grade writing level that includes cause and effect, opinions, or opposing viewpoints.</p> <p>Write a concluding statement or section related to the position presented in a persuasive piece written at a fifth-grade writing level.</p> <p>Write a concluding statement or section related to the claim presented in an argument piece written at a fifth-grade writing level.</p> <p>Write research papers or texts independently, at a fifth-grade writing level, in shorter time frames, during a single sitting or a day or two, or over an extended time frame, taking time for research, reflection, and revision.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> <p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p> <p>Write a clear topic sentence, at a fifth-grade writing level, for a narrative, descriptive, expository, or persuasive writing piece that focuses on the main idea.</p> <p>Use varied sentence structure in a writing piece, written at a fifth-grade level, by using transition words or prepositional phrases.</p>
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| | <p>Create writing pieces at a fifth-grade writing level that contain multiple interrelated paragraphs about a topic.</p> <p>Produce coherent writing, at a fifth-grade level, in a style appropriate to a purpose, task, and audience.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that addresses an appropriate audience, organization, and purpose.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that includes appropriate transitions related to the purpose of the piece.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by writing a clear topic sentence or thesis that supports and establishes the main idea at or near the beginning of the first paragraph.</p> <p>Write and organize one or more paragraphs, written at a fifth-grade writing level, about a topic that contain a topic sentence, supporting details, and a conclusion suitable to the writing task.</p> <p>Use multiple formats of print or digital text, such as cursive, manuscript, font, graphics, or symbols.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Transcribe ideas legibly and fluently with correct spacing between letters, words, and sentences and using appropriate indentation.</p> <p>Create a written or oral research presentation, at a fifth-grade level, with a developed topic sentence, summarized findings, and evidence to support conclusions.</p> <p>Create a written or oral fifth-grade level research presentation that presents findings in a consistent format.</p> <p>Use direct quotations where appropriate, citing the source of the information in a fifth-grade-level research project.</p> <p>Use one's own words to avoid plagiarism and overreliance on one source in a research report or project written at a fifth-grade level.</p> <p>Use a standard format for citing sources used in a research report or project written at a fifth-grade writing level.</p> <p>Write fluently at a fifth-grade writing level.</p> |
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		Write an introduction, at a fifth-grade writing level, for a persuasive piece that clearly presents a position to an identified audience.
Get to Know a Supreme Court Justice: Opinion Writing: Drafting (B)	L.5.2 L.5.2.c, e L.5.3 SL.5.4 SL.5.6 W.5.1 W.5.1.a, b, c, d W.5.4 W.5.7 W.5.8 W.5.10	<p>Spell words at a fifth-grade level correctly.</p> <p>Spell words by adding the suffix -able to words ending in soft c followed by silent e.</p> <p>Spell words by adding the suffix -able to words ending in soft g followed by silent e.</p> <p>Spell words by adding the suffix -able to words ending in silent e.</p> <p>Spell words by adding the suffix -ible.</p> <p>Spell words that contain the root <i>grat</i>.</p> <p>Spell words that contain the suffix -ism.</p> <p>Use a comma to set off the words <i>yes</i> and <i>no</i> from the rest of a sentence.</p> <p>Use a comma to set off a tag question from the rest of a sentence.</p> <p>Use a comma to indicate direct address in a sentence.</p> <p>Write a fifth-grade opinion piece that includes reasons and information that support a point of view.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Write an introduction to a fifth-grade opinion piece that clearly presents a topic or text and states an opinion.</p> <p>Create an organizational structure in which ideas are grouped together logically to support the writer's purpose in a fifth-grade opinion piece.</p> <p>Write logically ordered reasons that are supported by facts and details in a fifth-grade opinion piece.</p> <p>Use linking words, phrases, or clauses, such as <i>consequently</i> or <i>specifically</i>, to connect an opinion with reasons in a fifth-grade opinion piece.</p> <p>Write a concluding statement or section related to the opinion presented in a fifth-grade opinion piece.</p> <p>Write legibly.</p>

	<p>Write fluently and legibly in print.</p> <p>Write fluently and legibly in cursive.</p> <p>Write one's own signature in cursive writing.</p> <p>Use and understand the function of transitional words, such as also or therefore, at a fifth-grade level in the context of reading, writing, or speaking.</p> <p>Write opinion pieces, at a fifth-grade writing level, on topics or texts, supporting a point of view with fact- or text-based reasons and information.</p> <p>Write a persuasive essay for an appropriate audience, at a fifth-grade writing level, that establishes a position and includes sound reasoning, detailed and relevant evidence, and consideration of different positions.</p> <p>Write an introductory paragraph, at a fifth-grade writing level, for an opinion piece that introduces the topic or text being studied and supports the purpose.</p> <p>Write an introduction, at a fifth-grade writing level, that clearly presents a topic or text and states a claim, and create an organizational structure in which ideas are grouped together to support the writer's purpose in an argument piece.</p> <p>Demonstrate relationships among facts, opinions, and supporting details in an opinion piece written at a fifth-grade writing level.</p> <p>Use qualitative and quantitative facts and details from a variety of sources, including texts, to support a position, using language that is appropriate for the audience in a persuasive piece written at a fifth-grade writing level.</p> <p>Use supporting reasons and evidence in a persuasive piece, written at a fifth-grade writing level, to persuade its intended audience.</p> <p>Write logically ordered reasons, at a fifth-grade writing level, that are supported by facts and details in a argument piece.</p> <p>Write a persuasive piece at a fifth-grade writing level that includes cause and effect, opinions, or opposing viewpoints.</p> <p>Write a concluding statement or section related to the position presented in a persuasive piece written at a fifth-grade writing level.</p> <p>Write a concluding statement or section related to the claim presented in an argument piece written at a fifth-grade writing level.</p> <p>Write research papers or texts independently, at a fifth-grade writing level, in shorter time frames, during a single sitting or a</p>
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	<p>day or two, or over an extended time frame, taking time for research, reflection, and revision.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> <p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p> <p>Write a clear topic sentence, at a fifth-grade writing level, for a narrative, descriptive, expository, or persuasive writing piece that focuses on the main idea.</p> <p>Use varied sentence structure in a writing piece, written at a fifth-grade level, by using transition words or prepositional phrases.</p> <p>Create writing pieces at a fifth-grade writing level that contain multiple interrelated paragraphs about a topic.</p> <p>Produce coherent writing, at a fifth-grade level, in a style appropriate to a purpose, task, and audience.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that addresses an appropriate audience, organization, and purpose.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that includes appropriate transitions related to the purpose of the piece.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by writing a concluding statement that restates the main idea.</p> <p>Write and organize one or more paragraphs, written at a fifth-grade writing level, about a topic that contain a topic sentence, supporting details, and a conclusion suitable to the writing task.</p> <p>Use multiple formats of print or digital text, such as cursive, manuscript, font, graphics, or symbols.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Transcribe ideas legibly and fluently with correct spacing between letters, words, and sentences and using appropriate indentation.</p> <p>Create a written or oral research presentation, at a fifth-grade level, with a developed topic sentence, summarized findings, and evidence to support conclusions.</p>
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		<p>Create a written or oral fifth-grade level research presentation that presents findings in a consistent format.</p> <p>Use direct quotations where appropriate, citing the source of the information in a fifth-grade-level research project.</p> <p>Use one's own words to avoid plagiarism and overreliance on one source in a research report or project written at a fifth-grade level.</p> <p>Use a standard format for citing sources used in a research report or project written at a fifth-grade writing level.</p> <p>Write fluently at a fifth-grade writing level.</p>
Get to Know a Supreme Court Justice: Your Choice	W.5.6	<p>Take initiative to further your own learning.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p>
Inside Out and Back Again: Homonyms and Homographs	<p>L.5.4 L.5.4.a, c L.5.5 L.5.5.c RF.5.4 RF.5.4.a RI.5.7 RL.5.10 W.5.9 W.5.10</p>	<p>Use synonyms, antonyms, or homographs to better understand the meaning of grade--level words.</p> <p>Use print or digital sources to identify fifth-grade-level synonyms or alternate word choices.</p> <p>Use homophones to determine the meaning of or better understand new words written at a fifth-grade reading level.</p> <p>Use homonyms to better understand the meaning of words written at a fifth-grade reading level.</p> <p>Identify the semantic relationships among synonyms, antonyms, homographs, homophones, or multiple-meaning words, to determine word meaning, aid in comprehension, or improve writing in fifth-grade-level texts.</p> <p>Infer the relationship among more complex homographs or homonyms written at a fifth-grade reading level.</p> <p>Use context clues to determine, clarify, or differentiate among the meanings of multiple-meaning fifth-grade-level words.</p> <p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level .</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p>

		<p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p> <p>Read literary texts written at a fifth-grade reading level independently for sustained periods of time to build stamina.</p>
Inside Out and Back Again: Your Choice	W.5.6	<p>Take initiative to further your own learning.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p>
Inside Out and Back Again: Inside Out and Back Again (A)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RL.5.5 RL.5.7 RL.5.10	<p>Spell words that contain the suffix -tion at a fifth-grade level.</p> <p>Spell words that contain the root init.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Identify the different forms of poems.</p> <p>Explain how text structures in prose, drama, or poetry differ, using terms unique to the genre.</p> <p>Differentiate between free verse and rhymed poetry.</p> <p>Explain how a series of stanzas fits together to provide the overall structure of a fifth-grade poem.</p> <p>Explain how poets use visual elements to support meaning in poems written at a fifth-grade reading level.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
Inside Out and Back Again: Inside Out and Back Again (B)	L.5.2.e L.5.4 L.5.4.a, c	<p>Spell words that contain the suffix -tion at a fifth-grade level.</p> <p>Spell words that contain the root init.</p>

	L.5.6 RF.5.4 RL.5.3 RL.5.10 W.5.9 W.5.9.a	<p>Make, confirm, or modify predictions before or during reading of a literary, informational, or digital text, or media, written at a fifth-grade reading level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Analyze or explain how poets use sound elements, such as alliteration, internal rhyme, onomatopoeia, or rhyme scheme, to support meaning in poems written at a fifth-grade reading level.</p> <p>Explain the major differences between poetry, drama, or prose by referring to the structural elements of poems, such as verse, rhythm, or meter, or drama, such as cast of characters, settings, descriptions, dialogue, stage directions, or scenes, when writing or speaking about a poem or drama written at a fifth-grade reading level.</p> <p>Compare or contrast the distinguishing characteristics of various forms of literary texts, using textual evidence.</p> <p>Explain how a historical event or movement has affected a work of literature written at a fifth-grade reading level.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
Inside Out and Back Again: Inside Out and Back Again (C)	L.5.2.e L.5.3 L.5.4 L.5.4.a, c L.5.6 RF.5.4 RL.5.9	<p>Spell words that contain the suffix -tion at a fifth-grade level.</p> <p>Spell words that contain the root init.</p> <p>Use print or digital lists to determine the correct pronunciation of a word at a fifth-grade level.</p>

	RL.5.10 W.5.4	<p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Identify a cause-and-effect relationship in a literary text written at a fifth-grade reading level.</p> <p>Compare or contrast relevant text-to-world connections by explaining how literature written at a fifth-grade reading level reflects a culture and historic time frame.</p> <p>Use past experiences, logic, and knowledge of language and culture to think analytically.</p> <p>Identify, explain, or make connections in narratives, written at a fifth-grade reading level, to other texts, ideas, cultural perspectives, eras, personal events, or situations.</p> <p>Create a print or nonprint text written at a fifth-grade writing level that explores various cultures and perspectives.</p> <p>Identify or illustrate social, historical, or cultural features in the presentation of literary texts written at a fifth-grade writing level.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
Inside Out and Back Again: Inside Out and Back Again (D)	L.5.2.e L.5.4 L.5.4.a, c L.5.5 L.5.5.a, b, c L.5.6 RF.5.4 RI.5.1 RI.5.5 RL.5.2 RL.5.10	<p>Spell words at a fifth-grade level correctly.</p> <p>Spell words that contain the suffix -tion at a fifth-grade level.</p> <p>Spell words that contain the root init.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p>

	<p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Explain how imagery or figurative language influence or add meaning to literary works written at a fifth-grade reading level.</p> <p>Identify or explain the effects of figurative language, such as similes or metaphors, in a literary text written at a fifth-grade reading level.</p> <p>Explain how sensory details influence or add meaning to literary works written at a fifth-grade reading level.</p> <p>Identify or explain why authors of literary works written at a fifth-grade reading level use literary devices such as simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, or idioms.</p> <p>Determine the meaning of figurative language in a fifth-grade literary text.</p> <p>Identify metaphors in a fifth-grade literary text.</p> <p>Identify similes in a fifth-grade literary text.</p> <p>Identify figurative language in a fifth-grade literary text.</p> <p>Identify and apply knowledge of organizational patterns, such as sequence, comparison and contrast, cause and effect, fact and opinion, or description, to comprehend informational texts written at a fifth-grade reading level.</p> <p>Describe how culture and background affect an author's perspective in a text written at a fifth-grade reading level.</p> <p>Determine the meaning of idioms in a literary text written at a fifth-grade reading level.</p> <p>Use knowledge of literary devices, such as imagery, rhythm, foreshadowing, or simple metaphors, to understand and respond to a literary text written at a fifth-grade reading level.</p>
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Inside Out and Back Again: Inside Out and Back Again (E)	L.5.2.e L.5.4 L.5.4.a, c L.5.5 L.5.5.a, b, c L.5.6 RF.5.4 RL.5.10	<p>Spell homophones at a fifth-grade level.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Identify or explain why authors of literary works written at a fifth-grade reading level use literary devices such as simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, or idioms.</p> <p>Find or evaluate textual evidence of a literary device, such as simile, metaphor, personification, onomatopoeia, hyperbole, imagery, or symbolism, that supports the interpretation of the tone of a literary text written at a fifth-grade reading level, when provided with examples.</p> <p>Identify examples of an author's use of figurative language in a literary text written at a fifth-grade reading level.</p> <p>Identify similes in a fifth-grade literary text.</p> <p>Determine the meaning of figurative language in a fifth-grade literary text.</p>

		<p>Identify metaphors in a fifth-grade literary text.</p> <p>Determine the meaning of metaphors in a fifth-grade literary text.</p> <p>Determine the meaning of similes in a fifth-grade literary text.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
Inside Out and Back Again: Inside Out and Back Again (F)	L.5.2.e L.5.4 L.5.4.a, c L.5.5 L.5.5.a, b, c L.5.6 RF.5.4 RL.5.7 RL.5.10 SL.5.4 SL.5.6 W.5.3 W.5.3.a, b W.5.4	<p>Spell homophones at a fifth-grade level.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Identify examples of an author's use of dialogue, imagery, idioms, adages, or proverbs to shape meaning or tone in a literary text written at a fifth-grade reading level.</p> <p>Explain how poets use visual elements to support meaning in poems written at a fifth-grade reading level.</p> <p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Write a narrative at a fifth-grade writing level in prose or poem form to develop experiences or events.</p> <p>Write poems at a fifth-grade writing level using characteristics of traditional poetic forms, such as ballads or couplets, or modern free verse from diverse cultures as models.</p> <p>Write narrative compositions, at a fifth-grade writing level, in a variety of forms.</p> <p>Write a narrative at a fifth-grade writing level that introduces a speaker.</p> <p>Write a narrative at a fifth-grade writing level that establishes a setting.</p>

		<p>Organize an event sequence to establish a beginning, a middle, and an end in a narrative written at a fifth-grade writing level.</p> <p>Write poems at a fifth-grade writing level, using poetic techniques, such as alliteration or onomatopoeia.</p> <p>Create and present an original poem, narrative, play, art work, or literary critique written at a fifth-grade writing level in response to a certain author or theme studied in class.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
Inside Out and Back Again: Inside Out and Back Again (G)	L.5.2.a L.5.3 L.5.3.b L.5.4 L.5.4.a, c L.5.5 L.5.6 RF.5.4 RI.5.5 RL.5.10 SL.5.4 SL.5.6 W.5.3 W.5.3.a, b, c, d W.5.4 W.5.10	<p>Spell homophones at a fifth-grade level.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Analyze how sound devices affect meaning or tone in a literary text written at a fifth-grade reading level.</p> <p>Analyze or explain how poets use sound elements, such as alliteration, internal rhyme, onomatopoeia, or rhyme scheme, to support meaning in poems written at a fifth-grade reading level.</p> <p>Compare or contrast the varieties of English dialects or registers used in stories, dramas, or poems.</p> <p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Write a narrative at a fifth-grade writing level in prose or poem form to develop experiences or events.</p> <p>Write poems at a fifth-grade writing level using characteristics of traditional poetic forms, such as ballads or couplets, or modern free verse from diverse cultures as models.</p>

		<p>Write narrative compositions, at a fifth-grade writing level, in a variety of forms.</p> <p>Write a narrative at a fifth-grade writing level that introduces a speaker.</p> <p>Write a narrative at a fifth-grade writing level that establishes a setting.</p> <p>Organize an event sequence to establish a beginning, a middle, and an end in a narrative written at a fifth-grade writing level.</p> <p>Use narrative techniques, such as dialogue, motivation, and descriptions in a narrative written at a fifth-grade writing level.</p> <p>Use precise, expressive vocabulary and figurative language for effect in a narrative text written at a fifth-grade writing level.</p> <p>Use specific, relevant, and precise words that are appropriate to the topic, audience, and purpose of a narrative text written at a fifth-grade writing level.</p> <p>Identify the organizational pattern or patterns used in a nonfiction text written at a fifth-grade reading level.</p> <p>Write poems at a fifth-grade writing level, using poetic techniques, such as alliteration or onomatopoeia.</p> <p>Create and present an original poem, narrative, play, art work, or literary critique written at a fifth-grade writing level in response to a certain author or theme studied in class.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> <p>Recall the meaning of a fifth-grade-level word.</p>
Inside Out and Back Again: Inside Out and Back Again (H)	L.5.2.e L.5.4 L.5.4.a, c L.5.5 L.5.6 RF.5.4 RI.5.5 RL.5.1 RL.5.2 RL.5.10 SL.5.4 SL.5.6 W.5.3 W.5.3.a, b, c, d	<p>Spell homophones at a fifth-grade level.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p>

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| | <p>Analyze or cite examples of how an author's choice of words and conventions combine to establish the mood, shape meaning, or highlight aspects of a character or setting in a literary text written at a fifth-grade reading level.</p> <p>Explain how an author's choice of vocabulary adds to the style of a literary text written at a fifth-grade reading level.</p> <p>Summarize a story, drama, or poem written at a fifth-grade reading level with key details from the text in correct sequence.</p> <p>Write a fifth-grade narrative to develop real or imagined experiences or events.</p> <p>Write a narrative at a fifth-grade writing level in prose or poem form to develop experiences or events.</p> <p>Write poems at a fifth-grade writing level using characteristics of traditional poetic forms, such as ballads or couplets, or modern free verse from diverse cultures as models.</p> <p>Write narrative compositions, at a fifth-grade writing level, in a variety of forms.</p> <p>Write a narrative at a fifth-grade writing level that introduces a speaker.</p> <p>Write a narrative at a fifth-grade writing level that establishes a setting.</p> <p>Organize an event sequence to establish a beginning, a middle, and an end in a narrative written at a fifth-grade writing level.</p> <p>Use narrative techniques, such as dialogue, motivation, and descriptions in a narrative written at a fifth-grade writing level.</p> <p>Use precise, expressive vocabulary and figurative language for effect in a narrative text written at a fifth-grade writing level.</p> <p>Use specific, relevant, and precise words that are appropriate to the topic, audience, and purpose of a narrative text written at a fifth-grade writing level.</p> <p>Identify the organizational pattern or patterns used in a nonfiction text written at a fifth-grade reading level.</p> <p>Write poems at a fifth-grade writing level, using poetic techniques, such as alliteration or onomatopoeia.</p> <p>Create and present an original poem, narrative, play, art work, or literary critique written at a fifth-grade writing level in response to a certain author or theme studied in class.</p> <p>Use context clues to determine the meaning of words and phrases used in a fifth-grade literary text.</p> |
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		Recall the meaning of a fifth-grade-level word.
Inside Out and Back Again: Inside Out and Back Again Wrap-Up	L.5.5 L.5.5.a RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.10 RL.5.2 SL.5.6	<p>Summarize a story, drama, or poem with key details from the text, at a fifth-grade level.</p> <p>Summarize a story, play, or poem written at a fifth-grade reading level, incorporating a theme of the text.</p> <p>Summarize a story, drama, or poem written at a fifth-grade reading level with key details from the text in correct sequence.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Read grade-level poetry aloud with accuracy, appropriate rate, and with expression.</p> <p>Determine the meaning of metaphors in a fifth-grade literary text.</p>
Inside Out and Back Again: Opinion Writing: Revising	L.5.3 RF.5.4 RF.5.4.a	Write a fifth-grade opinion piece that includes reasons and information that support a point of view.

	<p>W.5.1</p> <p>W.5.1.b, c</p> <p>W.5.4</p> <p>W.5.5</p> <p>W.5.6</p> <p>W.5.7</p> <p>W.5.10</p>	<p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Revise writing to strengthen ideas in a fifth-grade text.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use specific and accurate words that relate to the topic, audience, and purpose in an opinion piece written at a fifth-grade writing level.</p> <p>Use words, phrases, or clauses to connect reasons to the position in a persuasive piece written at a fifth-grade writing level.</p> <p>Use transitional words, phrases, or clauses to connect a claim with reasons in an argument piece written at a fifth-grade writing level.</p> <p>Write research papers or texts independently, at a fifth-grade writing level, in shorter time frames, during a single sitting or a day or two, or over an extended time frame, taking time for research, reflection, and revision.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> <p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p> <p>Edit multiple fifth-grade-level writing drafts for an intended purpose such as organization, coherence, and staying on topic.</p> <p>Revise fifth-grade-level writing through self-monitoring strategies and feedback from others to strengthen and clarify ideas.</p> <p>Revise the final draft of a fifth-grade-level piece of writing in response to feedback from peers and teachers, and publish the work for an appropriate audience.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use precise language and content-specific vocabulary to support an opinion piece written at a fifth-grade writing level.</p>
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<p>Inside Out and Back Again: Opinion Writing: Proofreading</p>	<p>L.5.1 L.5.2 L.5.2.a, b, e L.5.3 L.5.3.a RF.5.4 RF.5.4.a SL.5.1 SL.5.1.a, b, c, d W.5.1 W.5.4 W.5.5 W.5.6 W.5.7</p>	<p>Write a fifth-grade opinion piece that includes reasons and information that support a point of view.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Edit writing for conventions, grammar, and usage at a fifth-grade level.</p> <p>Use technology and the Internet to interact and work with others on writing projects at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use correct capitalization in writing at a fifth-grade level.</p> <p>Identify or use punctuation marks when writing at a fifth-grade level.</p> <p>Use a complete subject and complete predicate when writing a fifth-grade-level sentence.</p> <p>Write a simple sentence or question at a fifth-grade writing level.</p> <p>Use print or electronic resources to determine, find, or check the correct spelling of fifth-grade-level words.</p> <p>Use the correct spelling of commonly used fifth-grade-level words.</p> <p>Proofread fifth-grade-level writing for standard English conventions.</p> <p>Edit fifth-grade-level writing drafts for grammar, mechanics, and spelling.</p> <p>Provide fifth-grade-level oral, written, or digital descriptive feedback to other writers.</p> <p>Use standard English conventions appropriately when planning, revising, or editing a fifth-grade writing piece.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use language skills addressed in the foundational literacy standards when writing fifth-grade-level compositions.</p>
<p>Inside Out and Back Again: Opinion Writing: Publishing</p>	<p>W.5.1 W.5.4 W.5.6</p>	<p>Write a fifth-grade opinion piece that includes reasons and information that support a point of view.</p>

	<p>W.5.7</p> <p>W.5.10</p>	<p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Write coherent fifth-grade pieces that are crafted and organized for purpose, task, and audience.</p> <p>Use technology, including the Internet, to produce and publish writing at a fifth-grade level.</p> <p>Type a minimum of two pages in a single sitting to demonstrate command of keyboarding skills at a fifth-grade level.</p> <p>Demonstrate how to use spell-check in word processing, and understand its limitations.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Type a one- to three-page multiparagraph text to demonstrate command of keyboarding skills, at a fifth-grade level.</p> <p>Type a writing task accurately to demonstrate sufficient command of keyboarding skills, at a fifth-grade level.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p> <p>Use multiple formats of print or digital text, such as cursive, manuscript, font, graphics, or symbols.</p> <p>Apply formatting techniques, such as indenting paragraphs, and using correct title format in a fifth-grade-level published document.</p>
Choice Reading Project: Presentation Skills (A)	<p>L.5.3.a</p> <p>RF.5.4</p> <p>RF.5.4.a</p> <p>SL.5.3</p> <p>SL.5.4</p> <p>SL.5.6</p>	<p>Expand, combine, or reduce sentences for meaning, reader and listener interest, and style.</p> <p>Present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes in a fifth-grade speech or presentation.</p> <p>Use an understandable pace and speak clearly and distinctly while giving a fifth-grade speech or presentation.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Apply knowledge of the six syllable patterns to accurately read fifth-grade-level words.</p> <p>Write a compound sentence or question at a fifth-grade writing level.</p>

		Analyze the craft of a speech or presentation at a fifth-grade level.
Choice Reading Project: Presentation Skills (B)	L.5.3 L.5.3.a SL.5.4 SL.5.5 W.5.1 W.5.1.a, b	<p>Expand, combine, or reduce sentences for meaning, reader and listener interest, and style.</p> <p>Use precise language in writing or speaking at the elementary-school level.</p> <p>Present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes in a fifth-grade speech or presentation.</p> <p>Use an understandable pace and speak clearly and distinctly while giving a fifth-grade speech or presentation.</p> <p>Use multimedia components, such as graphics or sound, as appropriate to enhance the development of main ideas or themes in a fifth-grade presentation.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Write a compound sentence or question at a fifth-grade writing level.</p> <p>Analyze the craft of a speech or presentation at a fifth-grade level.</p>
Choice Reading Project: Presentation Skills (C)	L.5.3 L.5.3.a SL.5.4 SL.5.5 W.5.1 W.5.1.a	<p>Expand, combine, or reduce sentences for meaning, reader and listener interest, and style.</p> <p>Present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes in a fifth-grade speech or presentation.</p> <p>Use an understandable pace and speak clearly and distinctly while giving a fifth-grade speech or presentation.</p> <p>Use multimedia components, such as graphics or sound, as appropriate to enhance the development of main ideas or themes in a fifth-grade presentation.</p> <p>Write a compound sentence or question at a fifth-grade writing level.</p>
Choice Reading Project: Idioms	L.5.5 L.5.5.b RF.5.4 RF.5.4.a RI.5.7 RI.5.10 W.5.9 W.5.10	<p>Identify common adages, proverbs, or idioms in a fifth-grade text.</p> <p>Explain the meaning of common adages, proverbs, or idioms in a fifth-grade text.</p> <p>Explain the meaning of common idioms, adages, hyperboles, or other sayings in text written at a fifth-grade reading level.</p> <p>Identify or explain the meaning of common idioms or proverbs in a text written at a fifth-grade reading level.</p>

		<p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level .</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p> <p>Read informational texts appropriate to fifth grade independently for sustained periods of time.</p>
Money: From Barter to Bitcoin	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RI.5.1 RI.5.3 RI.5.4 RI.5.5 RI.5.10	<p>Spell words that contain the root flam.</p> <p>Spell homophones at a fifth-grade level.</p> <p>Use multiple text features or graphics to find information or obtain a general overview of the contents in an informational text written at a fifth-grade reading level.</p> <p>Use text features, such as type, headings, or graphics, to predict or categorize information in a nonfiction text written at a fifth-grade reading level.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Read and comprehend literary nonfiction written at a fifth-grade text-complexity or above, with scaffolding as needed.</p> <p>Read and comprehend informational texts, including history, social studies, science, mathematical, and technical texts, independently and proficiently, exhibiting complexity appropriate for at least fifth grade.</p> <p>Read and comprehend a range of informational texts, including history, social studies, science, and technical texts within a complexity band appropriate to fifth grade (from upper fourth</p>

grade to sixth grade), with scaffolding as needed at the high end of the range.

Read and comprehend literary nonfiction and informational text written at a fifth-grade reading level, reading independently and proficiently.

Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.

Use informational text features, such as bold type, headings, graphic organizers, numbering schemes, glossary, or text structures to organize or categorize information or to answer questions at a fifth-grade level.

Use details or examples from an informational or nonfiction text written at a fifth-grade reading level to support conclusions drawn from the text.

Draw conclusions from the information presented in an informational text written at a fifth-grade reading level.

Quote accurately from an informational text written at a fifth-grade reading level to analyze meaning within or beyond the text.

Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.

Determine the overall structure—including chronology, comparison, cause and effect, problem and solution—of events, ideas, concepts, or information in a fifth-grade informational text.

Identify the organizational pattern or patterns used in a nonfiction text written at a fifth-grade reading level.

Identify the transitional words or phrases that signal the organizational pattern used in a nonfiction text written at a fifth-grade reading level.

Describe how an author uses one or more structures—including chronology, comparison, cause and effect, or problem and solution—of events to present information in an informational text written at a fifth-grade reading level.

Determine the subtopics in an informational text written at a fifth-grade reading level and explain how they are supported by key details.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a fifth-grade historical text, using textual evidence.

		<p>Use the overall structure of an informational text written at a fifth-grade reading level—including chronology, comparison, cause and effect, or problem and solution—to interpret information.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Money: From Barter to Bitcoin Wrap-Up	L.5.2.e L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.1 RI.5.3 RI.5.5 RI.5.7 RI.5.10	<p>Spell words that contain the root flam.</p> <p>Spell homophones at a fifth-grade level.</p> <p>Analyze how the organizational pattern of an informational text written at a fifth-grade reading level, such as cause and effect, compare and contrast, sequential order, logical order, or classification schemes, affects the relationships among ideas.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p>

		<p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Use multiple text features or graphics to find information or obtain a general overview of the contents in an informational text written at a fifth-grade reading level.</p> <p>Use text features, such as type, headings, or graphics, to predict or categorize information in a nonfiction text written at a fifth-grade reading level.</p> <p>Use details or examples from an informational or nonfiction text written at a fifth-grade reading level to support conclusions drawn from the text.</p> <p>Use informational text features, such as bold type, headings, graphic organizers, numbering schemes, glossary, or text structures to organize or categorize information or to answer questions at a fifth-grade level.</p> <p>Draw conclusions from the information presented in an informational text written at a fifth-grade reading level.</p> <p>Identify the organizational pattern or patterns used in a nonfiction text written at a fifth-grade reading level.</p> <p>Identify the transitional words or phrases that signal the organizational pattern used in a nonfiction text written at a fifth-grade reading level.</p> <p>Describe how an author uses one or more structures—including chronology, comparison, cause and effect, or problem and solution—of events to present information in an informational text written at a fifth-grade reading level.</p> <p>Determine the subtopics in an informational text written at a fifth-grade reading level and explain how they are supported by key details.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a fifth-grade historical text, using textual evidence.</p> <p>Use the overall structure of an informational text written at a fifth-grade reading level—including chronology, comparison, cause and effect, or problem and solution—to interpret information.</p>
Money: Making Money	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RI.5.2	<p>Spell words that contain the root flam.</p> <p>Spell homophones at a fifth-grade level.</p>

	RI.5.4 RI.5.5 RI.5.7 RI.5.10	<p>Explain the difference between a stated purpose and an implied purpose for an informational text written at a fifth-grade reading level.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Read and comprehend literary nonfiction written at a fifth-grade text-complexity or above, with scaffolding as needed.</p> <p>Read and comprehend informational texts, including history, social studies, science, mathematical, and technical texts, independently and proficiently, exhibiting complexity appropriate for at least fifth grade.</p> <p>Read and comprehend a range of informational texts, including history, social studies, science, and technical texts within a complexity band appropriate to fifth grade (from upper fourth grade to sixth grade), with scaffolding as needed at the high end of the range.</p> <p>Read and comprehend literary nonfiction and informational text written at a fifth-grade reading level, reading independently and proficiently.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Use informational text features, such as bold type, headings, graphic organizers, numbering schemes, glossary, or text structures to organize or categorize information or to answer questions at a fifth-grade level.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Determine an author's stated or implied purpose in an informational text written at a fifth-grade reading level.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a fifth-grade scientific text, using textual evidence.</p>
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		<p>Determine the overall structure—including chronology, comparison, cause and effect, problem and solution—of events, ideas, concepts, or information in a fifth-grade informational text.</p> <p>Identify the transitional words or phrases that signal the organizational pattern used in a nonfiction text written at a fifth-grade reading level.</p> <p>Interpret details from a procedural text written at a fifth-grade reading level to complete a task, solve a problem, or follow procedures.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Money: Making MoneyWrap-Up	L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.3 RI.5.5 RI.5.7 RI.5.10 RL.5.10 SL.5.2	<p>Analyze how the organizational pattern used in an informational text written at a fifth-grade reading level affects the relationships within the text.</p> <p>Summarize information presented in diverse media and formats in fifth grade.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p>

		<p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a fifth-grade scientific text, using textual evidence.</p> <p>Determine the overall structure—including chronology, comparison, cause and effect, problem and solution—of events, ideas, concepts, or information in a fifth-grade informational text.</p> <p>Identify the transitional words or phrases that signal the organizational pattern used in a nonfiction text written at a fifth-grade reading level.</p> <p>Interpret factual or quantitative information in a nonfiction text written at a fifth-grade reading level.</p> <p>Interpret details from a procedural text written at a fifth-grade reading level to complete a task, solve a problem, or follow procedures.</p> <p>Determine an author's stated or implied purpose in an informational text written at a fifth-grade reading level.</p> <p>Use informational text features, such as bold type, headings, graphic organizers, numbering schemes, glossary, or text structures to organize or categorize information or to answer questions at a fifth-grade level.</p>
Money: Finance Words	L.5.4.b L.5.6 RF.5.4 RF.5.4.c RI.5.7 RI.5.10 W.5.9 W.5.10	<p>Use newly acquired fifth-grade-appropriate academic and domain-specific vocabulary, relating it to prior knowledge and applying it in new situations.</p> <p>Use knowledge of academic or domain-specific vocabulary to infer meaning of a text written at a fifth-grade reading level.</p> <p>Demonstrate an understanding of the meaning of jargon, at a fifth-grade reading level.</p> <p>Use specialized, fifth-grade level content vocabulary in reading, writing, speaking, or listening.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Use context, such as cause-and-effect relationships and comparisons in text, for clues to the meaning of words or phrases at a fifth-grade level.</p> <p>Use grade-appropriate academic and domain-specific words and phrases, including those that signal contrast, addition, or other logical relationships in text.</p>

		<p>Read root words, prefixes, suffixes, and important words from all specific content curricula, at a fifth-grade reading level.</p> <p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level .</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p> <p>Read informational texts appropriate to fifth grade independently for sustained periods of time.</p>
Money: Presentation: Digital Tools	L.5.2.e L.5.3 L.5.3.a SL.5.4 SL.5.5	<p>Spell words that contain the suffix -sion.</p> <p>Spell words that contain the suffix -tion at a fifth-grade level.</p> <p>Spell words that contain the root nov.</p> <p>Expand, combine, or reduce sentences for meaning, reader and listener interest, and style.</p> <p>Use multimedia components, such as graphics or sound, as appropriate to enhance the development of main ideas or themes in a fifth-grade presentation.</p> <p>Use visual displays as appropriate to enhance the development of main ideas or themes in fifth-grade presentations.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Explain a topic or text, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes in a fifth-grade speech or presentation.</p> <p>Rearrange complete simple or compound sentences that vary in length written at a fifth-grade writing level.</p>
Money: Presentation: Planning	L.5.1 L.5.2.e L.5.3 L.5.3.a RF.5.4 RF.5.4.a	<p>Spell words that contain the suffix -sion.</p> <p>Spell words that contain the suffix -tion at a fifth-grade level.</p> <p>Spell words that contain the root nov.</p>

	SL.5.4 W.5.4 W.5.7 W.5.10	<p>Expand, combine, or reduce sentences for meaning, reader and listener interest, and style.</p> <p>Explain a topic or text, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes in a fifth-grade speech or presentation.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use and understand the function of irregular or active voice verbs at a fifth-grade level in the context of reading, writing, or speaking.</p> <p>Rearrange complete simple or compound sentences that vary in length written at a fifth-grade writing level.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by selecting a suitable organizational structure and building on one main idea to create a multiparagraph piece.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by organizing facts, details, and events in correct sequence into introductory, supporting, and concluding paragraphs relevant to the organizational structure.</p> <p>Create a writing draft at a fifth-grade writing level by developing, selecting, and organizing ideas that are relevant to the topic, purpose, and genre.</p> <p>Outline a piece of writing and prewrite a first draft as necessary, at a fifth-grade writing level.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use inquiry tools to answer questions and guide writing, at a fifth-grade writing level.</p> <p>Create a list of fifth-grade-appropriate topics that are related to a subject.</p> <p>Identify a topic for a fifth-grade-appropriate research project through brainstorming and consulting with others.</p>
Money: Presentation: Research	L.5.2 L.5.2.a, b, c, e L.5.3 L.5.3.a L.5.4	<p>Spell words that contain the suffix -sion.</p> <p>Spell words that contain the suffix -tion at a fifth-grade level.</p> <p>Spell words that contain the root nov.</p>

	RF.5.4 RF.5.4.a SL.5.4 W.5.2.b, d W.5.4 W.5.7 W.5.8 W.5.9 W.5.10	<p>Expand, combine, or reduce sentences for meaning, reader and listener interest, and style.</p> <p>Determine punctuation for effect at the elementary-school level.</p> <p>Use punctuation for effect in writing at the elementary-school level.</p> <p>Explain a topic or text, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes in a fifth-grade speech or presentation.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Use relevant information from personal experiences to include in a fifth-grade research project.</p> <p>Collect relevant information from digital or print sources to include in a fifth-grade research project.</p> <p>Summarize or paraphrase information in notes or in a completed fifth-grade research report or project.</p> <p>Create a list of print and digital sources used in a fifth-grade research project.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Make educated decisions about messages promoted by the mass media, such as film, television, radio, magazines, advertisements, or newspapers.</p> <p>Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, or breadth, at a fifth-grade level.</p> <p>Plan the first draft of a writing piece written at a fifth-grade writing level by asking questions related to the topic.</p> <p>Plan the first draft of a writing piece written at a fifth-grade writing level by accessing prior knowledge or building background knowledge related to the topic.</p> <p>Formulate questions at a fifth-grade level to focus thinking on an idea and direct further inquiry.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Conduct a short research project at a fifth-grade level, to answer a specific question.</p>
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	<p>Create an open-ended question about a specific topic to address in a fifth-grade-level research project.</p> <p>Use self-generated research questions to locate information about a specific fifth-grade-level topic.</p> <p>Conduct a fifth-grade-level research project to answer a question or solve a problem using multiple resources to support a thesis.</p> <p>Use a variety of strategies, appropriate to fifth grade, to find and use information in print, non-print, or digital resources.</p> <p>Differentiate between paraphrasing and plagiarizing when using ideas gained from others in a research report written at a fifth-grade writing level.</p> <p>Record bibliographic information from sources using a standard fifth-grade-level format.</p> <p>Organize information found during research for a fifth-grade-level project, using a modified citation style such as author, title, and publication date.</p> <p>Identify the source of notes taken during research, such as author, title, and page number.</p> <p>Identify the importance of citing valid and reliable sources when conducting research at a fifth-grade level.</p> <p>Present information from a fifth-grade level research project by choosing from a variety of sources.</p> <p>Locate, organize, analyze, or evaluate information from fifth-grade-appropriate print or digital sources to ask and answer questions and develop new understandings.</p> <p>Evaluate the information in a digital source for accuracy and credibility.</p> <p>Use established guidelines to collect and record information from sources for a fifth-grade-level research report or project.</p> <p>Evaluate the information in print and digital sources for relevance and reliability for a fifth-grade-level research project.</p> <p>Evaluate the accuracy of information in print and digital sources for a fifth-grade-level research project.</p> <p>Evaluate the credibility of information in print and digital sources for a fifth-grade-level research project.</p> <p>Evaluate the validity of sources used for a fifth-grade-level research project.</p> <p>Create a fifth-grade-appropriate research plan for collecting relevant information about a research question.</p>
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		<p>Evaluate how completely, accurately, and efficiently a fifth-grade research question was explored and answered, using established criteria.</p> <p>Write supporting logical and valid inferences to demonstrate comprehension of information in a fifth-grade level research project.</p> <p>Draw conclusions from relationships or patterns found during an inquiry.</p> <p>Evaluate findings from the inquiry process to build understanding and determine the next steps.</p> <p>Use careful and precise language at a fifth-grade level to support analysis, reflection, or research, while holding others to the same standards.</p> <p>Identify what is known and what is unknown to demonstrate intellectual humility.</p> <p>Identify the importance of using the reasoning process to nurture a desired outcome.</p> <p>Explain the implications of concepts used to support analysis, reflection, or research.</p> <p>Convert graphic or visual data into written notes for a fifth-grade-level research project.</p>
Money: Presentation: Drafting (A)	L.5.1 L.5.1.d L.5.2 L.5.2.a, e L.5.3 L.5.3.a L.5.6 RF.5.4 RF.5.4.a SL.5.4 SL.5.5 SL.5.6 W.5.4 W.5.6 W.5.7 W.5.8 W.5.10	<p>Spell words that contain the suffix -sion.</p> <p>Spell words that contain the suffix -tion at a fifth-grade level.</p> <p>Spell words that contain the root nov.</p> <p>Expand, combine, or reduce sentences for meaning, reader and listener interest, and style.</p> <p>Determine an inappropriate shift in verb tense at a fifth-grade level.</p> <p>Revise an inappropriate shift in verb tense at a fifth-grade level.</p> <p>Use punctuation to correctly separate items in a series at a fifth-grade level.</p> <p>Explain a topic or text, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes in a fifth-grade speech or presentation.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p>

	<p>Use multimedia components, such as graphics or sound, as appropriate to enhance the development of main ideas or themes in a fifth-grade presentation.</p> <p>Use visual displays as appropriate to enhance the development of main ideas or themes in fifth-grade presentations.</p> <p>Use language appropriate to the situation in a variety of grade--level contexts and tasks.</p> <p>Use formal English in grade--level tasks when indicated or appropriate to a situation.</p> <p>Read a grade--level text with purpose and understanding.</p> <p>Write research papers or texts independently, at a fifth-grade writing level, in shorter time frames, during a single sitting or a day or two, or over an extended time frame, taking time for research, reflection, and revision.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> <p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p> <p>Use labeled or captioned visuals or graphics to aid comprehension in an informational or explanatory text written at a fifth-grade writing level.</p> <p>Develop a style or tone in an informational or explanatory text written at a fifth-grade writing level that is true to the purpose of the text.</p> <p>Produce coherent writing, at a fifth-grade level, in a style appropriate to a purpose, task, and audience.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that addresses an appropriate audience, organization, and purpose.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that includes appropriate transitions related to the purpose of the piece.</p> <p>Write paragraphs at a fifth-grade writing level, composed of grammatically correct simple, compound, and complex sentences that vary in length, complexity, and type.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p>
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		<p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use technology to demonstrate creative thinking, build knowledge, or develop innovative products or processes, at a fifth-grade writing level.</p> <p>Create multimodal content, written at a fifth-grade writing level, to effectively communicate an idea, using technology and appropriate media.</p> <p>Paraphrase information from a text to demonstrate ethical use of information and copyright guidelines in a research report or project written at a fifth-grade writing level.</p> <p>Use copyright guidelines for the use of images, pictures, or other copyrighted information in a fifth-grade-level research report or project.</p> <p>Create a written or oral research presentation, at a fifth-grade level, with a developed topic sentence, summarized findings, and evidence to support conclusions.</p> <p>Create a written or oral fifth-grade level research presentation that presents findings in a consistent format.</p> <p>Use direct quotations where appropriate, citing the source of the information in a fifth-grade-level research project.</p> <p>Use one's own words to avoid plagiarism and overreliance on one source in a research report or project written at a fifth-grade level.</p> <p>Use a standard format for citing sources used in a research report or project written at a fifth-grade writing level.</p> <p>Evaluate the fair use of musical or visual elements used in a media work, appropriate for fifth grade, and cite the sources of each found image or music piece.</p>
Money: Presentation: Drafting (B)	L.5.2 L.5.2.a L.5.3 L.5.3.a L.5.4 L.5.6 SL.5.4 SL.5.5 SL.5.6 W.5.4 W.5.5 W.5.7 W.5.8 W.5.10	<p>Spell words at a fifth-grade level correctly.</p> <p>Spell words that contain the suffix -sion.</p> <p>Spell words that contain the suffix -tion at a fifth-grade level.</p> <p>Spell words that contain the root nov.</p> <p>Expand, combine, or reduce sentences for meaning, reader and listener interest, and style.</p> <p>Explain a topic or text, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes in a fifth-grade speech or presentation.</p>

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| | <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Use multimedia components, such as graphics or sound, as appropriate to enhance the development of main ideas or themes in a fifth-grade presentation.</p> <p>Use visual displays as appropriate to enhance the development of main ideas or themes in fifth-grade presentations.</p> <p>Use language appropriate to the situation in a variety of grade--level contexts and tasks.</p> <p>Use formal English in grade--level tasks when indicated or appropriate to a situation.</p> <p>Write research papers or texts independently, at a fifth-grade writing level, in shorter time frames, during a single sitting or a day or two, or over an extended time frame, taking time for research, reflection, and revision.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> <p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p> <p>Use labeled or captioned visuals or graphics to aid comprehension in an informational or explanatory text written at a fifth-grade writing level.</p> <p>Develop a style or tone in an informational or explanatory text written at a fifth-grade writing level that is true to the purpose of the text.</p> <p>Produce coherent writing, at a fifth-grade level, in a style appropriate to a purpose, task, and audience.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that addresses an appropriate audience, organization, and purpose.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level that includes appropriate transitions related to the purpose of the piece.</p> <p>Develop a genre-appropriate draft written at a fifth-grade writing level by writing a concluding statement that restates the main idea.</p> |
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		<p>Write paragraphs at a fifth-grade writing level, composed of grammatically correct simple, compound, and complex sentences that vary in length, complexity, and type.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Use technology to demonstrate creative thinking, build knowledge, or develop innovative products or processes, at a fifth-grade writing level.</p> <p>Create multimodal content, written at a fifth-grade writing level, to effectively communicate an idea, using technology and appropriate media.</p> <p>Paraphrase information from a text to demonstrate ethical use of information and copyright guidelines in a research report or project written at a fifth-grade writing level.</p> <p>Use copyright guidelines for the use of images, pictures, or other copyrighted information in a fifth-grade-level research report or project.</p> <p>Create a written or oral research presentation, at a fifth-grade level, with a developed topic sentence, summarized findings, and evidence to support conclusions.</p> <p>Create a written or oral fifth-grade level research presentation that presents findings in a consistent format.</p> <p>Use direct quotations where appropriate, citing the source of the information in a fifth-grade-level research project.</p> <p>Use one's own words to avoid plagiarism and overreliance on one source in a research report or project written at a fifth-grade level.</p> <p>Use a standard format for citing sources used in a research report or project written at a fifth-grade writing level.</p>
Money: Your Choice	W.5.6	<p>Take initiative to further your own learning.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p>
Money: The Value of Money	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.4	<p>Spell words that contain the root mob.</p> <p>Spell correctly words that are commonly confused.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p>

	RI.5.5 RI.5.10 RL.5.10	<p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Read and comprehend literary nonfiction written at a fifth-grade text-complexity or above, with scaffolding as needed.</p> <p>Read and comprehend informational texts, including history, social studies, science, mathematical, and technical texts, independently and proficiently, exhibiting complexity appropriate for at least fifth grade.</p> <p>Read and comprehend a range of informational texts, including history, social studies, science, and technical texts within a complexity band appropriate to fifth grade (from upper fourth grade to sixth grade), with scaffolding as needed at the high end of the range.</p> <p>Read and comprehend literary nonfiction and informational text written at a fifth-grade reading level, reading independently and proficiently.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read and comprehend literature, including stories, dramas, and poems written at a fifth-grade text-complexity or above, with scaffolding as needed.</p> <p>Read and comprehend literary texts, representing a variety of genres, cultures, and perspectives, independently and proficiently, and exhibiting complexity appropriate for at least fifth grade.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Use informational text features, such as bold type, headings, graphic organizers, numbering schemes, glossary, or text structures to organize or categorize information or to answer questions at a fifth-grade level.</p> <p>Identify a cause-and-effect relationship in a nonfiction text written at a fifth-grade reading level.</p>
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Money: The Value of Money Wrap-Up	L.5.2.e L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.3 RI.5.5 RI.5.9 RI.5.10 RL.5.10	<p>Spell words that contain the root mob.</p> <p>Spell correctly words that are commonly confused.</p> <p>Reflect on information from several informational texts written at a fifth-grade reading level on the same topic in order to write or speak knowledgeably about the subject, using practical knowledge, historical or cultural context, or background knowledge.</p> <p>Compare or contrast relevant text-to-text connections between ideas and information in various nonfiction texts written at a fifth-grade reading level.</p> <p>Integrate information from two or more informational texts written at a fifth-grade reading level on the same topic in order to build content knowledge.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p>

		<p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Identify a cause-and-effect relationship in a nonfiction text written at a fifth-grade reading level.</p> <p>Interpret factual information presented in maps, charts, illustrations, graphs, time lines, tables, or diagrams, in informational texts appropriate for fifth grade.</p> <p>Explain the relationships between two or more ideas or concepts in a mathematical text written at a fifth-grade reading level, using textual evidence.</p> <p>Determine the overall structure—including chronology, comparison, cause and effect, problem and solution—of events, ideas, concepts, or information in a fifth-grade informational text.</p> <p>Compare or contrast the overall structure—such as chronology, comparison, cause and effect, or problem and solution—of events, ideas, concepts, or information in two or more fifth-grade informational texts.</p>
Money: Is This the Future of Money?	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.4 RI.5.5 RI.5.10	<p>Spell words that contain the root mob.</p> <p>Spell correctly words that are commonly confused.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use a variety of mediums to demonstrate an understanding of a text written at a fifth-grade reading level, such as writing, artistic representation, video, or other media.</p> <p>Use skimming techniques to locate information and to develop a general overview of a nonfiction text written at a fifth-grade reading level.</p> <p>Read and comprehend literary nonfiction written at a fifth-grade text-complexity or above, with scaffolding as needed.</p>

		<p>Read and comprehend informational texts, including history, social studies, science, mathematical, and technical texts, independently and proficiently, exhibiting complexity appropriate for at least fifth grade.</p> <p>Read and comprehend a range of informational texts, including history, social studies, science, and technical texts within a complexity band appropriate to fifth grade (from upper fourth grade to sixth grade), with scaffolding as needed at the high end of the range.</p> <p>Read and comprehend literary nonfiction and informational text written at a fifth-grade reading level, reading independently and proficiently.</p> <p>Read informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity bands independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Use informational text features, such as bold type, headings, graphic organizers, numbering schemes, glossary, or text structures to organize or categorize information or to answer questions at a fifth-grade level.</p> <p>Determine the overall structure—including chronology, comparison, cause and effect, problem and solution—of events, ideas, concepts, or information in a fifth-grade informational text.</p> <p>Use text features in multiple fifth-grade-appropriate informational sources to gain meaning or solve a problem.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
Money: Is This the Future of Money? Wrap-Up	L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.1 RI.5.3 RI.5.5 RI.5.10 RL.5.10	<p>Use textual evidence to compare or contrast the distinguishing characteristics of various forms of informational texts.</p> <p>Use text structures across multiple informational texts written at a fifth-grade reading level to locate information or gain meaning.</p> <p>Use text features in multiple fifth-grade-appropriate informational sources to gain meaning or solve a problem.</p> <p>Use details or examples from an informational text written at a fifth-grade reading level to support opinions.</p>

		<p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p> <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Use a variety of mediums to demonstrate an understanding of a text written at a fifth-grade reading level, such as writing, artistic representation, video, or other media.</p> <p>Answer questions to demonstrate comprehension of informational texts, including history, social studies, science, and technical texts in the fourth- to fifth-grade-text complexity band.</p> <p>Determine the overall structure—including chronology, comparison, cause and effect, problem and solution—of events, ideas, concepts, or information in a fifth-grade informational text.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a fifth-grade technical text, using textual evidence.</p>
The Adventures of Sherlock Holmes: Sayings	L.5.5 L.5.5.b RF.5.4	Explain the meaning of common idioms, adages, hyperboles, or other sayings in text written at a fifth-grade reading level.

	RI.5.7 RL.5.10 W.5.9 W.5.10	<p>Identify or explain the meaning of common idioms or proverbs in a text written at a fifth-grade reading level.</p> <p>Identify common adages, proverbs, or idioms in a fifth-grade text.</p> <p>Explain the meaning of common adages, proverbs, or idioms in a fifth-grade text.</p> <p>Write routinely in shorter time frames or over an extended time frame, at a fifth-grade level, for a range of tasks, purposes, and audiences.</p> <p>Use a variety of reading strategies to read texts of increasing length and complexity, written at a fifth-grade reading level.</p> <p>Select a text written at a fifth-grade reading level to establish personal preferences regarding favorite authors.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, and read independently for an extended period of time.</p> <p>Select a text written at a fifth-grade reading level for a specific purpose, to answer a question, solve a problem, enjoy, form an opinion, understand a specific viewpoint, predict an outcome, discover a model for one's own writing, or to accomplish a task, citing evidence to support analysis, reflection, or research.</p> <p>Read literary texts written at a fifth-grade reading level independently for sustained periods of time to build stamina.</p>
The Adventures of Sherlock Holmes: Meet Sherlock Holmes (A)	L.5.2.e L.5.3 L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.1 RL.5.4	<p>Spell homographs.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use pre-reading strategies, such as previewing the text, setting a purpose, activating prior knowledge, or creating questions to ask while reading.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read a grade-level text with purpose and understanding.</p>

		<p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Use evidence from a literary text written at a fifth-grade reading level to support conclusions drawn from the text.</p> <p>Quote accurately from the text when drawing conclusions from a literary text written at a fifth-grade reading level.</p> <p>Use context, such as in-sentence restatements, to determine or clarify the meaning of unfamiliar or multiple-meaning fifth-grade-level words.</p> <p>Use sentence structure to determine the meaning of or differentiate among fifth-grade-level multiple-meaning words.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
The Adventures of Sherlock Holmes: Meet Sherlock Holmes (B)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.4 RL.5.6	<p>Spell homographs.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Explain how a narrator's or a speaker's perspective influences how events are described in a literary text written at a fifth-grade reading level.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p>

		<p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p> <p>Use context to clarify the meaning of unfamiliar fifth-grade-level words or phrases.</p>
The Adventures of Sherlock Holmes: Meet Sherlock Holmes (C)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RL.5.1 RI.5.4	<p>Spell homographs.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Compare or contrast relevant text-to-text connections between ideas and information in various fiction texts written at a fifth-grade reading level.</p> <p>Use details from a literary text written at a fifth-grade reading level to support opinions or predictions.</p> <p>Use context to clarify the meaning of unfamiliar fifth-grade-level words or phrases.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
The Adventures of Sherlock Holmes: Meet Sherlock Holmes (D)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4	<p>Spell words at a fifth-grade level correctly.</p> <p>Spell homographs.</p>

	RF.5.4.a RL.5.2 RI.5.4	<p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Summarize a story, play, or poem written at a fifth-grade reading level, incorporating a theme of the text.</p> <p>Summarize a story, drama, or poem written at a fifth-grade reading level with key details from the text in correct sequence.</p> <p>Distinguish between an implication and a consequence in a text written at a fifth-grade reading level.</p> <p>Distinguish between probable and improbable implications and consequences in a text written at a fifth-grade reading level.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p> <p>Use context to clarify the meaning of unfamiliar fifth-grade-level words or phrases.</p>
The Adventures of Sherlock Holmes: Meet Sherlock Holmes (E)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.4 RL.5.7	<p>Spell words that contain the suffix -dom.</p> <p>Spell compound words at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p>

		<p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Analyze how visual and multimedia presentations and representations enrich the meaning of a literary text written at a fifth-grade reading level.</p> <p>Analyze how visual and multimedia elements, such as those used in graphic novels or multimedia presentations of fiction or poetry, contribute to the meaning, tone, or beauty of a text.</p> <p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p> <p>Use context to clarify the meaning of unfamiliar fifth-grade-level words or phrases.</p>
The Adventures of Sherlock Holmes: Meet Sherlock Holmes (F)	L.5.2.e RL.5.7	<p>Spell words that contain the suffix -dom.</p> <p>Spell compound words at a fifth-grade level.</p> <p>Analyze or explain how visual and multimedia elements, such as those used in graphic novels or multimedia presentations of fiction or poetry, contribute to the mood of a text written at a fifth-grade reading level.</p> <p>Analyze how visual and multimedia elements, such as those used in graphic novels or multimedia presentations of fiction or poetry, contribute to the appeal of a text written at a fifth-grade reading level.</p> <p>Analyze how visual and multimedia elements, such as those used in graphic novels or multimedia presentations of fiction or poetry, contribute to the purpose of a text written at a fifth-grade reading level.</p>

		Analyze how visual and multimedia elements, such as those used in graphic novels or multimedia presentations of fiction or poetry, contribute to the meaning, tone, or beauty of a text.
The Adventures of Sherlock Holmes: Meet Sherlock Holmes (G)	L.5.2.e L.5.4 L.5.4.a, c L.5.6 RF.5.4 RF.5.4.a RI.5.4 RL.5.5 RL.5.7 RL.5.9 RL.5.10	<p>Spell words that contain the suffix -dom.</p> <p>Spell compound words at a fifth-grade level.</p> <p>Use print or digital sources to ascertain or clarify the meaning of a word or phrase at a fifth-grade level.</p> <p>Use print or digital sources to determine the correct pronunciation of a word at a fifth-grade level.</p> <p>Explain the major differences between poetry, drama, or prose by referring to the structural elements of poems, such as verse, rhythm, or meter, or drama, such as cast of characters, settings, descriptions, dialogue, stage directions, or scenes, when writing or speaking about a poem or drama written at a fifth-grade reading level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Read literary texts, including stories, dramas, and poetry written in the fourth- to fifth-grade text-complexity band, independently and proficiently.</p> <p>Answer questions to demonstrate comprehension of literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade complexity band.</p> <p>Compare or contrast an original literary text with its dramatic adaptation.</p> <p>Compare or contrast the approach to plot development in stories from the same genre written at a fifth-grade reading level</p> <p>Explain how a series of scenes fits together to provide the overall structure of a fifth-grade drama.</p> <p>Use context to clarify the meaning of unfamiliar fifth-grade-level words or phrases.</p>

		<p>Use context clues to determine the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area.</p> <p>Recall the meaning of academic or domain-specific words or phrases in an informational text relevant to a fifth-grade topic or subject area</p>
The Adventures of Sherlock Holmes: Meet Sherlock Holmes (H)	L.5.2.e RF.5.4 RL.5.7 SL.5.2	<p>Spell words that contain the suffix -dom.</p> <p>Spell compound words at a fifth-grade level.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Compare or contrast the text of a story, drama, or poem written at a fifth-grade reading level with a visual or oral presentation of it.</p> <p>Use active reading strategies to comprehend literary texts, including stories, dramas, and poetry, in the fourth to fifth-grade text complexity bands.</p> <p>Summarize a written text read aloud in fifth grade.</p>
The Adventures of Sherlock Holmes: Meet Sherlock Holmes Wrap-Up	L.5.4.b RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a, b, c RI.5.10 RL.5.1 RL.5.2 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10 W.5.9	<p>Use evidence from a literary text to support analysis, reflection, or research when writing in fifth grade.</p> <p>Use letter-sound correspondences in all syllabication patterns to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use morphology (roots and suffixes) to accurately read unfamiliar multisyllabic words in context or out of context at a fifth-grade level.</p> <p>Use foundational reading skills to read with fluency and comprehension, at a fifth-grade reading level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use context to adjust pace and prosody based on purpose, text complexity, form, or style when reading a text written at a fifth-grade reading level.</p> <p>Use the context of a sentence to verify or self-adjust word recognition and understanding, rereading as required at a fifth-grade level.</p>

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| | <p>Read and comprehend stories and informational texts at the high end of the fourth-fifth grade text-complexity band, reading independently and proficiently.</p> <p>Read fifth-grade-level or higher texts aloud smoothly that implies comprehension at the independent level.</p> <p>Use reading strategies, appropriate for fifth grade, to self-monitor comprehension throughout the reading process, recognizing when meaning is disrupted.</p> <p>Use strategies, appropriate for fifth grade, to clarify or confirm understanding, or make corrections or adjustments when understanding is disrupted.</p> <p>Use evidence from a literary text written at a fifth-grade reading level to support conclusions drawn from the text.</p> <p>Quote accurately from the text when drawing conclusions from a literary text written at a fifth-grade reading level.</p> <p>Explain how a narrator's or a speaker's perspective influences how events are described in a literary text written at a fifth-grade reading level.</p> <p>Compare or contrast relevant text-to-text connections between ideas and information in various fiction texts written at a fifth-grade reading level.</p> <p>Use details from a literary text written at a fifth-grade reading level to support opinions or predictions.</p> <p>Summarize a story, play, or poem written at a fifth-grade reading level, incorporating a theme of the text.</p> <p>Summarize a story, drama, or poem written at a fifth-grade reading level with key details from the text in correct sequence.</p> <p>Analyze how visual and multimedia presentations and representations enrich the meaning of a literary text written at a fifth-grade reading level.</p> <p>Analyze how visual and multimedia elements, such as those used in graphic novels or multimedia presentations of fiction or poetry, contribute to the purpose of a text written at a fifth-grade reading level.</p> <p>Compare or contrast the approach to plot development in stories from the same genre written at a fifth-grade reading level</p> <p>Compare or contrast the text of a story, drama, or poem written at a fifth-grade reading level with a visual or oral presentation of it.</p> |
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		<p>Analyze how visual and multimedia elements, such as those used in graphic novels or multimedia presentations of fiction or poetry, contribute to the meaning, tone, or beauty of a text.</p> <p>Explain how a series of scenes fits together to provide the overall structure of a fifth-grade drama.</p>
The Adventures of Sherlock Holmes: Presentation: Revising	L.5.3 L.5.3.a RF.5.4 RF.5.4.a SL.5.4 W.5.4 W.5.5 W.5.6 W.5.7 W.5.10	<p>Explain a topic or text, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes in a fifth-grade speech or presentation.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Revise writing to strengthen ideas in a fifth-grade text.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Write research papers or texts independently, at a fifth-grade writing level, in shorter time frames, during a single sitting or a day or two, or over an extended time frame, taking time for research, reflection, and revision.</p> <p>Write routinely at a fifth-grade writing level in shorter time frames or over an extended time frame.</p> <p>Write routinely at a fifth-grade writing level for a range of domain-specific tasks.</p> <p>Write routinely at a fifth-grade writing level for a variety of purposes and audiences.</p> <p>Edit multiple fifth-grade-level writing drafts for an intended purpose such as organization, coherence, and staying on topic.</p> <p>Revise fifth-grade-level writing through self-monitoring strategies and feedback from others to strengthen and clarify ideas.</p> <p>Revise the final draft of a fifth-grade-level piece of writing in response to feedback from peers and teachers, and publish the work for an appropriate audience.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Revise a draft, written at a fifth-grade level, to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, or rearranging sentences or larger portions of text, after considering how well questions of purpose, audience, and genre have been addressed.</p>

The Adventures of Sherlock Holmes: Presentation: Proofreading	L.5.1 L.5.2 L.5.2.a, b, c, e L.5.3 L.5.3.a SL.5.1 SL.5.1.a, b, c, d SL.5.4 W.5.5 W.5.6 W.5.7 W.5.10	<p>Explain a topic or text, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes in a fifth-grade speech or presentation.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Use an understandable pace and speak clearly and distinctly while giving a fifth-grade speech or presentation.</p> <p>Edit writing for conventions, grammar, and usage at a fifth-grade level.</p> <p>Use technology and the Internet to interact and work with others on writing projects at a fifth-grade level.</p> <p>Read a grade-level text with purpose and understanding.</p> <p>Use correct capitalization in writing at a fifth-grade level.</p> <p>Identify or use punctuation marks when writing at a fifth-grade level.</p> <p>Use a complete subject and complete predicate when writing a fifth-grade-level sentence.</p> <p>Write a simple sentence or question at a fifth-grade writing level.</p> <p>Use the correct spelling of commonly used fifth-grade-level words.</p> <p>Write paragraphs at a fifth-grade writing level, composed of grammatically correct simple, compound, and complex sentences that vary in length, complexity, and type.</p> <p>Proofread fifth-grade-level writing for standard English conventions.</p> <p>Edit fifth-grade-level writing drafts for grammar, mechanics, and spelling.</p> <p>Provide fifth-grade-level oral, written, or digital descriptive feedback to other writers.</p> <p>Use standard English conventions appropriately when planning, revising, or editing a fifth-grade writing piece.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Revise a draft, written at a fifth-grade level, to clarify meaning, enhance style, include simple and compound sentences, and</p>

		<p>improve transitions by adding, deleting, combining, or rearranging sentences or larger portions of text, after considering how well questions of purpose, audience, and genre have been addressed.</p> <p>Use language skills addressed in the foundational literacy standards when writing fifth-grade-level compositions.</p> <p>Write at a fifth-grade writing level with an awareness of style, using sentences of varying length.</p>
The Adventures of Sherlock Holmes: Presentation: Publishing	L.5.3 L.5.6 SL.5.4 SL.5.5 SL.5.6 W.5.4 W.5.5 W.5.6 W.5.7	<p>Explain a topic or text, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes in a fifth-grade speech or presentation.</p> <p>Conduct short research projects in fifth grade, drawing on several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Use an understandable pace and speak clearly and distinctly while giving a fifth-grade speech or presentation.</p> <p>Use technology, including the Internet, to produce and publish writing at a fifth-grade level.</p> <p>Create and publish an individual or shared multimedia work or digital text written at a fifth-grade writing level for a specific purpose and share it with an audience.</p> <p>Use multimedia components, such as graphics or sound, as appropriate to enhance the development of main ideas or themes in a fifth-grade presentation.</p> <p>Use language appropriate to the situation in a variety of grade--level contexts and tasks.</p> <p>Use formal English in grade--level tasks when indicated or appropriate to a situation.</p> <p>Develop a style or tone in an informational or explanatory text written at a fifth-grade writing level that is true to the purpose of the text.</p> <p>Select an audience and purpose for a fifth-grade level writing piece.</p> <p>Use a recursive writing process for multiple purposes to create a focused, organized, and coherent writing piece, at a fifth-grade writing level.</p> <p>Use a writing process to create a fifth-grade level writing piece.</p> <p>Revise a draft, written at a fifth-grade level, to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, or rearranging sentences or larger portions of text, after considering</p>

		<p>how well questions of purpose, audience, and genre have been addressed.</p> <p>Revise the final draft of a fifth-grade-level piece of writing in response to feedback from peers and teachers, and publish the work for an appropriate audience.</p>
The Adventures of Sherlock Holmes: Your Choice	W.5.6	<p>Take initiative to further your own learning.</p> <p>Type a complete writing piece in a single sitting to demonstrate command of keyboarding skills, at a fifth-grade level.</p>