



<p>Placement Week Suggest Time Frame: 1 week</p>	<p>Placement Assessment Reading Progress Assessment</p>
<p>Unit 1: Identity – Common Ground Students gain insight into how our commonalities help bridge our differences</p> <p>Inquiry Investigation</p> <p>Suggested Time Frame: 4 Weeks</p> <p>Writing Unit - Launching Writer’s Workshop</p> <p>Suggested Time Frame: 3 weeks</p> <p>Writing Unit: Memoirs</p> <p>Suggested Time Frame: 4-6 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> Determine Author's Purpose Paraphrase <p>Comprehension Strategy</p> <ul style="list-style-type: none"> Determine Important Information Make Inferences <p>Writing</p> <ul style="list-style-type: none"> Features of a Memoir Sequential and Descriptive Structure Tricky Verbs Emotions Words Compound Subjects Describe Places Voice Reflection Semicolons Punctuate Dialogue 	<p>Reading for Literature</p> <ul style="list-style-type: none"> RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 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.5.6 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. <p>Reading for Information</p> <ul style="list-style-type: none"> RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RI.5.5 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.5.7 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). <p>Writing</p> <ul style="list-style-type: none"> W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

- Postscript

21st Century Skills

- Listening Skills
- Evaluate Sources

Word Study and Phonics

- Prefixes Meaning “Not” or “Opposite Of
- Short vowel sounds
- Noun Suffixes
- Long e and a

Vocabulary Strategy

- Synonyms
- Context Clues
- Descriptive Language

- W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3e 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.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; 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.

Foundational Skills

- RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF5.3a 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.
- RF5.4 Read with sufficient accuracy and fluency to support comprehension
- RF5.4a Read grade-level text with purpose and understanding.
- RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
- SL.5.1a 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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d 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.5.5 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 here for specific expectations.)

	<p>Language</p> <ul style="list-style-type: none"> • L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.5.1b Recognize and correct inappropriate shifts in verb tense • L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.5.2e 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.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. • L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • L.5.4c 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. • L5.5a Interpret figurative language, including similes and metaphors, in context. • L5.5b Recognize and explain the meaning of common idioms, adages, and proverbs. • L5.5c 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., however, although, nevertheless, similarly, moreover, in addition).
<p>Unit 2: Everyday Science – Seeking the Unknown Students examine how science underlies exploration and helps us discover new places.</p> <p>Inquiry Investigation</p> <p>Suggested Time Frame: 4 Weeks</p> <p>Writing Unit – Memoir (continued from previous unit)</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Summarize • Make Predictions <p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Distinguish Fact and Opinion • Main Ideas and details <p>Writing</p> <ul style="list-style-type: none"> • (See Unit 1) <p>21st Century Skills</p>	<p>Reading for Literature</p> <ul style="list-style-type: none"> • RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RL.5.2 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.5.7 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. <p>Reading for Information</p> <ul style="list-style-type: none"> • RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RI.5.2 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.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

<ul style="list-style-type: none"> • Collaboration • Evaluate Sources • Evaluate Internet Sources • Use Voice Effectively <p>Word Study and Phonics</p> <ul style="list-style-type: none"> • Greek and Latin Roots • Endings –s, -es • Sounds for oo, yoo • Vowel sounds ou, aw, oi • Vowel plus r sounds <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> • Antonyms • Idioms • Metaphors 	<ul style="list-style-type: none"> • 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.
	<p>Writing</p> <ul style="list-style-type: none"> • 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.
	<p>Foundational Skills</p> <ul style="list-style-type: none"> • RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words. • RF5.3a 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. • RF5.4 Read with sufficient accuracy and fluency to support comprehension • RF5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. • SL.5.1a 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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles. • SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • SL.5.1d 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.5.5 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 here for specific expectations.)
<p>Language</p> <ul style="list-style-type: none"> • L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. • L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). • L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word 	

	<p>meanings.</p> <ul style="list-style-type: none"> L5.5c 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., however, although, nevertheless, similarly, moreover, in addition)..
<p>Benchmark Week Suggest Time Frame: 1 week</p>	<p>Benchmark Quarterly Assessment 1 Reading Progress Assessment</p>
<p>Unit 3: Geography and Economics – Early America Students learn about how the dreams and ideals of early Americans shaped our nation.</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit - Persuasive Letters Suggested Time Frame: 4-6 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> Compare and Contrast Draw Conclusions <p>Comprehension Strategy</p> <ul style="list-style-type: none"> Ask and Answer Questions Monitor Comprehension <p>Writing</p> <ul style="list-style-type: none"> Features of a Persuasive Letter Problem and Solution Structure Participial Phrases Selective Research Thoughts and Feelings Future Perfect Tense Compound Sentences Dashes Commas to Punctuate People’s Titles <p>21st Century Skills</p> <ul style="list-style-type: none"> Understand Reference Materials Use Encyclopedias and Almanacs Active Listening <p>Word Work and Phonics</p> <ul style="list-style-type: none"> Prefixes Contractions with <i>is, am, are, will</i> 	<p>Reading for Literature</p> <ul style="list-style-type: none"> RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 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.5.7 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. <p>Reading for Information</p> <ul style="list-style-type: none"> 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 words and phrases as they are used in a text, including figurative language such as metaphors and similes. 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.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <p>Writing</p> <ul style="list-style-type: none"> W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in W.5.1b which ideas are logically grouped to support the writer’s purpose. W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). W.5.1d Provide a concluding statement or section related to the opinion presented. W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- Homonyms
- Compound Words
- Endings *ar, er, or*

Vocabulary Strategy

- Connotation and Denotation
- Context Clues
- Similes

- 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.

Foundational Skills

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- RF5.4 Read with sufficient accuracy and fluency to support comprehension
- RF5.4a Read grade-level text with purpose and understanding.
- RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.1a 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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d 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.5.5 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 here for specific expectations.)
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Language

- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.1b Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2e 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.5/3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

	<ul style="list-style-type: none"> • L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • L.5.4c 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. • L5.5a Interpret figurative language, including similes and metaphors, in context. • L5.5c 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., however, although, nevertheless, similarly, moreover, in addition).
<p>Unit 4: Earth Science – Forces of Nature Students uncover Earth’s composition and how constructive and destructive forces shape the land.</p> <p>Inquiry Investigation</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit – Informational Reports</p> <p>Suggested Time Frame: 4-6 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Cause and Effect • Recall and Retell <p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Make Connections • Visualize <p>Writing</p> <ul style="list-style-type: none"> • Features of an Informational Report • Cause and Effect Structure • Research Question • Regular and Irregular Past Tense Verbs • Use Elaboration • Active and Passive Voices • Advanced Nouns • Words in Quotation Marks & Italics <p>21st Century Skills</p> <ul style="list-style-type: none"> • Understand Reference Materials • Use Encyclopedias and Almanacs 	<p>Reading for Literature</p> <ul style="list-style-type: none"> • RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RL.5.2 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.5.7 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. <p>Reading for Information</p> <ul style="list-style-type: none"> • 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.5.5 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.5.7 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. <p>Writing</p> <ul style="list-style-type: none"> • W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • W.5.2a 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.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). • W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. • W.5.2e Provide a concluding statement or section related to the information or explanation presented. • W.5.4 Produce clear and coherent writing in which the development and organization are appropriate

<ul style="list-style-type: none"> • Active Listening <p>Word Work and Phonics</p> <ul style="list-style-type: none"> • Noun Suffixes • Comparatives and Superlatives <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> • Synonyms • Analogies • Multiple-Meaning Words 	<p>to task, purpose, and audience.</p> <ul style="list-style-type: none"> • W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; 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.
	<p>Foundational Skills</p> <ul style="list-style-type: none"> • RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words. • RF5.3a 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. • RF5.4 Read with sufficient accuracy and fluency to support comprehension • RF5.4a Read grade-level text with purpose and understanding. • RF5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. • SL.5.1a 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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles. • SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • SL.5.1d 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 here for specific expectations.) •

	<p>Language</p> <ul style="list-style-type: none"> • L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.5.1d Recognize and correct inappropriate shifts in verb tense • L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.5.2d Use underlining, quotation marks, or italics to indicate titles of works. • L.5.2e 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.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. • L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L5.5a Interpret figurative language, including similes and metaphors, in context. • L5.5c 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., however, although, nevertheless, similarly, moreover, in addition).
<p>Benchmark Week Suggest Time Frame: 1 week</p>	<p>Administer : Benchmark Quarterly Assessment 2 Reading Progress Assessment</p>
<p>Unit 5: History and Culture – New People, New Places Students look at the shaping of our national identity through the changing frontier and population.</p> <p>Inquiry Investigation</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit - Informational Text (continued from previous unit)</p> <p>Suggested Time Frame: 4-6 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Sequence Events • Categorize and Classify <p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Summarize • Monitor Comprehension • Make Predictions 	<p>Reading for Literature</p> <ul style="list-style-type: none"> • RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RL.5.2 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. <p>Reading for Information</p> <ul style="list-style-type: none"> • 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 words and phrases as they are used in a text, including figurative language such as metaphors and similes. • 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.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

<ul style="list-style-type: none"> • Determine Important Information <p>Writing (See Unit 4)</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> • Communication • Responsibility and Leadership • Collaboration <p>Word Work</p> <ul style="list-style-type: none"> • Common Prefixes • Greek and Latin Roots <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> • Use Antonyms • Use Thesaurus • Recognize Homophones 	<ul style="list-style-type: none"> • 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). <p>Writing</p> <ul style="list-style-type: none"> • 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. <p>Foundational Skills</p> <ul style="list-style-type: none"> • RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words. • RF5.3a 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. • RF5.4 Read with sufficient accuracy and fluency to support comprehension • RF5.4a Read grade-level text with purpose and understanding. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. • SL.5.1a 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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles. • SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • SL.5.1d 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 here for specific expectations.) <p>Language</p> <ul style="list-style-type: none"> • L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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	<ul style="list-style-type: none"> • L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. • L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). • L.5.4c 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. • L5.5c 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., however, although, nevertheless, similarly, moreover, in addition).
<p>Unit 6: Life Science – A Kingdom of Green Students examine the importance of plants and the purposes they serve.</p> <p>Inquiry Investigation</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit – Historical Fiction</p> <p>Suggested Time Frame: 4-6 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Identify Text Structure • Generalize <p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Make Inferences • Summarize • Make Connections • Ask and Answer Questions <p>Writing</p> <ul style="list-style-type: none"> • Features of Historical Fiction • Problem and Solution Structure • Past Perfect Tense • Use Similes • Develop Characters • Indefinite Pronouns • Personification • Dialogue • Idioms to Define Characters 	<p>Reading for Literature</p> <ul style="list-style-type: none"> • RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RL.5.2 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. <p>Reading for Information</p> <ul style="list-style-type: none"> • RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RI.5.2 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.5.5 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.5.7 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). <p>Writing</p> <ul style="list-style-type: none"> • W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

- Apostrophes in Contraction
- Plural Possessives

21st Century Skills

- Use Information Responsibly
- Use Quotations Correctly
- Cite Sources Properly
- Gestures and Body Language

Word Work

- Adjective Suffixes
- Comparatives and Superlatives
- Endings *ain, ure, age, ice, ive*

Vocabulary Strategy

- Use Connotation and Denotation
- Analyze Idioms
- Classify Words

- W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3e 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.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; 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.5.9c Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Foundational Skills

- RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF5.3a 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.
- RF5.4 Read with sufficient accuracy and fluency to support comprehension
- RF5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Speaking and Listening

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
- SL.5.1a 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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d 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.5.5 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 here for specific expectations.)

	<p>Language.</p> <ul style="list-style-type: none"> • L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. • L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.5.2d Use underlining, quotation marks, or italics to indicate titles of works. • L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. • L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<p>Benchmark Week Suggest Time Frame: 1 week</p>	<p>Benchmark Quarterly Assessment 3 Reading Progress Assessment</p>
<p>Unit 7: Government and Citizenship – Foundations of Freedom Students discover how the government became representative of American values and ideals as a government for the people.</p> <p>Inquiry Investigation</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit – Historical Fiction (continued from Unit 6)</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Identify Main Ideas and Details • Distinguish Fact and Opinion • Determine Author’s Purpose • Compare and Contrast <p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Visualize • Determine Important Information • Monitor Comprehension • Ask and Answer Questions <p>Writing (See Unit 6)</p>	<p>Reading for Literature</p> <ul style="list-style-type: none"> • RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RL.5.2 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.5.4 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.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <p>Reading for Information</p> <ul style="list-style-type: none"> • 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.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • RI.5.3 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.5.5 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.5.8 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.

21st Century Skills

- Listening Skills
- Collaboration
- Evaluate Sources
- Consider Your Audience

Word Study and Phonics

- Prefixes that tell time
- Contractions with *have, had, would, not*
- Root Words
- Prefixes *pre, com, con, pro*

Vocabulary Strategy

- Use Synonyms
- Use Context Clues
- Determine Word Relationships

Writing

- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3e 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.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; 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.

Foundational Skills

- RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF5.3a 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.
- RF5.4 Read with sufficient accuracy and fluency to support comprehension
- RF5.4a Read grade-level text with purpose and understanding.
- RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.1a 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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d 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

	<ul style="list-style-type: none"> and evidence. • 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 here for specific expectations.) •
<p>Theme 8: Challenges – Standing Up for What’s Right Students gain insight into the challenges associated with standing up for political and social issues.</p> <p>Inquiry Investigation</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit – Biography</p> <p>Suggested Time Frame: 5 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Paraphrase • Sequence of Events • Draw Conclusions • Generalize <p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Make Predications • Make Inferences • Make Connections 	<p>Language</p> <ul style="list-style-type: none"> • L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. • L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>Reading for Literature</p> <ul style="list-style-type: none"> • RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RL.5.2 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.5.5 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.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <p>Reading for Information</p> <ul style="list-style-type: none"> • RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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.5.5 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.5.7 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.

- Visualize

Writing

- Features of a Biography
- Sequential Text Structure
- Primary Sources
- Negatives
- Prepositional Phrases
- Direct Quotes
- Third Person Voice
- Dependent Clauses
- Commas in a Series
- Title to Attract Attention

21st Century Skills

- Evaluate Internet Sources
- Internet Search Engines
- Use Information Responsibly
- Interact with your Audience

Word Study and Phonics

- Compound Words
- Greek and Latin Roots
- Homophones

Vocabulary Strategy

- Use Antonyms
- Make Analogies
- Use Multiple Meaning Words

Writing

- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2a 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.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2e Provide a concluding statement or section related to the information or explanation presented.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; 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.

Foundational Skills

- RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF5.3a 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.
- RF5.4 Read with sufficient accuracy and fluency to support comprehension
- RF5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Speaking and Listening

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.1a 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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d 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.

	<ul style="list-style-type: none"> • 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 here for specific expectations.)
	<p>Language</p> <ul style="list-style-type: none"> • L.5.1d Recognize and correct inappropriate shifts in verb tense. • L.5.2a Use punctuation to separate items in a series.* • L.5.2d Use underlining, quotation marks, or italics to indicate titles of works. • L.5.2e 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.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. • L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). • L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L5.5c 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., however, although, nevertheless, similarly, moreover, in addition).
<p>Benchmark Week Suggest Time Frame: 1 week</p>	<p>Benchmark Quarterly Assessment 4 Reading Progress Assessment</p>