

Fifth Grade

Quarter 1

Essential Questions:

1. How do you connect to the text?
2. What are the three main ways you can connect to a text?
3. How are your connections different with fiction or nonfiction?
4. What are some different types of questions you can ask or answer?
5. What are the important questions to ask during and after reading a text?
6. What kind of questions do you ask for a fiction text?
7. What kind of questions do you ask for a nonfiction text?

Common Core Standards:

Literature Skills

- 5.RL.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RL.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.
- 5.RL.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific, details in the text.
- 5.RL.6:** Describe how a narrator or speakers' point of view influences how events are described.

Informational Skills

- 5.RI.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.RI.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.
- 5.RI.5:** Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- 5.RI.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).

5.RI.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledge.

Foundational Skills

5.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

5.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

Writing

5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the author's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.

5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- c. Use a variety of transitional words, phrases and sensory details to convey experiences and events precisely.

5.W.5: With guidance and support from peers or 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.)

Speaking and Listening

5.SL.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.

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the

discussions.

5.SL.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Language

5.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

c. Use verb tense to convey various times, sequences, states and conditions.

d. Recognize and correct inappropriate shifts in verb tense.

5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

a. Use punctuation to separate items in a series.

e. Spell grade-appropriate words correctly, consulting references as needed.

5.L.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.

Essential Vocabulary:

tread	accompanist	revolution	dedicated	moss	accompaniment
plunged	control Tower	sternly	audition	ravine	lineup
compose	grimaced	mocking	ace	exaggerate	simultaneously
determination	error	quiver	sonata	condolences	artificial
flexibility	jolt	grumble	sidetrack	disrespectful	migrant
pounced	harsh	concentration	encouraging	timid	procedures
jammed	clattered	annoyed	thrived	launch	jumble
oath	phony	scholarship	hesitated	origins	detention
devote	complex	primly	weird	apprentice	fascinating
reputation	rowdy				

Students Will Be Able To:

1. Identify narrative elements.
2. Use the reading skills prefix, suffix, and roots.
3. Using drawing conclusions when reading text.
4. Spell words with the long a, e, o and u.
5. Spell words with s, sh, z and use them correctly.
6. Spell words ending with ure and use them correctly.
7. Distinguish between imperative and exclamatory sentences.
8. Distinguish between complete and simple subjects.
9. Understand what compound subjects and predicates are and how they are used.
10. Understand what simple and compound sentences are and how they are used.
11. Learn to identify the voice in an essay.
12. Determine how to write effective paragraphs.
13. Learn the components of an expository essay.
14. Identify the main idea and details.
15. Summarize a fiction or nonfiction text.
16. Explain the author's purpose and show evidence to support.
17. Decode words with the prefixes dis and de.
18. Distinguish between how to use main and helping verbs.
19. Write comparison and contrast essays.
20. Learn the components of an expository essay.
21. Understand the role of first-person point of view.
22. Identify character traits within a fiction text.
23. Determine the theme of a fictional text.

Fifth Grade

Quarter 2

Essential Questions:

1. What does it mean to make a prediction?
2. How and when do you make a prediction?
3. What are the steps involved in making a prediction?
4. How will your predictions differ depending on fiction or nonfiction text?
5. How can you adjust your prediction as you are reading?
6. What if the prediction is not correct?

Common Core Standards:

Reading Literature

5.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Informational Text

5.RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text.

5.RI.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Foundational Skills

5.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

5.RF.4: Read and sufficient accuracy and fluency to support comprehension.

- c. Use content to confirm or self-correct word recognition and understanding rereading as necessary.

Writing

5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- b. Provide logically ordered reasons that are supported by facts and details.

d. Provide a concluding statement or section related to the opinion presented.

5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus and group related information logically; including formatting, illustrations and multimedia when useful to aiding comprehension.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

5.W.9: Draw evidence from literary or informational texts to support analysis, reflection and research.

b. 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)).

Speaking and Listening

5.SL.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.

a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

5.SL.2: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Language

5.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b. Form and use the perfect verb tense.

5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Conventions of Standard English: Use punctuation to separate items in a series.

e. Spell grade-appropriate words correctly, consulting references as needed.

5.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5.L.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.

a. Use context as a clue to the meaning of a word or phrase.

5.L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

a. Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.

Essential Vocabulary:

profusely	entrusted	rigging	settlement	ordeal	plodded
furl	headquarters	terrain	assured	huddled	positions
dismal	bountiful	vast	handlers	peril	destiny
beams	tangle	esteem	diligence	lurked	pace
resembled	pointedly	retired	sorrowfully	snort	loftily
harness	dispute	disengage	adjusted	bulk	nonchalantly

Students Will Be Able To:

1. Understand and identify cause and effect.
2. Locate important information in a text.
3. Understand and use summarizing or paraphrasing.
4. Identify figurative language.
5. Demonstrate an understanding of how to draw conclusions.
6. Distinguish between connotation and denotation.
7. Spell words with three syllables.
8. Spell words ending in ed and ing.
9. Spell words with the VV pattern.
10. Spell words with unstressed endings /en/, /el/and /er/.
11. Understand how to compare with adverbs.
12. Identify and use clauses properly.
13. Identify and use words in the past tense.
14. Demonstrate how to identify complex sentences
15. Understand how to incorporate word choice in their writing.
16. Write effective narrative paragraphs.

17. Demonstrate writing an expository essay.
18. Make inferences when reading a passage.
19. Spell words with the VCV pattern.
20. Distinguish the difference between a common and proper noun.
21. Write a page long essay using correct paragraphing and conventions.
22. Write an expository essay.

Fifth Grade

Quarter 3

Essential Questions:

1. What does it mean to create images in your mind while you read?
2. What different types of images can you create in your mind while you read a text?
3. How is this reading strategy different than the other strategies?
4. What senses did I use to create that image in my mind?
5. What does it mean to infer when you are reading?
6. How do you infer while reading a text?
7. What different types of inferences can you make?
8. How is inferring different in fiction text vs. nonfiction text?

Common Core Standards:

Reading Literature

5.RL.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.

5.RL.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.)

5.RL.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem.

Informational Text

5.RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topics or subject area*.

5.RI.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

5.RI.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.

Foundational Skills

5.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

5.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.

Writing

5.W.1: Write opinion pieces, on topics or texts, supporting a point of view with reasons and information.

- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons, using words, phrases, and clauses (e.g., consequently, specifically).

5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

5.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and evidence. (Grade-specific expectation for writing types are defined in standards 1-3 above.)

5.W.6: With guidance and support from adults, develop use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Speaking and Listening

5.SL.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.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas to themes.

5.SL.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

5.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use correlative conjunctions.

5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use a comma to separate items in a series.

d. Use underlining, quotation marks, or italics to indicate titles of works.

5.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from an array of strategies.

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.

5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Essential Vocabulary:

sensors	translation	migrated	potential	reef
publicity	installments	dignity	lagoon	features
exodus	inspire	atoll	piercing	designated
counsel	barren	advanced	correspondence	mentor

meander	burrowed	ridiculed	pawnshop	whimper
foil	famous	racket	conversation	produce
transitory	nuisance	dim	dashes	errands
duplicate	hiker	tournament	handy	numerous
adolescent	hibernated	quiver	rejected	internationally
duplex	pretend	wrath	entertain	gravelly
thrifty	remarked	stranded	imagination	

- Students Will Be Able To:**
1. Demonstrate the reading skill of synthesizing.
 2. Identify main ideas and details.
 3. Determine how to use the reading skill of sequencing.
 4. Summarize or paraphrase a fiction text.
 5. Understand how to make judgments.
 6. Demonstrate their understanding of point of view.
 7. Spell words with suffixes ant and ent.
 8. Spell words with suffixes tion and ness.
 9. Spell words with vowel before r.
 10. Identify and use possessive pronouns.
 11. Identify and use prepositional phrases.
 12. Distinguish between complete and simple predicates.
 13. Use the components of writing to produce a persuasive essay.
 14. Demonstrate an understanding of using voice in writing.
 15. Summarize or paraphrase a fiction text.

Fifth Grade

Quarter 4

Essential Questions:

1. What does it mean to determine the importance in a text?
2. What different ways can you determine the importance from a text?
3. How does it differ from nonfiction text vs. fiction text?
4. How is determining importance similar to summarizing?
5. What does it mean to synthesize a text you are reading?
6. How do you synthesize when reading a text?
7. What are the steps involved in synthesizing a text?
8. Do the steps differ when reading a fiction text vs. a nonfiction text?

Common Core Standards:

Reading Literature

5.RL.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.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.

5.RL.7: Integration of Knowledge and Ideas: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

5.RL.10: Range of Reading and Complexity of Text: 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.

Informational Text

5.RI.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.

5.RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic and subject area.

5.RI.5: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

5.RI.10: Range of Reading and Complexity of Text: 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.

Foundational Skills

5.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

5.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.

Writing

5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

5.W.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.

5.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

5.W.9: Draw evidence from literary or information texts to support analysis, reflection and research.

- a. Research to Build and Present Knowledge: Apply grade 5 Reading standards to literature.

5.W.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 5.SL.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- 5.SL.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 5.SL.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.
- 5.SL.5: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas and themes.

Language

- 5.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- 5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. Conventions of Standard English: Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
- 5.L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, or listening.
 - b. Compare and contrast the varieties of English used in stories, dramas, or poems.
- 5.L.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.
 - b. Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- 5.L.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.

Essential Vocabulary:

edition	guarantee	suffrage	energy	plentitude	suspended
distinguished	anthem	shallow	pondered	honors	stumps
gravitational	eons	contraption	misleading	bulge	peninsula
repeal	indebted	inlet	curried	treaty	interpreter

generated	multitude	dwindled	veered	slunk	brackish
canoes	abalone	tinder	parsley	gorged	utensils
herbs	devilish	policy	mesa	vowed	rival
snare	canopy	retreat	forbade	missionary	aleuts
embers	pursue	omen	Tidal Waves	gulls	geyser
shirkers	lair	ruin	cormorants		

Students Will Be Able To:

1. Distinguish between connotation and denotation.
2. Identify and apply cause and effect.
3. Determine the main idea and details.
4. Demonstrate an understanding of how to sequence events within a text.
5. Spell words with prefixes, suffixes and roots.
6. Spell words with contractions.
7. Spell words with silent letters.
8. Identify adverbs in written text.
9. Distinguish between contractions and negatives.
10. Distinguish between subject and object pronouns.
11. Identify possessive nouns in written text.
12. Demonstrate how to use word choice within their writing.
13. The students will be able to write a persuasive essay.
14. Demonstrate the understanding of graphic aids.
15. Put events in sequential order.
16. Determine narrative elements within a fictional text.
17. Identify figurative language within a text.
18. Spell compound words.
19. Distinguish between pronouns and antecedents.
20. Apply the components of how to write a persuasive essay.
21. Understand the role of first-person point of view.
22. Identify character traits within a fiction text.
23. Determine the theme of a fictional text.

