

Fifth Grade Reading and Writing Units of Instruction 2021-2022



Launch Unit: Foundations 13 Days	UNIT 1: Informational A 23 Days	UNIT 2: Opinion 26 Days	UNIT 3: Narrative 27 Days	UNIT 4: Informational B 24 Days	UNIT 5: Evaluating Opinion 24 Days	UNIT 6: Craft & Opinion 25 + 10 Flex
<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.5.3 RF.5.4 RL.5.1 RL.5.3 RI.5.1 C.5.7 L.5.1 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.5.3 RF.5.4 RI.5.1 RI.5.2 RI.5.4 RI.5.7 C.5.2 L.5.1 L.5.2 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.5.4 RL.5.1 RL.5.3 RL.5.4 RI.5.1 RI.5.4 C.5.1 L.5.3 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.5.4 RL.5.2 RL.5.1 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.9 RL.5.10 C.5.3 L.5.5 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.5.4 RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.9 C.5.2 C.5.4 C.5.5 L.5.4 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.5.4 RL.5.7 RI.5.2 RI.5.4 RI.5.5 RI.5.6 RI.5.8 C.5.1 C.5.5 L.5.4 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.5.4 RI.5.1 RI.5.3 RI.5.4 RI.5.6 RI.5.9 RI.5.10 C.5.1 C.5.6 L.5.4

2022-23 Focus Questions to collect evidence of throughout the year and reconsider at the end of the year:

- Are there too many units for adequate time for instruction and assessment?
- Should the same writing unit cover two reading units? For example, should C.5.2 be the writing priority in Unit 1 and 2, C.5.3 be the writing priority for 3 and 4, and C.5.1 for 5 and 6 for adequate time?
- Can RL.5.3 be shifted to supporting only according to our data?
- Does RL.6 need to stay a priority instead of a supporting standard?
- Does narrative writing C.5.3 need to be supporting instead of a priority standard?

Grade 5 Reading and Writing



Prioritized Standards and Instructional Launch Unit

5th Grade Reading and Writing Launch Unit

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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 to accurately read unfamiliar multisyllabic words.

Supporting Standard

5.RF.4

Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.

a. Read grade-level text with purpose and understanding. **b.** Fluently read grade-level prose and poetry orally on successive readings.

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

Priority Standard

RL.4.1	RL.5.1	RL.6.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	QUOTE ACCURATELY FROM A TEXT when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Priority Standard

			Supporting Standard
RL.4.3	RL.5.3	RL.6.3	
Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	Compare/contrast CHARACTERS, SETTINGS OR EVENTS in a story or drama, <i>using specific details to analyze their interaction over the course of the text</i>	Describe how a particular story's or drama's plot unfolds in a series of episodes, and determine how the characters respond or change as the plot moves toward a resolution.	
			Priority Standard
RI.4.1	RI.5.1	RI.6.1	
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	QUOTE ACCURATELY FROM A TEXT when <i>explaining what the text says explicitly and when drawing inferences from the text.</i>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
			Supporting Standard
C.4.7	C.5.7	C.6.7	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames <i>for a variety of tasks, purposes and audiences.</i>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	

L.4.1	L.5.1	L.6.1	Supporting Standard
<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>When writing or speaking, <i>demonstrate command of the conventions of Standard English grammar and usage.</i> d. Produce COMPLETE SENTENCES recognizing and correcting inappropriate shifts in verb tense.</p>	<p>In both written and oral expression: c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.</p>	

Grade 5 Reading and Writing



Priority Standards and
Instructional Unit 1

5th Grade Reading and Writing

Unit 1: Informational A

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

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 to accurately read unfamiliar multisyllabic words.

Supporting Standard

5.RF.4

Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Priority Standard

RI.4.1	RI.5.1	RI.6.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	QUOTE ACCURATELY FROM A TEXT when <i>explaining what the text says explicitly</i> and <i>when drawing inferences from the text</i> .	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Priority Standard

			Priority Standard
RI.4.2	RI.5.2	RI.6.2	
Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Analyze how the CENTRAL IDEAS are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the central ideas are reflected in the text by citing particular details and/or providing an objective summary.	
			Priority Standard
RI.4.4	RI.5.4	RI.6.4	
Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	<i>Determine the meaning of GENERAL ACADEMIC AND DOMAIN-SPECIFIC words or phrases in a GRADE-LEVEL TEXT, and analyze how those words and phrases shape meaning.</i>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
			Supporting Standard
RI.4.7	RI.5.7	RI.6.7	
Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.	Analyze information from MULTIPLE PRINT AND NON-PRINT FORMATS, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue	

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			Supporting Standard Revised for 2022-23
C.4.2	C.5.2	C.6.2	
<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate</p>	<p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate</p>	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to</p>	

transitions to develop text structure across paragraphs.
 f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 g. Provide a concluding section.
 h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

CONJUNCTIONS to develop text structure within sentences.
e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.
f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
g. Provide a concluding section.
h. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.**

inform about or explain the topic.
 f. Establish and maintain a formal style.
 g. Provide a concluding statement or section that follows from the information or explanation presented.
 h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed



L.4.1
 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
 F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.5.1
When writing or speaking, demonstrate command of the conventions of Standard English grammar and usage.
d. Produce COMPLETE SENTENCES recognizing and correcting inappropriate shifts in verb tense.

L.6.1
 In both written and oral expression:
 c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.

[Supporting Standard](#)

L.4.2	L.5.2	L.6.2	Supporting Standard
<p>When writing:</p> <ul style="list-style-type: none"> a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings. 	<p>When writing:</p> <ul style="list-style-type: none"> a. Use PUNCTUATION TO SEPARATE ITEMS IN A SERIES. b. Use a COMMA TO SEPARATE AN INTRODUCTORY ELEMENT FROM THE REST OF THE SENTENCE. c. 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. d. Use UNDERLINING, QUOTATION MARKS OR ITALICS TO INDICATE TITLES OF WORKS. e. Use strategies and resources (print and electronic) to identify and correct spelling errors. 	<p>When writing:</p> <ul style="list-style-type: none"> a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors. 	

Grade 5 Reading and Writing



Priority Standards and
Instructional Unit 2

5th Grade Reading and Writing Unit 2: Opinion

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

5.RF.4- Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
 a. Read grade-level text with purpose and understanding.
 b. Fluently read grade-level prose and poetry orally on successive readings.
 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standard

RL.4.1	RL.5.1	RL.6.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	QUOTE ACCURATELY FROM A TEXT when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Priority Standard

Supporting Standard

RL.4.3	RL.5.3	RL.6.3	
Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	Compare/contrast CHARACTERS, SETTINGS OR EVENTS in a story or drama, <i>using specific details to analyze their interaction over the course of the text</i>	Describe how a particular story's or drama's plot unfolds in a series of episodes, and determine how the characters respond or change as the plot moves toward a resolution.	
RL.4.4	RL.5.4	RL.6.4	Priority Standard
Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	<i>Determine the meaning of words and phrases</i> as they are used in a text, including but not limited to ALLUSIONS FOUND IN MYTHOLOGY, and analyze how those words and phrases shape meaning.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	
RI.4.1	RI.5.1	RI.6.1	Supporting Standard
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	QUOTE ACCURATELY FROM A TEXT when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

			Supporting Standard
RI.4.4	RI.5.4	RI.6.4	
Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	<i>Determine the meaning of GENERAL ACADEMIC AND DOMAIN-SPECIFIC words or phrases in a GRADE-LEVEL TEXT, and analyze how those words and phrases shape meaning.</i>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	

			Supporting <u>Standard</u> Supporting <u>Standard-a</u> Supporting <u>Standard-b</u> Supporting <u>Standard-c</u> Supporting <u>Standard-d</u> Supporting <u>Standard-e</u> Supporting <u>Standard-f</u> Revised for 2022-23
C.4.1	C.5.1	C.6.1	
Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic or text clearly, state an opinion, and create an organizational	Compose OPINION PIECES, using writing and digital resources, <i>on topics or texts, supporting the writer's perspective with reasons and information.</i> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledge opposing claims and demonstrating an understanding of the topic or	

<p>structure in which related ideas are grouped to support the writer's purpose</p> <p>c. Provide reasons that are supported by facts and details.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting</p>	<p><i>b. 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.</i></p> <p><i>c. Provide logically ordered reasons that are supported by facts and details.</i></p> <p><i>d. Use grade-appropriate TRANSITIONS.</i></p> <p><i>e. Provide a concluding section.</i></p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p>text.</p> <p>d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p style="text-align: center;">Supporting Standard</p>
<p style="text-align: center;">L.4.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.</p>	<p style="text-align: center;">L.5.3</p> <p><i>Use knowledge of language and its conventions when writing, speaking, reading or listening.</i></p> <p>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</p> <p>b. Compare and contrast the VARIETIES OF ENGLISH (e.g., dialects, registers, slang) used in stories, dramas or poems.</p>	<p style="text-align: center;">L.6.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.</p>	

Grade 5 Reading and Writing



Priority Standards and
Instructional Unit 3

5th Grade Reading and Writing Unit 3: Narrative

**This unit is designed to...

**** Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

5.RF.4

Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standard

Supporting Standard
Revised for 2022-23

RL.4.1	RL.5.1	RL.6.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	QUOTE ACCURATELY FROM A TEXT when <i>explaining what the text says explicitly</i> and <i>when drawing inferences from the text.</i>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

			Priority Standard
RL.4.2	RL.5.2	RL.6.2	
Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.	Analyze how the THEME is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	
			Priority Standard Revised for 2022-23
RL.4.3	RL.5.3	RL.6.3	
Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	Compare/contrast CHARACTERS, SETTINGS OR EVENTS in a story or drama, <i>using specific details to analyze their interaction over the course of the text</i>	Describe how a particular story's or drama's plot unfolds in a series of episodes, and determine how the characters respond or change as the plot moves toward a resolution.	
			Supporting Standard Revised for 2022-23
RL.4.4	RL.5.4	RL.6.4	
Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative	Determine the meaning of words and phrases as they are used in a text, including but not limited to ALLUSIONS FOUND	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative	

<p>language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.</p>	<p>IN MYTHOLOGY, and analyze how those words and phrases shape meaning.</p>	<p>meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Supporting Standard</p>
<p>RL.4.5</p> <p>Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.</p>	<p>RL.5.5</p> <p>Analyze and <i>explain the overall STRUCTURE OF POEMS, STORIES AND DRAMAS IN TWO OR MORE TEXTS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.</i></p>	<p>RL.6.5</p> <p>Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p>	
<p>RL.4.6</p> <p>Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.</p>	<p>RL.5.6</p> <p>Describe how a narrator's or speaker's PERSPECTIVE influences how events are described.</p>	<p>RL.6.6</p> <p>Explain how an author develops the perspective of the narrator or speaker in a text.</p>	<p>Priority Standard Revised for 2022-23</p>
<p>RL.4.9</p>	<p>RL.5.9</p>	<p>RL.6.9</p>	<p>Priority Standard</p>

Integrate information from two or more texts on the same theme or topic	Integrate <i>information</i> from SEVERAL TEXTS ON THE SAME THEME OR TOPIC	Compare/contrast how two or more authors present similar events.	Revised for 2022-23						
<table border="1"> <thead> <tr> <th data-bbox="220 451 619 521">RL.4.10</th> <th data-bbox="619 451 1018 521">RL.5.10</th> <th data-bbox="1018 451 1417 521">RL.6.10</th> </tr> </thead> <tbody> <tr> <td data-bbox="220 521 619 976">By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</td> <td data-bbox="619 521 1018 976">By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently</td> <td data-bbox="1018 521 1417 976">By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze gradelevel appropriate, complex literary texts independently and proficiently.</td> </tr> </tbody> </table>				RL.4.10	RL.5.10	RL.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze gradelevel appropriate, complex literary texts independently and proficiently.
RL.4.10	RL.5.10	RL.6.10							
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze gradelevel appropriate, complex literary texts independently and proficiently.							
C.4.3	C.5.3	C.6.3	Priority Standard						
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and	Compose NARRATIVES, using writing and digital resources, to develop real or imagined <i>experiences or multiple events or ideas</i> using effective technique, descriptive details and clear	Compose narratives to develop real or imagined experiences or multiple events, memories, or ideas using effective technique, relevant descriptive details and well-structured event							

clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)


- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
- c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows the narrated

sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.**
- c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.**
- d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.*
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.*

sequences.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- c. Use narrative techniques, such as dialogue, pacing and description, to develop, experiences, events and/or characters.
- d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
- e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- f. Provide a conclusion that follows from the narrated experiences or events.
- g. With guidance, develop and strengthen writing as needed by planning,

<p>experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p>	<p>f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, <i>editing</i>, rewriting or trying a new approach.</p>	<p>revising, editing, rewriting or trying a new approach.</p>	
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<table border="1"> <thead> <tr> <th data-bbox="220 690 621 760">L.4.5</th> <th data-bbox="621 690 1016 760">L.5.5</th> <th data-bbox="1016 690 1421 760">L.6.5</th> </tr> </thead> <tbody> <tr> <td data-bbox="220 760 621 1276"> <p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> </td> <td data-bbox="621 760 1016 1276"> <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including SIMILES AND METAPHORS, in context. b. <i>Recognize</i> and explain the meaning of common IDIOMS, ADAGES, AND PROVERBS. c. Demonstrate understanding of words by relating them to their SYNONYMS and ANTONYMS.</p> </td> <td data-bbox="1016 760 1421 1276"> <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations</p> </td> </tr> </tbody> </table>			L.4.5	L.5.5	L.6.5	<p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including SIMILES AND METAPHORS, in context. b. <i>Recognize</i> and explain the meaning of common IDIOMS, ADAGES, AND PROVERBS. c. Demonstrate understanding of words by relating them to their SYNONYMS and ANTONYMS.</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations</p>	<p>Supporting Standard-a Supporting Standard-b Supporting Standard-c</p>
L.4.5	L.5.5	L.6.5							
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Grade 5 Reading and Writing



Priority Standards and
Instructional Unit 4

5th Grade Reading and Writing Unit 4: Informational B

**This unit is designed to...

**** Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

5.RF.4

Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standard

Priority Standard

RI.4.1	RI.5.1	RI.6.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	QUOTE ACCURATELY FROM A TEXT when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<table border="1"> <thead> <tr> <th>RI.4.2</th> <th>RI.5.2</th> <th>RI.6.2</th> </tr> </thead> <tbody> <tr> <td>Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</td> <td>Analyze how the CENTRAL IDEAS are reflected in a text, and <i>cite relevant implicit and explicit evidence to support thinking.</i></td> <td>Analyze how the central ideas are reflected in the text by citing particular details and/or providing an objective summary.</td> </tr> </tbody> </table>			RI.4.2	RI.5.2	RI.6.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Analyze how the CENTRAL IDEAS are reflected in a text, and <i>cite relevant implicit and explicit evidence to support thinking.</i>	Analyze how the central ideas are reflected in the text by citing particular details and/or providing an objective summary.	Supporting Standard
RI.4.2	RI.5.2	RI.6.2							
Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Analyze how the CENTRAL IDEAS are reflected in a text, and <i>cite relevant implicit and explicit evidence to support thinking.</i>	Analyze how the central ideas are reflected in the text by citing particular details and/or providing an objective summary.							
<table border="1"> <thead> <tr> <th>RI.4.3</th> <th>RI.5.3</th> <th>RI.6.3</th> </tr> </thead> <tbody> <tr> <td>Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.</td> <td><i>Explain the relationships or interactions between</i> INDIVIDUALS, EVENTS, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT <i>based on specific information over the course of a text.</i></td> <td>Analyze in detail how an author develops a key individual, event or idea over the course of a text.</td> </tr> </tbody> </table>			RI.4.3	RI.5.3	RI.6.3	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	<i>Explain the relationships or interactions between</i> INDIVIDUALS, EVENTS, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT <i>based on specific information over the course of a text.</i>	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	Priority Standard Revised for 2022-23
RI.4.3	RI.5.3	RI.6.3							
Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	<i>Explain the relationships or interactions between</i> INDIVIDUALS, EVENTS, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT <i>based on specific information over the course of a text.</i>	Analyze in detail how an author develops a key individual, event or idea over the course of a text.							
<table border="1"> <thead> <tr> <th>RI.4.9</th> <th>RI.5.9</th> <th>RI.6.9</th> </tr> </thead> <tbody> <tr> <td>Conduct short RESEARCH projects that use SEVERAL SOURCES to build knowledge through investigation of different aspects of a topic.</td> <td><i>Integrate information from</i> SEVERAL TEXTS ON THE SAME THEME OR TOPIC.</td> <td>Compare/contrast how two or more authors present similar events.</td> </tr> </tbody> </table>			RI.4.9	RI.5.9	RI.6.9	Conduct short RESEARCH projects that use SEVERAL SOURCES to build knowledge through investigation of different aspects of a topic.	<i>Integrate information from</i> SEVERAL TEXTS ON THE SAME THEME OR TOPIC.	Compare/contrast how two or more authors present similar events.	Priority Standard
RI.4.9	RI.5.9	RI.6.9							
Conduct short RESEARCH projects that use SEVERAL SOURCES to build knowledge through investigation of different aspects of a topic.	<i>Integrate information from</i> SEVERAL TEXTS ON THE SAME THEME OR TOPIC.	Compare/contrast how two or more authors present similar events.							

			Priority Standard
C.4.2	C.5.2	C.6.2	
<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text</p>	<p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate CONJUNCTIONS to develop</p>	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>C. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	

			Supporting Standard
C.4.5	C.5.5	C.6.5	
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short RESEARCH projects that use SEVERAL SOURCES to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources.	
			Supporting Standard-a Supporting Standard-c Supporting Standard-d
L.4.4	L.5.4	L.6.4	
<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions</p>	<p><i>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.</i></p> <p>a. Use context (e.g., CAUSE/EFFECT RELATIONSHIPS AND COMPARISONS in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common AFFIXES AND ROOTS as clues to the meaning of a word.</p> <p><i>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p> <p>d. Acquire and use accurately</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general</p>	

and that are basic to a particular topic.

**GRADE-APPROPRIATE
GENERAL ACADEMIC AND
DOMAIN-SPECIFIC words and
phrases, including THOSE
THAT SIGNAL CONTRAST,
ADDITION AND OTHER
LOGICAL RELATIONSHIPS.**

academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



Grade 5 Reading and Writing



Priority Standards and
Instructional Unit 5

5th Grade Reading and Writing Unit 5: Evaluating Opinion

****This unit is designed to...**

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

5.RF.4

Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standard

Supporting Standard

RL.4.7	RL.5.7	RL.6.7
<p>Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>Analyze <i>how</i> VISUAL AND MULTIMEDIA ELEMENTS <i>contribute to the meaning or tone of non-print texts</i></p>	<p>Compare/contrast reading a print text and viewing its visual/oral presentation.</p>

RI.4.2	RI.5.2	RI.6.2
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Priority Standard

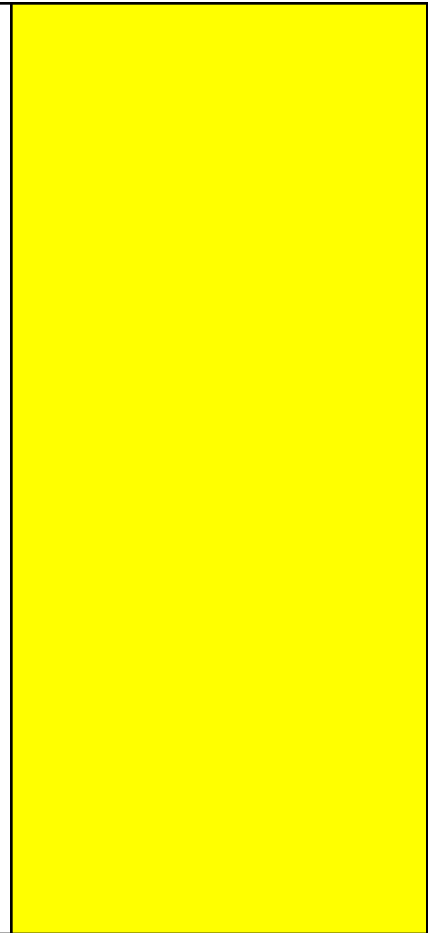
<p>Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</p>	<p>Analyze how the CENTRAL IDEAS are reflected in a text, and <i>cite relevant implicit and explicit evidence to support thinking.</i></p>	<p>Analyze how the central ideas are reflected in the text by citing particular details and/or providing an objective summary.</p>	<p style="background-color: yellow;">Supporting Standard Revised for 2022-23</p>
<p style="text-align: center;">RI.4.4</p>	<p style="text-align: center;">RI.5.4</p>	<p style="text-align: center;">RI.6.4</p>	
<p>Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.</p>	<p><i>Determine the meaning of GENERAL ACADEMIC AND DOMAIN-SPECIFIC words or phrases in a GRADE-LEVEL TEXT, and analyze how those words and phrases shape meaning.</i></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p style="background-color: lightblue;">Supporting Standard Revised for 2022-23</p>
<p style="text-align: center;">RI.4.5</p>	<p style="text-align: center;">RI.5.5</p>	<p style="text-align: center;">RI.6.5</p>	
<p>Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information</p>	<p>Compare/contrast <i>the overall STRUCTURE of events, ideas, concepts or information in TWO OR MORE TEXTS.</i></p>	<p>Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p style="background-color: yellow;">Priority Standard Revised for 2022-23</p>

			Supporting Standard
RI.4.6	RI.5.6	RI.6.6	
Compare/contrast a firsthand and secondhand account of the same event or topic.	Analyze MULTIPLE ACCOUNTS of the same event or topic, noting important similarities and differences in the PERSPECTIVE they represent	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	
			Priority Standard
RI.4.8	RI.5.8	RI.6.8	
Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS in a text, identifying which REASONS and EVIDENCE support which CLAIM(S).	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	
			Priority Standard Priority Standard-a Priority Standard-b Priority Standard-c Priority Standard-d Priority Standard-e Priority Standard-f
C.4.1	C.5.1	C.6.1	
Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize	Compose OPINION PIECES, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), and organize the reasons and	

those digital resources.)
 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
 b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose
 c. Provide reasons that are supported by facts and details. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting

not every writing experience must utilize those digital resources.)
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
b. 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.
c. Provide logically ordered reasons that are supported by facts and details.
d. Use grade-appropriate TRANSITIONS.
e. Provide a concluding section.
 f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.**

evidence clearly.
 c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledge opposing claims and demonstrating an understanding of the topic or text.
 d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
 e. Establish and maintain a formal style.
 f. Provide a concluding statement or section that follows from the argument presented.
 g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.



C.4.5	C.5.5	C.6.5
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short RESEARCH projects that use SEVERAL SOURCES to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources.

Supporting Standard

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L.4.4	L.5.4	L.6.4	
<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions and that are basic to a particular topic.</p>	<p><i>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.</i></p> <p>a. Use context (e.g., CAUSE/EFFECT RELATIONSHIPS AND COMPARISONS in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common AFFIXES AND ROOTS as clues to the meaning of a word.</p> <p><i>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p> <p>d. Acquire and use accurately GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC words and phrases, including THOSE THAT SIGNAL CONTRAST, ADDITION AND OTHER LOGICAL RELATIONSHIPS.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Supporting Standard-a Supporting Standard-c Supporting Standard-d</p>

Grade 5 Reading and Writing



Priority Standards and
Instructional Unit 6

5th Grade Reading and Writing

Unit 8: Craft & Opinion

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

5.RF.4

Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standard

Priority Standard

RI.4.1	RI.5.1	RI.6.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	QUOTE ACCURATELY FROM A TEXT when <i>explaining what the text says explicitly</i> and <i>when drawing inferences from the text.</i>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.4.3	RI.5.3	RI.6.3	Priority Standard Revised for 2022-23
Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	<i>Explain the relationships or interactions between</i> INDIVIDUALS, EVENTS, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT <i>based on specific information over the course of a text.</i>	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	
RI.4.4	RI.5.4	RI.6.4	Priority Standard
Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	<i>Determine the meaning of</i> GENERAL ACADEMIC AND DOMAIN-SPECIFIC <i>words or phrases in a</i> GRADE-LEVEL TEXT , <i>and analyze how those</i> words and phrases shape meaning.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
RI.4.6	RI.5.6	RI.6.6	Supporting Standard
Compare/contrast a firsthand and secondhand account of the same event or topic.	Analyze MULTIPLE ACCOUNTS <i>of the same event or topic,</i> noting important similarities and differences in the PERSPECTIVE <i>they represent</i>	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	

			Priority Standard
RI.4.9	RI.5.9	RI.6.9	
Conduct short RESEARCH projects that use SEVERAL SOURCES to build knowledge through investigation of different aspects of a topic.	Integrate information from SEVERAL TEXTS ON THE SAME THEME OR TOPIC.	Compare/contrast how two or more authors present similar events.	
			Supporting Standard
RI.4.10	RI.5.10	RI.6.10	
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently	

C.4.1	C.5.1	C.6.1	<p>Priority Standard</p> <p>Priority Standard-a</p> <p>Priority Standard-b</p> <p>Priority Standard-c</p> <p>Priority Standard-d</p> <p>Priority Standard-e</p> <p>Priority Standard-f</p>
<p>Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose</p> <p>c. Provide reasons that are supported by facts and details.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting</p>	<p>Compose OPINION PIECES, using writing and digital resources, <i>on topics or texts,</i> supporting the writer's perspective with reasons and information.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p><i>b. 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.</i></p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p><i>d. Use grade-appropriate TRANSITIONS.</i></p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a</p>	<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s), and organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledge opposing claims and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	

	new approach.		
			Supporting Standard
C.4.6	C.5.6	C.6.6	
Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.	<i>Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; SUMMARIZE OR PARAPHRASE applicable information in notes and finished work, and provide a list of sources.</i>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in -text and bibliographic MLA or APA citation.	
			Supporting Standard-a Supporting Standard-c Supporting Standard-d
L.4.4	L.5.4	L.6.4	
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital	<i>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.</i> a. Use context (e.g., CAUSE/EFFECT RELATIONSHIPS AND COMPARISONS in text) as a clue to the meaning of a word or phrase. b. Use common AFFIXES AND	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes	

reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.

d. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

ROOTS as clues to the meaning of a word.

c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

d. Acquire and use accurately GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC words and phrases, including THOSE THAT SIGNAL CONTRAST, ADDITION AND OTHER LOGICAL RELATIONSHIPS.

and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.