Fifth Grade Reading and Writing
Units of Instruction
2021-2022

ACHIEVING EXCELLENCE TOGETHER

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
Prioritized Standards for 21-22	Prioritized Standards for 21-22	Prioritized Standards for 21-22	Prioritized Standards for 21-22	Prioritized Standards for 21-22	Prioritized Standards for 21-22	Prioritized Standards for 21-22
RL.5.1 **RI.5.1** RF.5.3 RF.5.4 RL.5.3 C.5.7 L.5.1	**RI.5.1** **RI.5.2** **RI.5.4** **C.5.2** RF.5.3 RF.5.4 RI.5.7 L.5.1 L.5.2	**RL.5.1** **RL.5.4** **C.5.1** RF.5.4 RL.5.3 RI.5.1 RI.5.4 L.5.3	**RL.5.1** **RL.5.2** **RL.5.4** **C.5.3** RF.5.4 RL.5.5 RL.5.6 RL.5.9 RL.5.10 L.5.5	**RI.5.1** **RI.5.9** **C.5.2** RF.5.4 RI.5.2 RI.5.3 C.5.4 C.5.5 L.5.4	**RI.5.2** **RI.5.4** **RI.5.8** **C.5.1** RF.5.4 RI.5.5 RI.5.6 RL.5.7 C.5.5 L.5.4	**RI.5.1** **RI.5.4** **RI.5.9** **C.5.1** RF.5.4 RI.5.6 RI.5.10 C.5.6 L.5.4

Grade 5 Reading and Writing

BOONE COUNTY SCHOOLS

ACHIEVING EXCELLENCE TOGETHER

Prioritized Standards
and
Instructional Launch Unit

5th Grade Reading and Writing
Launch Unit

**This unit is designed to…

****Priority Standards will be summatively assessed throughout Quarter 1. 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

<table>
<tr><td>RL.4.1</td><td>**RL.5.1**</td><td>RL.6.1</td><td rowspan="2" style="background:yellow">**Priority Standard**</td></tr>
<tr>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>**QUOTE ACCURATELY FROM A TEXT** when *explaining what the text says explicitly* and **when drawing inferences** from the text.</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr><td>RL.4.3</td><td>**RL.5.3**</td><td>RL.6.3</td><td rowspan="2" style="background:#6d9eeb">Supporting Standard</td></tr>
<tr>
<td>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.</td>
<td>**Compare/contrast** CHARACTERS, SETTINGS OR EVENTS in a story or drama, *using specific details* to **analyze their interaction** *over the course of the text*</td>
<td>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.</td>
</tr>
</table>

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 *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.**	
C.4.7	**C.5.7**	C.6.7	Supporting Standard
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** *for a variety of tasks, purposes and audiences.*	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
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.	**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.*	In both written and oral expression: c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.	

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

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 throughout Quarter 1. 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

RI.4.1	**RI.5.1**	RI.6.1	**Priority 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 _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.**	

RI.4.2	**RI.5.2**	RI.6.2	**Priority Standard**
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.**	

RI.4.4	**RI.5.4**	RI.6.4	**Priority Standard**
Determine the meaning of general academic and domain	_Determine the meaning of_ GENERAL ACADEMIC AND	Determine the meaning of words and phrases as they are used in	

-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	DOMAIN-SPECIFIC *words or phrases* in a GRADE-LEVEL TEXT, and **analyze how those words and phrases shape meaning.**	a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	

RI.4.7	**RI.5.7**	RI.6.7	Supporting Standard
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	

			Supporting Standard
L.4.1	**L.5.1**	L.6.1	
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.	**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.*	In both written and oral expression: c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.	

	L.4.2	**L.5.2**	L.6.2	Supporting Standard
	When writing: 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.	**When writing:** *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.*	When writing: 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.	

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.	Priority Standard

C.4.2	**C.5.2**	C.6.2
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.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text	**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.) **a. Produce clear and coherent writing in which the development and organization** *are appropriate to task, purpose and audience.* *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.* **c. Develop the topic** *with facts, definitions, concrete details, quotations or other information and examples related to the topic.* *d. Use grade-appropriate* CONJUNCTIONS *to develop*	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. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 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. C. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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, de- velop and strengthen writing as needed by planning, revising, editing and rewriting.	*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.**	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	

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 throughout Quarter 2. 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

RL.4.1	RL.5.1	RL.6.1	Priority 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 *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.	

RL.4.3	RL.5.3	RL.6.3	Supporting Standard
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, *using specific details* **to analyze their interaction** *over the course of the text*	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

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 language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	Determine the meaning of words and phrases 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.	

RL.4.1	**RL.5.1**	RL.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 *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.	

RI.4.4	**RI.5.4**	RI.6.4	Supporting Standard
Determine the meaning of general academic and domain -specific words or phrases in a grade-level text, and describe and explain	*Determine the meaning of* GENERAL ACADEMIC AND DOMAIN-SPECIFIC *words or phrases* in a GRADE-LEVEL	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings;	

how those words and phrases shape meaning.	TEXT, and **analyze how those words and phrases shape meaning.**	analyze the impact of a specific word choice on meaning and tone.	

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

C.4.1	**C.5.1**	C.6.1	**Priority Standard** **Priority Standard- a** **Priority Standard-b** **Priority Standard-c** **Priority Standard-d** **Priority Standard-e** **Priority Standard-f**
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 structure in which related ideas	**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 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*	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 text.	

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	*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.**	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.	

（Supporting Standard block)

L.4.3	**L.5.3**	L.6.3	**Supporting Standard**
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.	*Use knowledge of language and its conventions* **when writing, speaking, reading or listening.** **a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.** **b. Compare and contrast the** VARIETIES OF ENGLISH **(e.g., dialects, registers, slang) used in stories, dramas or poems.**	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.	

Grade 5 Reading and Writing

BOONE COUNTY SCHOOLS

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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 throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.*

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			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
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.	

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 language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	Determine the meaning of words and phrases 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.	

			Supporting Standard
RL.4.5	**RL.5.5**	RL.6.5	
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.	**Analyze** and *explain the overall* STRUCTURE OF POEMS, STORIES AND DRAMAS IN TWO OR MORE TEXTS**, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.	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.	

			Supporting Standard
RL.4.6	RL.5.6	RL.6.6	
Compare/contrast the point of view of first and third person narrators and the effect they have on the	**Describe how a narrator's or speaker's PERSPECTIVE influences** *how events are described.*	**Explain how an author develops the perspective of the narrator or speaker in a text.**	

reader.			

RL.4.9	**RL.5.9**	RL.6.9	
Integrate information from two or more texts on the same theme or topic	**Integrate** *information* from SEVERAL TEXTS ON THE SAME THEME OR TOPIC	Compare/contrast how two or more authors present similar events.	
			Supporting Standard
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.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.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.	

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

C.4.3	**C.5.3**	C.6.3
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and 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	**Compose NARRATIVES, using writing and digital resources, to develop real or imagined** *experiences or multiple events or ideas* **using effective technique, descriptive details and 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**	Compose narratives to develop real or imagined experiences or multiple events, memories, or ideas using effective technique,relevant descriptive details and well-structured event 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,

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 experiences or events.
 g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

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.
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,** *editing,* **rewriting or trying a new approach.**

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, revising, editing, rewriting or trying a new approach.

L.4.5	L.5.5	L.6.5
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.	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.** **a. Interpret figurative language, including** 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.	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

Supporting Standard-a
Supporting Standard-b
Supporting Standard-c

Grade 5 Reading and Writing

BOONE COUNTY SCHOOLS

ACHIEVING EXCELLENCE TOGETHER

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 throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.*

Multidimensionality
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			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 *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.	

			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 *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.	

			Supporting Standard

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.	*Explain the* relationships or interactions between INDIVIDUALS, EVENTS, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT *based on specific information over the course of a text.*	Analyze in detail how an author develops a key individual, event or idea over the course of a text.

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.

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

C.4.2	**C.5.2**	C.6.2	
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.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and	**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.) **a. Produce clear and coherent writing in which the development and organization** *are appropriate to task, purpose and audience.* **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.* **c. Develop the topic** *with facts, definitions, concrete details, quotations or other information and examples related to the topic.* **d. Use grade-appropriate** CONJUNCTIONS *to develop text structure within*	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. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 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. C. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a	

domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, de- velop and strengthen writing as needed by planning, revising, editing and rewriting.	*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.**	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	

C.3.4	**C.5.4**	C.6.4	**Supporting Standard**
With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others	**With limited guidance and support from adults,** *use* DIGITAL RESOURCES **to create and publish products as well as to interact and collaborate with others.**	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	
			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.	

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 reference materials to find the pronunciation, and determine or clarity 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.	*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.** **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 ROOTS **as clues to the meaning of a word.** *c. Consult print and digital reference materials to find the pronunciation and determine or clarity 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**	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 and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity 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	

	THAT SIGNAL CONTRAST, ADDITION AND OTHER LOGICAL RELATIONSHIPS.	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 throughout Quarter 3. 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

			Supporting Standard
RL.4.7	**RL.5.7**	RL.6.7	
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.	**Analyze** *how* VISUAL AND MULTIMEDIA ELEMENTS *contribute* **to the meaning or tone of non-print texts**	**Compare/contrast reading a print text and viewing its visual/oral presentation.**	

			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.**	

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.	*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.**	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.4.5	**RI.5.5**	**RI.6.5**
Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information	**Compare/contrast** *the overall* STRUCTURE *of events, ideas, concepts or information in* TWO OR MORE TEXTS.	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.

RI.4.6	**RI.5.6**	**RI.6.6**
Compare/contra	**Analyze**	Determine an

st a firsthand and secondhand account of the same event or topic.	MULTIPLE ACCOUNTS of *the same event or topic*, noting important similarities and differences in the PERSPECTIVE they represent	author's perspective and purpose in a text, and explain how it is conveyed in a text.	

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<tr><td colspan="3"></td><td style="background-color:yellow">Priority Standard</td></tr>
<tr><td>RI.4.8</td><td>RI.5.8</td><td>RI.6.8</td><td style="background-color:yellow"></td></tr>
<tr>
<td>Explain how an author uses reasons and evidence to support particular claims the author makes in a text.</td>
<td>Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS in a text, <i>identifying which REASONS and EVIDENCE support which CLAIM(S)</i>.</td>
<td>Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.</td>
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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

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 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	**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 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**	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 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.

	needed by planning, revising, *editing,* **rewriting or trying a new approach.**		

			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.	

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.	*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.** **a. Use context (e.g.,** CAUSE/EFFECT RELATIONSHIPS AND COMPARISONS **in text) as a clue to the meaning of a word or phrase.**	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.	

c. Consult print and digital reference materials to find the pronunciation, and determine or clarity 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.	**b. Use common** 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 clarity 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.**	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 clarity 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.

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 throughout Quarter 3. 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

			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 *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
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.	*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.**	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.4.6	**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.4.9	**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	**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,**	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,	

grade-level appropriate, complex informational texts independently and proficiently.	*comprehend* **and** **analyze** **GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS** **independently and proficiently**	comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently

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

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	**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 not every writing experience must utilize those digital resources.) **a. Produce clear and coherent**	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,	**Priority Standard** **Priority　Standard-a** **Priority　Standard-b** **Priority　Standard-c** **Priority　Standard-d** **Priority　Standard-e** **Priority Standard-f**

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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

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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.**

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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.

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<td style="text-align:center">C.4.6</td>
<td style="text-align:center">**C.5.6**</td>
<td style="text-align:center">C.6.6</td>
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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.

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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.*

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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.

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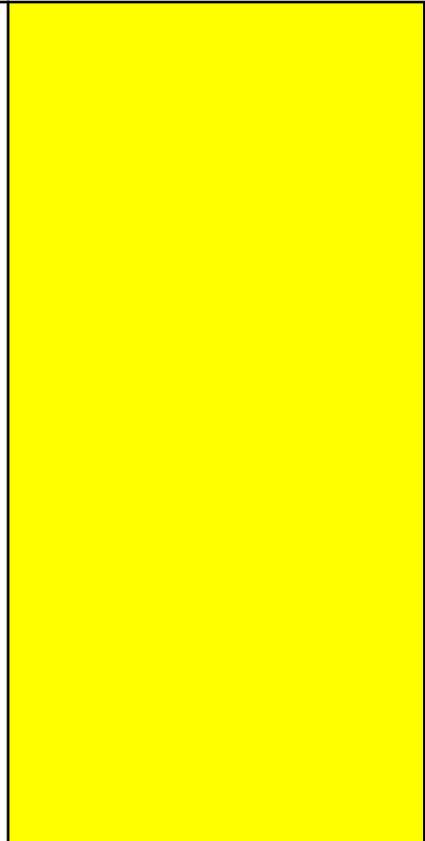
L.4.4	**L.5.4**	L.6.4
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarity 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.	*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.** **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 ROOTS **as clues to the meaning of a word.** *c. Consult print and digital reference materials to find the pronunciation and determine or clarity 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.**	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 and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity 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.

Supporting Standard-a
Supporting Standard-c
Supporting Standard-d