

# Fifth Grade Reading and Writing Units of Instruction 2020-2021



# Grade 5 Reading and Writing



## Priority Standards and Instructional Unit 1

## 5th Grade Reading and Writing Unit 1:

\*\*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.**

### Reading Literature

**5.RL.3-**Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.

Priority Standard

**5.RL.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.

Priority Standard

### Language

**5.L.1-**When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

Priority Standard

**d.** Produce complete sentences recognizing and correcting inappropriate shifts in verb tense.

<p><b>5.L.4-</b>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.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>Priority Standard</p>
<p><b>Reading Foundations</b></p>	
<p><b>5.RF.3-</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</li> </ul>	<p>Supporting Standard</p>
<p><b>5.RF.4-</b> Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>Supporting Standard</p>
<p><b>Writing Workshop Unit 1-Launching the WW</b></p>	
<p><b>5.L.1a-</b>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p>	<p>Priority Standard</p>

<p><b>a.</b> Explain the function of conjunctions, prepositions and interjections in a grade-level text.</p>	
<p><b>5.L.2c-</b>When writing: 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.</p>	Supporting Standard
<p><b>5.L.4c-</b> Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	Priority Standard

# Grade 5 Reading and Writing



## Priority Standards and Instructional Unit 2

## 5th Grade Reading and Writing Unit 2:

**This unit is designed to...	
<b>** 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.</b>	
<b>Reading Informational</b>	
<b>5.RI.1</b> -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority Standard
<b>5.RI.2</b> - Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	Priority Standard
<b>5.RI.10</b> - 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.	Priority Standard
<b>5.RI.3</b> - 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.	Supporting Standard
<b>5.RI.4</b> - Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and	Supporting Standard

phrases shape meaning.	
<b>5.RI.7</b> -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.	Supporting Standard
<b>Language</b>	
<b>5.L.1</b> -When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. <b>d.</b> Produce complete sentences recognizing and correcting inappropriate shifts in verb tense.	Priority Standard
<b>5.L.4</b> -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <b>b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). <b>c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Priority Standard
<b>Reading Foundations</b>	
<b>5.RF.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>a.</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar	Supporting Standard



multisyllabic words.	
<p><b>5.RF.4-</b> Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	Supporting Standard
<b>Writing Workshop Unit 2 Informational Writing</b>	
<p><b>5.C.2</b> Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>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.</li> <li>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Provide a concluding section.</li> </ul>	Priority Standards

<p><b>h.</b> 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><b>5.L.2d</b>-Use underlining, quotation marks or italics to indicate titles of works.</p>	Supporting Standard
<p><b>5.L.3a</b>-Expand, combine and reduce sentences for meaning, reader/listener interest and style.</p>	Supporting Standard
<p><b>5.L.4b &amp; c</b>-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.</p> <p><b>b.</b> Use common affixes and roots as clues to the meaning of a word.</p> <p><b>c.</b> Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases</p>	Priority Standard
<p><b>5.L.5b</b>-Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	Priority Standard

# Grade 5 Reading and Writing



## Priority Standards and Instructional Unit 3

**5th Grade Reading and Writing  
Unit 3:**

<b>**This unit is designed to...</b>	
<b>** 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.</b>	
<b>Reading Literature</b>	
<b>5.RL.1</b> -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority Standard
<b>5.RL.2</b> -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.	Priority Standard
<b>5.RL.3</b> -Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	Priority Standard
<b>5.RL.10</b> - 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.	Priority Standard
<b>5.RL.3</b> -Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	Supporting Standard

<p><b>5.RL.4</b>-Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Supporting Standard</p>
<p><b>5.RL.5</b>- 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.</p>	<p>Supporting Standard</p>
<p><b>Language</b></p>	
<p><b>5.L.1</b>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</li> <li>e. Use correlative conjunctions.</li> </ul>	<p>Priority Standard</p>

# Grade 5 Reading and Writing



## Priority Standards and Instructional Unit 4

**5th Grade Reading and Writing  
Unit 4:**

<b>**This unit is designed to...</b>	
<b>**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.</b>	
<b>Reading Literature</b>	
<b>5.RL.1-</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority Standard
<b>5.RL.2-</b> 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.	Priority Standard
<b>5.RL.3-</b> Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	Priority Standard
<b>5.RL.4-</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Supporting Standard
<b>5.RL.10-</b> 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.	Priority Standard

<b>Language</b>	
<p><b>5.L.1-</b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</li> <li>e. Use correlative conjunctions.</li> </ul>	Priority Standard
<b>Reading Foundations</b>	
<p><b>5.RF.3-</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</li> </ul>	Supporting Standard
<p><b>5.RF.4-</b> Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	Supporting Standard
<b>Writing Workshop Unit 3 Opinion Writing</b>	
<p><b>5.C.1-</b>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support</li> </ul>	Priority Standard



<p>the writer's purpose.</p> <p><b>c.</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>d.</b> Use grade-appropriate transitions.</p>	
<p><b>Language</b></p>	
<p><b>5.L.2e</b>-When writing:</p> <p><b>e.</b> Use strategies and resources (print and electronic) to identify and correct spelling errors.</p>	<p>Supporting Standard</p>
<p><b>5.L.4d</b>-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.</p> <p><b>d.</b> 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>Priority Standard</p>
<p><b>5.L.5b &amp; c</b>- Demonstrate understanding of, figurative language, word relationships and nuances in word meanings</p> <p><b>b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>c.</b> Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	<p>Priority Standard</p>

# Grade 5 Reading and Writing



# Priority Standards and Instructional Unit 5

## 5th Grade Reading and Writing Unit 5:

**This unit is designed to...	
<b>** 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.</b>	
<b>Reading Literature</b>	
<b>5.RL.1</b> -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority Standard
<b>5.RL.3</b> -Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	Priority Standard
<b>5.RL.4</b> -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.	Supporting Standard
<b>5.RL.6</b> -Describe how a narrator's or speaker's perspective influences how events are described.	Priority Standard
<b>5.RL.10</b> -By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge,	Priority Standard

determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	
<b>Language</b>	
<p><b>5.L.1b &amp; c</b>-When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <p><b>b.</b> Use the perfect verb tenses.</p> <p><b>c.</b> Use verb tense to convey various times, sequences, states and conditions.</p>	Priority Standard
<p><b>5.L.5a &amp; c</b>-Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p><b>a.</b> Interpret figurative language, including similes and metaphors, in context.</p> <p><b>c.</b> Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	Priority Standard
<b>Reading Foundations</b>	
<p><b>5.RF.3</b>- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</p>	Supporting Standard
<p><b>5.RF.4</b>- Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p>	Supporting Standard

- 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.

**Writing Workshop Unit 4 Narrative Writing**

**5.C.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.

- 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.
- 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,

Priority Standard

rewriting or trying a new approach.	
<b>Language</b>	
<b>5.L.3b</b> -Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.	Supporting Standard
<b>5.L.5a &amp; b</b> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> </ul>	Priority Standard

# Grade 5 Reading and Writing



## Priority Standards and Instructional Unit 6

**5th Grade Reading and Writing  
Unit 6:**

<b>**This unit is designed to...</b>	
<b>** 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.</b>	
<b>Reading Informational</b>	
<b>5.RI.1</b> -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	Priority Standard
<b>5.RI.2</b> -Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	Priority Standard
<b>5.RI.3</b> -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.	Supporting Standard
<b>5.RI.4</b> -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.	Supporting Standard
<b>5.RI.9</b> -Integrate information from several texts on the same theme or topic.	Supporting Standard



<b>Reading Foundations</b>	
<p><b>5.RF.3-</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</li> </ul>	Supporting Standard
<p><b>5.RF.4-</b> Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	Supporting Standard
<b>Writing Workshop Unit 5 Informational Writing</b>	
<p><b>5.C.2-</b> Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>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.</li> <li>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within</li> </ul>	Priority Standard

<p>sentences.</p> <ul style="list-style-type: none"> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Provide a concluding section.</li> <li>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.</li> </ul>	
<p><b>5.C.5</b>-Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Priority Standard</p>

- FLEX Week for Priority Standards in Reading (5 days) WW Unit 6 (3 weeks)

### Writing Workshop Unit 6 Narrative Writing

**5.C.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.

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- 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.
- Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows the narrated experiences or events.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Priority Standard

# Grade 5 Reading and Writing



## Priority Standards and Instructional Unit 7

## 5th Grade Reading and Writing Unit 7:

**This unit is designed to...	
<b>** 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.</b>	
<b>Reading Literature</b>	
<b>5.RL.1</b> -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority Standard
<b>5.RL.3</b> -Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	Supporting Standard
<b>5.RL.5</b> -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.	Supporting Standard
<b>5.RL.7</b> -Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	Supporting Standard
<b>5.RL.9</b> -Compare/contrast stories in the same genre on their approaches to similar themes and topics.	Priority Standard
<b>5.RL.10</b> -By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing,	Priority Standard

<p>synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>	
<p><b>Language</b></p>	
<p><b>5.L.5-</b>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> </ul>	<p>Priority Standard</p>
<p><b>Reading Foundations</b></p>	
<p><b>5.RF.3-</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</li> </ul>	<p>Supporting Standard</p>
<p><b>5.RF.4-</b> Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> </ul>	<p>Supporting Standard</p>

<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p><b>Writing Workshop Unit 7 Opinion Writing</b></p>	
<p><b>5.C.1</b>-Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>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.</li> <li>c. Provide logically ordered reasons that are supported by facts and details.</li> <li>d. Use grade-appropriate transitions.</li> <li>e. Provide a concluding section.</li> <li>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.</li> </ul>	<p>Priority Standard</p>

# Grade 5 Reading and Writing



# Priority Standards and Instructional Unit 8



**5th Grade Reading and Writing  
Unit 8:**

<b>**This unit is designed to...</b>	
<b>**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.</b>	
<b>Reading Literature</b>	
<b>5.RL.1</b> -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority Standard
<b>5.RL.3</b> -Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	Supporting Standard
<b>5.RL.5</b> -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.	Supporting Standard
<b>5.RL.9</b> -Compare/contrast stories in the same genre on their approaches to similar themes and topics.	Priority Standard
<b>5.RL.10</b> -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.	Priority Standard

<b>Language</b>	
<p><b>5.L.5-</b>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> </ul>	Priority Standard
<b>Reading Foundations</b>	
<p><b>5.RF.3-</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</li> </ul>	Supporting Standard
<p><b>5.RF.4-</b> Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	Supporting Standard
<b>Writing Workshop Unit 7 Opinion Writing-continuation</b>	

**5.C.1**-Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.

- 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.

Priority Standard

# Grade 5 Reading and Writing



## Priority Standards and Instructional Unit 9

**5th Grade Reading and Writing  
Unit 9:**

<b>**This unit is designed to...</b>	
<b>** 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.</b>	
<b>Reading Informational</b>	
<b>5.RI.1</b> -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	Priority Standard
<b>5.RI.2</b> -Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	Priority Standard
<b>5.RI.4</b> -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.	Supporting Standard
<b>5.RI.6</b> -Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	Supporting Standard
<b>5.RI.8</b> -Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	Supporting Standard
<b>5.RI.10</b> -By the end of the year, flexibly use a variety of comprehension	Priority Standard

<p>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.</p>	
<p><b>Reading Foundations</b></p>	
<p><b>5.RF.3-</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</li> </ul>	<p>Supporting Standard</p>
<p><b>5.RF.4-</b> Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>Supporting Standard</p>
<p><b>Writing Workshop Unit 8 Informational Writing</b></p>	
<p><b>5.C.2-</b>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and</li> </ul>	<p>Priority Standard</p>

<p>multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Provide a concluding section.</li> <li>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.</li> </ul>	
<p><b>5.C.5</b>-Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Priority Standard</p>

\*FLEX Week for Priority Standards in Reading (12 days) WW Unit 9 (4 weeks)

<b>Writing Workshop Unit 9 Opinion Writing</b>	
<p><b>5.C.1-</b>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.</p> <ul style="list-style-type: none"><li><b>a.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li><li><b>b.</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.</li><li><b>c.</b> Provide logically ordered reasons that are supported by facts and details.</li><li><b>d.</b> Use grade-appropriate transitions.</li><li><b>e.</b> Provide a concluding section.</li><li><b>f.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li></ul>	<p>Priority Standard</p>