

**5th Grade Priority Standards  
Reading and Writing 2021-2022**

<b>Strand</b>	<b>Priority Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</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.	Launch Unit 2	Unit 2 Unit 3	Unit 3	
<b>Reading Literature</b>	<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.		Unit 3	Unit 3	
<b>Reading Literature</b>	<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.	Unit 2	Unit 2 Unit 3	Unit 3	
<b>Strand</b>	<b>Priority Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</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.	Launch Unit 1		Unit 4	Unit 6
<b>Reading Informational</b>	<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.	Unit 1		Unit 5	Unit 5
<b>Reading Informational</b>	<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.	Unit 1		Unit 5	Unit 5 Unit 6
<b>Reading Informational</b>	<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).			Unit 5	Unit 5
<b>Reading Informational</b>	<b>5.RI.9</b> -Integrate information from several texts on the same theme or topic			Unit 4	Unit 6
<b>Strand</b>	<b>Priority Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>

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<p><b>Composition</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. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</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>Unit 2</p>	<p>Unit 2</p>	<p>Unit 5</p>	<p>Unit 5 Unit 6</p>
<p><b>Composition</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. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</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 aid 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</li> </ul>	<p>Unit 1</p>		<p>Unit 4</p>	

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	<p>across paragraphs.</p> <ul style="list-style-type: none"> <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>				
<b>Composition</b>	<p><b>5.C.3</b>-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.)</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. 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.</li> <li>c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.</li> <li>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>f. Provide a conclusion that follows the narrated experiences or events.</li> <li>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.</li> </ul>		Unit 3	Unit 3	

**Quarter 1:** 8-9-21 thru 10-18-21

**Quarter 2:** 10-19-21 thru 12-17-21

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**Quarter 3:** 1-3-22 thru 3-8-22

**Quarter 4:** 3-9-22 thru 5-20-22