

Fifth Grade Reading and Writing Units of Instruction 2019-2020



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>5.L.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) 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 clarify the precise meaning of key words and phrases. 	<p>Priority Standard</p>
<p>Reading Foundations</p>	
<p>5.RF.3- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words. 	<p>Supporting Standard</p>
<p>5.RF.4- Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> 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. 	<p>Supporting Standard</p>

Grade 5 Reading and Writing



Priority Standards and
Instructional Unit 2

**5th Grade Reading and Writing
Unit 2:**

****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 Informational

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

Priority Standard

5.RI.2 - Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.

Priority Standard

5.RI.10- By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

Priority Standard

5.RI.3- 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

5.RI.4- 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.	
Composition	
<p>5.C.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.)</p> <ul style="list-style-type: none"> 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. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. 	Priority Standard
Language	
<p>5.L.1-When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> d. Produce complete sentences recognizing and correcting inappropriate shifts in verb tense. 	Priority Standard
<p>5.L.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly</p>	Priority Standard

from a range of strategies.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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.

Reading Foundations

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.

Support
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.

Support Standard

Grade 5 Reading and Writing



Priority Standards and
Instructional Unit 3

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

****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.***

Reading Literature

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

Priority Standard

5.RL.2-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

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

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.

Supporting Standard

<p>5.RL.4-Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	Supporting Standard
<p>5.RL.5- 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>	Supporting Standard
<p>Language</p>	
<p>5.L.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. e. Use correlative conjunctions. 	Priority Standard
<p>Composition (4 weeks)</p>	
<p>5.C.1-Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> 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 	Priority Standard

<p>support the writer's purpose.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p>	
<p>5.L.2-When writing:</p> <p>d. Use underlining, quotation marks or italics to indicate titles of works.</p>	Supporting Standard
<p>5.L.3-Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</p>	Supporting Standard
Reading Foundations	
<p>5.RF.3- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</p>	Supporting Standard
<p>5.RF.4- Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Fluently read grade-level prose and poetry orally on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	Supporting Standard

Grade 5 Reading and Writing



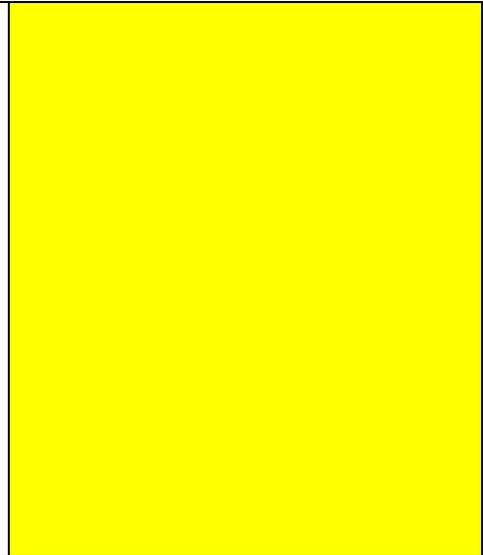
Priority Standards and
Instructional Unit 4

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

**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.	
Reading Literature	
5.RL.1 -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority Standard
5.RL.6 -Describe how a narrator’s or speaker’s point of view influences how events are described.	Priority Standard
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.4 -Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Supporting 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	
<p>5.L.1-When writing or speaking, demonstrate command of the conventions of standard English grammar and usage</p> <ul style="list-style-type: none"> b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. 	Priority Standard
<p>5.L.5-Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. c. Demonstrate understanding of words by relating them to their synonyms and antonyms. 	Priority Standard
Composition	
<p>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.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> 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. 	Priority Standard

- 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.



Reading Foundations

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.

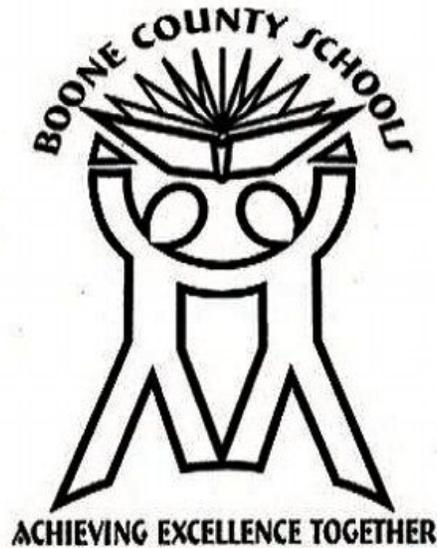
Support Standard

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.

Support Standard

Grade 5 Reading and Writing



Priority Standards and Instructional Unit 5

5th Grade Reading and Writing Unit 5:

**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.	
Reading Informational	
5.RI.1 -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority Standard
5.RI.2 -Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	Priority Standard
5.RI.3 - 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
5.RI.4 - 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
Composition	
5.C.2 -Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.	Priority Standard

(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 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.

Reading Foundations

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

Support Standard

<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</p>	
<p>5.RF.4- Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p> <ul style="list-style-type: none">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.	Support Standard

Grade 5 Reading and Writing



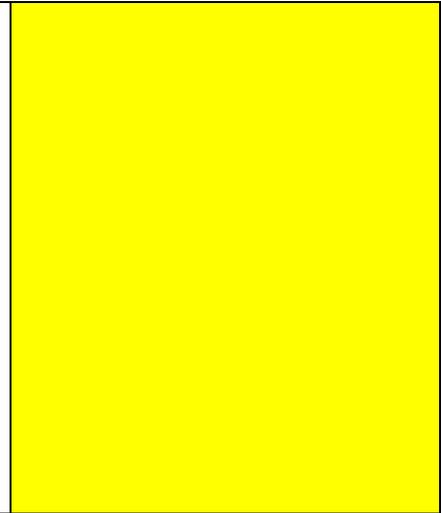
Priority Standards and
Instructional Unit 6

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

**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.	
Reading Literature	
5.RL.1 -Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority Standard
5.RL.9 -Compare/contrast stories in the same genre on their approaches to similar themes and topic.	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
5.RL.3 -Compare and contrast characters, settings or events in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	Supporting Standard
5.RL.5 - Analyze and explain the overall structure of poems, stories and	Supporting Standard

<p>dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.</p>	
<p>Language</p>	
<p>5.L.5-Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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. 	<p>Priority Standard</p>
<p>Composition</p>	
<p>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. (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"> 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. 	<p>Priority Standard</p>

- 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.



Reading Foundations

- 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.

Support 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.

Support Standard

Grade 5 Reading and Writing



Priority Standards and
Instructional Unit 7

**5th Grade Reading and Writing
Unit 7:**

**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.**

Reading Informational

<p>5.RI.1-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Priority Standard</p>
<p>5.RI.2-Analyze how the central ideas are reflected in the text, and cite relevant implicit and explicit evidence to support thinking.</p>	<p>Priority Standard</p>
<p>5.RI.10- By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	<p>Priority Standard</p>
<p>5.RI.4- 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.</p>	<p>Supporting Standard</p>
<p>5.RI.6- Analyze multiple accounts of the same event or topic, noting important</p>	<p>Supporting Standard</p>

similarities and differences in the perspective they represent.	
5.RI.8- 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
Composition	
<p>5.C.1-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> <ol style="list-style-type: none"> 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
Reading Foundations	
5.RF.3- Know and apply grade-level phonics and word analysis skills in decoding words.	

<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</p>	
<p>5.RF.4- Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</p> <ul style="list-style-type: none">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.	