

2022 - 2023, Fifth Grade, ELA, Quarter 1

Module 0: *Introduction to Wit & Wisdom* - Optional

Number of lessons in Module: 6

Number of Days in Quarter: 42 (*Does not include the first 1/2 day*)

Essential Question:

- How does reading help us build knowledge?

Student Understandings:

- Reading texts can be challenging, and it takes hard work and dedication. The lasting knowledge that reading can build, however, is worth the effort.
- People have different talents and learn in different ways.

Module Learning Goals:

- Read, enjoy, and analyze literary texts and visual art
- Experience Wit & Wisdom lesson structure.
- Engage with Focusing Questions, Content Framing Questions, and Craft Questions
- Practice and reflect on instructional routines and strategies.
- Develop classroom culture and construct systems for a knowledge-building, text-focused Community

Module Knowledge Goals:

- Explain the role reading plays in building knowledge.
- Analyze the role of perseverance in achieving challenging goals.
- Recognize that difficult goals are often worth the effort they take to achieve.

Learning Goals

- Make an observation and ask questions about *Thank You, Mr. Falker*.
- Summarize the setting, characters, and events in *Thank You, Mr. Falker*.
- Explain how Trisha's feelings toward reading changed throughout *Thank You, Mr. Falker*.
- Explain an essential meaning of *Thank You, Mr. Falker*.
- Analyze how *Thank You, Mr. Falker* builds knowledge.
- Improve writing by offering and using peer feedback.
- Express an idea based on the painting *Reading at a Table*.

Module 1 / Quarter 1: *Cultures in Conflict*

Number of lessons in Module: 35

Number of Days in Quarter: 42 (*Does not include the first 1/2 day*)

Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught

Foundational Literacy Standards:

5.FL.PWR.3a Know and apply grade-level phonics and work analysis skills when decoding isolated words in connected text. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

- Students use a range of skills to recognize and identify and read accurately grade-level written words. They do this by applying their knowledge of letter-sound correspondence, breaking the words into syllables, and identifying and knowing the meanings of prefixes, suffixes, and root words both in and out of context.

Continuing standard.

5.FL.WC.4a Spell grade-appropriate words correctly, consulting references as needed. (Using *Words Their Way*)

- Students spell grade-appropriate words correctly, using references as needed.

Continuing standard.

5.FL.WC.4b Write legibly in manuscript and cursive.

- Students write legibly in both manuscript and cursive across all domains.

Continuing standard.

5.FL.F.5a Read grade-level text with purpose and understanding.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

Continuing standard.

5.FL.F.5b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

Continuing standard.

5.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

Continuing standard.

5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and are able to explain the reasons why conjunctions, prepositions, and interjections are used in particular sentences.

This standard is also taught in quarters 2 and 3.

5.FL.SC.6i Use underlining, quotation marks, or italics to indicate titles of works.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by underlining, using quotation marks, or italics to show titles.

This standard is not explicitly taught again this year.

5.FL.VA.7b.ii Interpret figurative language, including similes and metaphors, in context.

- Students show they understand the following by applying their knowledge about word relationships and nuances in word meanings by determining from context the meaning of such figures of speech as similes and metaphors.

This standard is also taught in quarter 3.

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Continuing standard.

Reading Standards for Literature:

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.

- Students read for interactions between characters, settings, or events in a story or drama compare and contrast two or more of the above, using key details from the text.

This standard is not explicitly taught again this year.

5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

- Students read various stories in the same genre-mysteries, adventures, etc.- in order to compare and contrast their approaches to themes and topics that are similar.

This standard is not explicitly taught again this year.

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4 – 5 text complexity band independently and proficiently.

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4– 5 complexity band.

Continuing standard.

Reading Standards for Informational Text:

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.

- After establishing the text's explicit meaning, students identify two or more central ideas in a text, examining how they are supported through specific details. Students summarize the text.

This standard is not explicitly taught again this year.

5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

- Students reading for information about the relationships between two or more people, events, ideas, or concepts first determine which people, events, ideas, or concepts play an influential role. Students then read the text almost like a scientist would observe an experiment, observing how various people, events, ideas, or concepts influence each other over time.

This standard is not explicitly taught again this year.

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4 – 5 text complexity band independently and proficiently.

- Students read a range of nonfiction appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4 – 5 complexity band.

Continuing standard.

Speaking and Listening Standards:

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

- Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 5 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions, elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.

This standard is also taught in quarters 3 and 4.

Writing Standards:

5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

- Students explain or provide information about a topic or idea(s), choosing only the details and information related to the topic, which are then introduced, organized in paragraphs and sections with headings and elaborated upon using illustrations and multimedia. Students further build on these ideas by including facts, definitions, concrete details, and evidence, usually in the

form of quotations. Students help all the ideas within categories flow by using linking words, phrases, and clauses, along with precise vocabulary and words specific to the domain or topic, to aid the writer trying to explain the topic. Finally, students bring their paper to an end with a concluding statement or section that relates all the information or explanations presented.

This standard is also taught in quarter 4.

5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3).

- Students write with clarity and coherence, developing and organizing ideas and creating a style that is appropriate to the audience, purpose, and occasion when composing those types outlined in Writing Standards 1 – 3.

This standard is also taught in quarters 2, 3, and 4.

Explanations citation: Blauman, L., & Burke, J. (2017). *Your literacy standards companion, grades 3-5: What they mean and how to teach them.* Thousand Oaks, CA: Corwin.

2022-2023, Fifth Grade, ELA, Quarter 2

Module 2: Wordplay

Number of lessons in Module: 36

Number of Days in Quarter: 41 (*Does not include the 1/2 day before winter break.*)

Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught

Foundational Literacy Skills:

5.FL.PWR.3a Know and apply grade-level phonics and word analysis skills when decoding isolated words in connected text. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

- Students use a range of skills to recognize and identify and read accurately grade-level written words. They do this by applying their knowledge of letter-sound correspondence, breaking the words into syllables, and identifying and knowing the meanings of prefixes, suffixes, and root words both in and out of context.

Continuing standard.

5.FL.WC.4a Spell grade-appropriate words correctly, consulting references as needed. (*Using Words Their Way*)

- Students spell grade-appropriate words correctly, using references as needed.

Continuing standard.

5.FL.WC.4b Write legibly in manuscript and cursive.

- Students write legibly in both manuscript and cursive across all domains.

Continuing standard.

5.FL.F.5a Read grade-level text with purpose and understanding.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

Continuing standard.

5.FL.F.5b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

Continuing standard.

5.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

Continuing standard.

5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and are able to explain the reasons why conjunctions, prepositions, and interjections are used in particular sentences.

This standard is also taught in quarter 3.

5.FL.SC.6g Use a comma to separate an introductory element from the rest of the sentence.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by using commas to separate introductory elements from the rest of the sentence.

This standard is also taught in quarter 3

5.FL.SC.6h Use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steven?).

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by using commas to set off yes and no, tag questions, and direct address (e.g., Yes, I'd love a piece of cake! It's true, isn't it? Would you like to go, Joe?).

This standard is not explicitly taught again this year.

5.FL.VA.7ai Use context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase.

- Students apply strategies that help them understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 5 content. This strategy includes using context, especially cause/effect relationships or comparisons in text to develop a sense of what the word or phrase means.

This standard is also taught in quarters 3 and 4.

5.FL.VA.7aiii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- Students apply strategies that help them understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 5 content. This strategy includes turning to a range of general print and digital reference works to learn how to pronounce a word and understand what it means as it is used in this context; such works also clarify a word's meaning and its part of speech.

This standard is also taught in quarter 3.

5.FL.VA.7bii Recognize and explain the meaning of common idioms and proverbs.

- Students show they understand the following by applying their knowledge about word relationships and nuances in word meaning by determining the meaning of common idioms and proverbs.

This standard is not explicitly taught again this year.

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Continuing standard.

Reading Standards for Literature:

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

- Students explain – either verbally or in written form – the events of the story or what the poem says using specific, accurate quotes directly from the text. Provide quotes from the text to support inferences.

This standard is not explicitly taught again this year.

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

- After establishing the text's explicit meaning, students determine the theme, identifying key ideas, especially how characters respond to challenges in stories and dramas, or how the speaker in a poem reflects upon a topic. Students summarize the text.

This standard is not explicitly taught again this year.

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.

- Students figure out what words mean and how context affects the meaning of words and phrases, by examining if meaning is literal or figurative, especially metaphors and similes.

This standard is also taught in quarter 3.

5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.

- Students break down the structure of a text to explain how a series of chapters, scenes, or stanzas are organized and contribute to the development of the text.

This standard is not explicitly taught again this year.

5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.

- Students examine visual presentations or multimedia elements – animations, videos, graphic novels, multimedia presentations of a written piece of fiction, folktale, myth, or poem. They analyze how the presentations change or enhance the meaning, tone, or beauty of the written text.

This standard is not explicitly taught again this year.

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4 – 5 text complexity band independently and proficiently.

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4– 5 complexity band.

Continuing standard.

Speaking and Listening Standards:

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.

- Students present an opinion or report on a topic or text in a sequential manner, including appropriate facts and descriptive, relevant details supporting main ideas and themes, while speaking clearly at a pace that is understandable for the audience.

This standard is also taught in quarter 4.

5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation.

- Students decide what to say and how to say it, adjusting their voice and style to suit the occasion, purpose, and audiences, while always modeling their command of formal English when it is appropriate.

This standard is not explicitly taught again this year.

Writing Standards:

5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

- Students convey real or imagined experiences and events through narratives, using sensory details, and story structures that make clear what is happening and who is involved. Students arrange events into authentic sequences that unfold naturally, adding dialogue, pacing, and description to bring the story and its characters alive. Students insert various transitional words, phrases, and clauses that orient readers to the sequence of events. In addition, students choose words with care, evoking through these words or phrases the full range of sensory details needed to convey the experiences or events being described. Finally, students give the story an ending that makes sense in light of all that came before it and provides the narrative a satisfying conclusion.

This standard is not explicitly taught again this year.

5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3).

- Students write with clarity and coherence, developing and organizing ideas and creating a style that is appropriate to the audience, purpose, and occasion when composing those types outlined in Writing Standards 1 – 3.

This standard is also taught in quarters 3 and 4.

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1 – 3 up to and including grade 5.)

- Students generate and gather ideas about the topic with help from classmates and teachers, making a plan for how to write about and use those ideas, not only drafting what to say but deciding how best to say or organize it by choosing different formats, mixing media, or blending genres. Students then improve the writing by revising, editing, rewriting, or starting all over with a new idea.

This standard is also taught in quarter 3.

Explanations citation: *Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades 3-5: What they mean and how to teach them. Thousand Oaks, CA: Corwin.*

2022-2023, Fifth Grade, ELA, Quarter

3 Module 3: *A War Between Us*

Number of lessons in Module: 37

Number of Days in Quarter: 45

Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught

Foundational Literacy Skills:

5.FL.PWR.3a Know and apply grade-level phonics and word analysis skills when decoding isolated words in connected text. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

- Students use a range of skills to recognize and identify and read accurately grade-level written words. They do this by applying their knowledge of letter-sound correspondence, breaking the words into syllables, and identifying and knowing the meanings of prefixes, suffixes, and root words both in and out of context.

Continuing standard.

5.FL.WC.4a Spell grade-appropriate words correctly, consulting references as needed. (Using *Words Their Way*)

- Students spell grade-appropriate words correctly, using references as needed.

Continuing standard.

5.FL.WC.4b Write legibly in manuscript and cursive.

- Students write legibly in both manuscript and cursive across all domains.

Continuing standard.

5.FL.F.5a Read grade-level text with purpose and understanding.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

Continuing standard.

5.FL.F.5b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

Continuing standard.

5.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

Continuing standard.

5.FL.SC.6b Form and use the perfect verb tense.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and use the perfect verb tense (e.g., I had walked, I have walked, I will have walked).

This standard is not explicitly taught again this year.

5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and use verb tenses to show various times, sequences, states, and conditions.

This standard is not explicitly taught again this year.

5.FL.SC.6d Recognize and correct inappropriate shifts in verb tense.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and correct inappropriate shifts in verb tense.

This standard is not explicitly taught again this year.

5.FL.VA.7ai Use context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase.

- Students apply strategies that help them understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 5 content. This strategy includes using context, especially cause/effect relationships or comparisons in text to develop a sense of what the word or phrase means.

This standard is also taught in quarter 4.

5.FL.VA.7aii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

- Students apply strategies that help them understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 5 content. This strategy includes readers deriving some idea about the meaning of a word by considering those Greek and Latin affixes and roots appropriate to grade 5 reading and content.

This standard is also taught in quarter 4.

5.FL.VA.7bi Interpret figurative language, including similes and metaphors, in context.

- Students show they understand the following by applying their knowledge about word relationships and nuances in word meanings by determining from context the meaning of such figures of speech as similes and metaphors.

This standard is not explicitly taught again this year.

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Continuing standard.

Reading Standards for Literature:

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

- Students explain – either verbally or in written form – the events of the story or what the poem says using specific, accurate quotes directly from the text. Provide quotes from the text to support inferences.

Continuing standard.

5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

- Identify the point of view of the narrator or speaker in the text and describe how this point of view influences the description of the events.

This standard is not explicitly taught again this year.

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4 – 5 text complexity band independently and proficiently.

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4– 5 complexity band.

Continuing standard.

Reading Standards for Informational Text:

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

- Students explain – either verbally or in written form – what the text is about, using specific, accurate quotes directly from the text. Provide quotes from the text to support inferences.

Continuing standard.

5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

- Students determine what words and phrases mean in texts relevant to fifth-grade topics or subject areas.

This standard is not explicitly taught again this year.

5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.

- Students identify the point of view of multiple accounts of the same event or topic and analyze the similarities and differences they represent.

This standard is not explicitly taught again this year.

5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

- Students examine how an author provides reasons and evidence to support key points in a text, then identify which reasons or evidence support which ideas or points.

This standard is not explicitly taught again this year.

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4 – 5 text complexity band independently and proficiently.

- Students read a range of nonfiction appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4 – 5 complexity band.

Continuing standard.

Speaking and Listening Standards:

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

- Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 5 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions, elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.

This standard is also taught in quarter 4.

5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.

- Students summarize all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in a written text read aloud.

This standard is not explicitly taught again this year.

5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- After listening to a speaker, students determine the main points or claims and how they are supported by reasons and evidence. Students summarize the information.

This standard is not explicitly taught again this year.

Writing Standards:

5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Students write opinion pieces supporting a point of view on topics or texts that, when introduced clearly, say what the opinion is and why by providing reasons supported by facts and details. Supporting reasons are grouped to support the writer's purpose, and students choose words, phrases, or clauses to link the opinion and reason, using words such as consequently and specifically. The conclusion is a statement or section that is related to the opinion presented in the introduction.

This standard is also taught in quarter 4.

5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3).

- Students write with clarity and coherence, developing and organizing ideas and creating a style that is appropriate to the audience, purpose, and occasion when composing those types outlined in Writing Standards 1-3.

This standard is also taught in quarter 4.

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)

- Students generate and gather ideas about the topic with help from classmates and teachers, making a plan for how to write about and use those ideas, not only drafting what to say but deciding how best to say or organize it by choosing different formats, mixing media, or blending genres. Students then improve the writing by revising, editing, rewriting, or starting all over with a new idea.

This standard is not explicitly taught again this year.

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

- Students support their interpretations, analyses, reflections, or findings with evidence found in literary or informational texts, applying grade 5 standards for reading literature and informational texts. See the 'Reading Standards' sections for the full standards.

Continuing standard.

5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

- Students write regularly for a range of reasons (e.g., to reflect, research, and revise) in different contexts and modes (times, in-class, and extended tasks), for a variety of audiences.

Continuing standard.

Explanations citation: *Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades 3-5: What they mean and how to teach them. Thousand Oaks, CA: Corwin.*

2022-2023, Fifth Grade, ELA, Quarter 4

Module 4: *Breaking Barriers*

Number of lessons in Module: 36

Number of Days in Quarter: 46 (Not including the last 1/2 day of school.)

Standards

How to read this document:

- Strand
- Standard
- Explanation

Foundational Skills Literacy Skills:

5.FL.PWR.3a Know and apply grade-level phonics and word analysis skills when decoding isolated words in connected text. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

- Students use a range of skills to recognize and identify and read accurately grade-level written words. They do this by applying their knowledge of letter-sound correspondence, breaking the words into syllables, and identifying and knowing the meanings of prefixes, suffixes, and root words both in and out of context.

5.FL.WC.4a Spell grade-appropriate words correctly, consulting references as needed. - Using *Words Their Way*

- Students spell grade-appropriate words correctly, using references as needed.

5.FL.WC.4b Write legibly in manuscript and cursive.

- Students write legibly in both manuscript and cursive across all domains.

5.FL.F.5a Read grade-level text with purpose and understanding.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

5.FL.F.5b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

5.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and explain the reasons why conjunctions, prepositions, and interjections are used in particular sentences.

5.FL.SC.6e Use correlative conjunctions.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and use correlative conjunctions (e.g., either/or, neither/nor).

5.FL.SC.6f Use punctuation to separate items in a series.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by using punctuation to separate items in a series.

5.FL.WC.4 Spell grade-appropriate words correctly, consulting references as needed.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by spelling grade-appropriately words correctly.

5.FL.VA.7a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

- Students apply strategies that help them understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 5 content. This strategy includes readers deriving some idea about the meaning of a word by considering those Greek and Latin affixes and roots appropriate to grade 5 reading and content.

5.FL.VA.7b Use the relationship between particular words to better understand each of the words.

- Students show they understand the following by applying their knowledge about word relationships and nuances in word meanings by distinguishing between particular words (synonyms, antonyms, homonyms) to better understand the word.

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading Standards for Literature:

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

- Students explain – either verbally or in written form – the events of the story or what the poem says using specific, accurate quotes directly from the text. Provide quotes from the text to support inferences.

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4 – 5 text complexity band independently and proficiently.

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4– 5 complexity band.

Reading Standards for Informational Text:

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

- Students explain – either verbally or in written form – what the text is about, using specific, accurate quotes directly from the text. Provide quotes from the text to support inferences.

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.

- Students break down the structure of a text to compare and contrast events, ideas, concepts, or information in two or more texts, noting patterns such as chronology, cause/effect, or problem/solution.

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

- Students locate the answer to a question or find the solution to a problem by drawing on information from multiple print or digital sources and their knowledge of how to locate what they need efficiently.

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.

- Students examine several texts on the same topic in order to integrate the information and apply it in written or spoken form to demonstrate knowledge.

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4 – 5 text complexity band independently and proficiently.

- Students read a range of nonfiction appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4 – 5 complexity band.

Speaking and Listening Standards:

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.

- Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 5 topics and texts, adding to others’ ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the

discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions, elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.

- Students present an opinion or report on a topic or text in a sequential manner, including appropriate facts and descriptive, relevant details supporting main ideas and themes, while speaking clearly at a pace that is understandable for the audience.

5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.

- Students design and deliver presentations that incorporate multimedia components (e.g., graphics or sound) and visual displays of information (e.g., charts, graphs, or infographics) to enhance the development of main ideas or themes.

Writing Standards:

5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Students explain or provide information about a topic or idea(s), choosing only the details and information related to the topic, which are then introduced, organized in paragraphs and sections with headings and elaborated upon through the use of illustrations and multimedia. Students further build on these ideas by including facts, definitions, concrete details, and evidence, usually in the form of quotations. Students help all the ideas within categories flow by using linking words, phrases, and clauses (e.g., in contrast, especially), along with precise vocabulary and words specific to the domain or topic, to aid the writer trying to explain the topic. Finally, students bring their paper to an end with a concluding statement or section that relates all the information or explanations presented.

5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3).

- Students write with clarity and coherence, developing and organizing ideas and creating a style that is appropriate to the audience, purpose, and occasion when composing those types outlined in Writing Standards 1 – 3.

5.W.PDW.6 With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

- Students compose texts using digital devices, software, websites, the Internet, and other digital tools and collaborate with others (via Google Docs, chat, and other social media applications) with some guidance and support from adults. Students master the keyboard well enough to type a complete writing project.

5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.

- Students gather information from several sources and investigate different aspects of a topic in order to conduct a short research project and build knowledge.

5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

- Students search for and gather information from print and digital sources or recall personal experiences and provide a list of all sources used. They take notes from these resources – summarizing and paraphrasing in both notes and in final work.

5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

- Students support their interpretations, analyses, reflections, or findings with evidence found in literary or informational texts, applying grade 5 standards for reading literature and informational texts. See the 'Reading Standards' sections for the full standards.

5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

- Students write regularly for a range of reasons (e.g., to reflect, research, and revise) in different contexts and modes (times, in-class, and extended tasks), for a variety of audiences.

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