



**Course Name** 5th Grade ELA

Approved August 26, 2024

**Unit Title** Trimester 1 - Unit 1

## STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p><b>1.1 Foundational Skills</b> Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.5.E Read with accuracy and fluency to support comprehension</p> <p>Read on-level text with purpose and understanding</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self correct word recognition and understanding, rereading as necessary</p> <p><b>1.2 Reading Informational Text</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, and communicate.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft.</li> <li><input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can we determine the theme of a story, drama, or poem from details in the text?</li> <li><input type="checkbox"/> What techniques can we use to compare and contrast characters, settings, or events in a story, drama, or poem?</li> <li><input type="checkbox"/> How do characters in a story or drama respond to challenges, and what does this reveal about them?</li> <li><input type="checkbox"/> How can we identify and analyze the use of figurative language in a text?</li> <li><input type="checkbox"/> What are the different types of sentences, and how do they contribute to the structure of a text?</li> </ul>

<p>text.</p> <p>E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <p>E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.</p> <p>CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p> <p>E05.B-V.4.1.1 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</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inferences</li> <li><input type="checkbox"/> Generalizations</li> <li><input type="checkbox"/> Theme</li> <li><input type="checkbox"/> Types of literature: Story, Drama, Poem</li> <li><input type="checkbox"/> Speaker</li> <li><input type="checkbox"/> Topic</li> <li><input type="checkbox"/> Point of View</li> <li><input type="checkbox"/> Author's Purpose</li> <li><input type="checkbox"/> Structure: Chronology, Comparison, Cause/Effect, Problem/Solution</li> <li><input type="checkbox"/> Reasons/Evidence</li> <li><input type="checkbox"/> Text Features</li> <li><input type="checkbox"/> Phrases</li> <li><input type="checkbox"/> Context</li> <li><input type="checkbox"/> Greek/Latin Roots</li> <li><input type="checkbox"/> Figurative Language: Simile, Metaphor, Personification, Idioms, Adages</li> <li><input type="checkbox"/> Conjunctions</li> <li><input type="checkbox"/> Interjections</li> <li><input type="checkbox"/> Verb Tenses</li> <li><input type="checkbox"/> Fragments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Why is empathy important, and how is it demonstrated by characters in a story?</li> </ul> <p style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read accurately and fluently</li> <li><input type="checkbox"/> I can quote accurately from a text when explaining what the text says explicitly</li> <li><input type="checkbox"/> I can quote accurately when drawing inferences and/or making generalizations from the text.</li> <li><input type="checkbox"/> I can determine the theme of a story, drama, or poem</li> <li><input type="checkbox"/> I can determine how characters in a story or drama respond to challenges</li> <li><input type="checkbox"/> I can determine who a speaker in a poem reflects on a topic.</li> <li><input type="checkbox"/> I can summarize the text.</li> <li><input type="checkbox"/> I can compare and contrast two or more characters, settings, or events</li> <li><input type="checkbox"/> I can determine two or more main ideas of a text</li> <li><input type="checkbox"/> I can explain how the main idea is supported by key details</li> <li><input type="checkbox"/> I can explain the relationship or interactions between individuals, events, ideas, steps, or concepts</li> <li><input type="checkbox"/> I can describe how a narrator's or speaker's point of view influences how events are described</li> <li><input type="checkbox"/> I can describe an author's purpose and explain how it is conveyed in the text.</li> </ul>
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strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.  
E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figurative language (simile, metaphor, and personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  
CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  
E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.  
CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.  
E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  
CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.  
E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.  
CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition,

- Run-on Sentences
- Punctuation
- Introductory Element
- Style
- Opinion
- Topic
- Situation
- Organizational Structure
- Categories of Information
- Formal Style
- Characters
- Setting
- Exposition
- Rising Action
- Climax
- Falling Action
- Resolution
- Sentence types
- Sentences structures

- I can Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.
- I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- I can Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
- I can choose words and phrases to convey ideas precisely.
- I can identify and introduce the topic clearly.
- I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- I can group related information in paragraphs and sections,
- I can link ideas within categories of information using words and phrases.  
I can provide a concluding statement or section.
- I can use precise language and domain-specific vocabulary to inform about or explain the topic.
- I can draw evidence from literary or informational texts to support analysis, reflection, and research

and other logical relationships

E05.B-V.4.1.1 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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

- a. Interpret figurative language (simile, metaphor, and personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E05.B-V.4.1.1 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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

c. Determine the meaning of general academic and domain-specific words and phrases used in a text.  
CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**1.3 Reading Literature** Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.

CC.1.3.5.E Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

E05.A-V.4.1.1 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.

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

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

E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (e.g., simile, metaphor, personification) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the word

CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

<p>CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E05.A-V.4.1.1 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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>CC.1.3.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>E05.A-V.4.1.1 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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (e.g., simile, metaphor, personification) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand</p>		
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each of the words.

CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

**1.4 Writing** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.5.B Identify and introduce the topic clearly.

CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.5.E Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

CC.1.4.5.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.





**Course Name** 5th Grade ELA

**Unit Title** Trimester 2 - Unit 2

## STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p><b>1.1 Foundational Skills</b> Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.5.E Read with accuracy and fluency to support comprehension</p> <p>Read on-level text with purpose and understanding</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self correct word recognition and understanding, rereading as necessary</p> <p><b>1.2 Reading Informational Text</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, and communicate.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft.</li> <li><input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is it important to persevere when you are faced with a challenge?</li> <li><input type="checkbox"/> How do people maintain hope and find strength in difficult circumstance?</li> <li><input type="checkbox"/> What decisions does the author or illustrator make to interest the reader?</li> </ul>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inferences</li> <li><input type="checkbox"/> Generalizations</li> <li><input type="checkbox"/> Theme</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read accurately and fluently</li> </ul>

text.

E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

E05.B-V.4.1.1 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

- Types of literature: Story, Drama, Poem
- Speaker
- Topic
- Point of View
- Structure: Chronology, Comparison, Cause/Effect, Problem/Solution
- Reasons/Evidence
- Text Features
- Phrases
- Context
- Greek/Latin Roots
- Figurative Language: Simile, Metaphor, Personification, Idioms, Adages
- Conjunctions
- Prepositions
- Verb Tenses
- Fragments
- Run-on Sentences
- Frequently Confused Words
- Punctuation
- Introductory Element
- Style
- Opinion
- Topic
- Situation
- Organizational Structure

- I can quote accurately from a text when explaining what the text says explicitly
- I can quote accurately when drawing inferences and/or making generalizations from the text.
- I can determine the theme of a story, drama, or poem
- I can determine how characters in a story or drama respond to challenges
- I can determine who a speaker in a poem reflects on a topic.
- I can summarize the text.
- I can compare and contrast two or more characters, settings, or events
- I can determine two or more main ideas of a text
- I can explain how the main idea is supported by key details
- I can explain the relationship or interactions between individuals, events, ideas, steps, or concepts
- I can describe how a narrator's or speaker's point of view influences how events are described
- I can describe an author's purpose and explain how it is conveyed in the text.
- I can Compare and contrast the overall structure (e.g., chronology, comparison,

strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.  
E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figurative language (simile, metaphor, and personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  
CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  
E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.  
CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.  
E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  
CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.  
E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.  
CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition,

- Categories of Information
- Formal Style
- Characters
- Setting
- Exposition
- Rising Action
- Climax
- Falling Action
- Resolution
- Sentence types
- Sentences structures

- cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.
- I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- I can Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
- I can choose words and phrases to convey ideas precisely.
- I can identify and introduce the topic clearly.
- I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- I can group related information in paragraphs and sections,
- I can link ideas within categories of information using words and phrases. I can provide a concluding statement or section.
- I can use precise language and domain-specific vocabulary to inform about or explain the topic.

and other logical relationships

E05.B-V.4.1.1 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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

- a. Interpret figurative language (simile, metaphor, and personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E05.B-V.4.1.1 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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

- I can draw evidence from literary or informational texts to support analysis, reflection, and research

c. Determine the meaning of general academic and domain-specific words and phrases used in a text.  
CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**1.3 Reading Literature** Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.

CC.1.3.5.E Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

E05.A-V.4.1.1 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.

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

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

E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (e.g., simile, metaphor, personification) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the word

CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E05.A-V.4.1.1 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.

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

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

CC.1.3.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.

E05.A-V.4.1.1 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.

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

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b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand

each of the words.

CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

**1.4 Writing** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.5G Write opinion pieces on topics or texts. topic and convey ideas and information clearly.

CC.1.4.5.H Introduce the topic and state an opinion on the topic.

CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5.K Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.L Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.





**Course Name** 5th Grade ELA

**Unit Title** Trimester 3 - Unit 3

## STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p><b>1.1 Foundational Skills</b> Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.5.E Read with accuracy and fluency to support comprehension</p> <p>Read on-level text with purpose and understanding</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self correct word recognition and understanding, rereading as necessary</p> <p><b>1.2 Reading Informational Text</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, and communicate.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft.</li> <li><input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can we continue to improve the things that we make?</li> <li><input type="checkbox"/> Why do people have a responsibility to try to right things that are wrong?</li> <li><input type="checkbox"/> Why are tall tales important to people?</li> <li><input type="checkbox"/> How do writers use their craft to write great stories that hold our interest?</li> </ul>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inferences</li> <li><input type="checkbox"/> Generalizations</li> <li><input type="checkbox"/> Theme</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read accurately and fluently</li> </ul>

text.

E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

E05.B-V.4.1.1 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

- Types of literature: Story, Drama, Poem
- Speaker
- Topic
- Point of View
- Author's Purpose
- Structure: Chronology, Comparison, Cause/Effect, Problem/Solution
- Reasons/Evidence
- Text Features
- Phrases
- Context
- Greek/Latin Roots
- Figurative Language: Simile, Metaphor, Personification, Idioms, Adages
- Synonyms
- Antonyms
- Homographs
- Conjunctions
- Prepositions
- Interjections
- Verb Tenses
- Correlative Conjunctions
- Fragments
- Run-on Sentences
- Frequently Confused Words
- Punctuation
- Introductory Element

- I can quote accurately from a text when explaining what the text says explicitly
- I can quote accurately when drawing inferences and/or making generalizations from the text.
- I can determine the theme of a story, drama, or poem
- I can determine how characters in a story or drama respond to challenges
- I can determine who a speaker in a poem reflects on a topic.
- I can summarize the text.
- I can compare and contrast two or more characters, settings, or events
- I can determine two or more main ideas of a text
- I can explain how the main idea is supported by key details
- I can explain the relationship or interactions between individuals, events, ideas, steps, or concepts
- I can describe how a narrator's or speaker's point of view influences how events are described
- I can describe an author's purpose and explain how it is conveyed in the text.
- I can Compare and contrast the overall structure (e.g., chronology, comparison,

strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.  
E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figurative language (simile, metaphor, and personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  
CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  
E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.  
CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.  
E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  
CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.  
E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.  
CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition,

- Style
- Opinion
- Topic
- Situation
- Organizational Structure
- Categories of Information
- Formal Style
- Characters
- Setting
- Exposition
- Rising Action
- Climax
- Falling Action
- Resolution
- Sentence types
- Sentences structures

- cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.
- I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- I can Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
- I can choose words and phrases to convey ideas precisely.
- I can identify and introduce the topic clearly.
- I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- I can group related information in paragraphs and sections,
- I can link ideas within categories of information using words and phrases. I can provide a concluding statement or section.
- I can use precise language and domain-specific vocabulary to inform about or explain the topic.

and other logical relationships

E05.B-V.4.1.1 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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

- a. Interpret figurative language (simile, metaphor, and personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E05.B-V.4.1.1 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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

- I can draw evidence from literary or informational texts to support analysis, reflection, and research

c. Determine the meaning of general academic and domain-specific words and phrases used in a text.  
CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**1.3 Reading Literature** Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.

CC.1.3.5.E Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

E05.A-V.4.1.1 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.

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

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

E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (e.g., simile, metaphor, personification) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the word

CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E05.A-V.4.1.1 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.

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

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

CC.1.3.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.

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

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b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand

each of the words.

CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

**1.4 Writing** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.5.M Write narratives to develop real or imagined experiences or events.

CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.5.Q Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.