

## 5<sup>th</sup> GRADE ELA UNIT OVERVIEW

As a district-wide commitment to achieve a viable curriculum for all students, **this curriculum organizer was developed to assist teacher in prioritizing standards, time, effort, and resources to maximize student learning.** Please note that recommended **pacing is 4-5 weeks per unit and should take the needs of students into consideration.** You will notice standards for language, speaking and listening embedded throughout the year because of their critical role in the ongoing development of literacy skills for effective communication and comprehension.

### **All year students will:**

- **Read and comprehend literature and informational** text building in complexity. (R.10)
- **Write routinely** over varied time frames (in **all subjects**) for multiple purposes, tasks and audiences. (W.10)
- **Engage** in a range of **collaborative discussions** on various topics and texts to share knowledge and experiences, building upon one another's ideas, and referring to the text for support. (SL.1)
- **Demonstrate command** of the **conventions** of Standard English including grammar, usage, and mechanics while learning ways to **use language to convey meaning** effectively. (L.1-L.3)
- Determine/clarify **meaning of grade-appropriate words** encountered through listening, reading, and use (L.4-L.6)

| Unit Focus & Pacing   | Overview   | Common Core State Standards  |   |   |
|---|--|--|---|---|
|   |  | Focus  | Embedded  | Ongoing   |
| <p><b>Unit 1</b><br/>4-5 Weeks</p> <p><b>Questioning, Inference, and Interpretation</b></p> <p><b>Narrative Writing</b></p> | <p>Unit 1 prepares students to understand when and how to read text closely, how to cite specific evidence from text to support text based discussions and writing. As students analyze text, they will learn to support inferences and understanding with specific evidence from the text, including use of direct quotes from an author. Students will build a repertoire of strategies to support deep comprehension including, but not limited to, annotation, highlighting, and note taking. In addition, students will engage in accountable talk with peers and adults and respond to reading through writing in order to convey and deepen understanding of newly acquired knowledge.</p> <p>Students will learn to become narrative writers and develop real or imagined experiences or events through instruction in the writing process. In their narratives, students should write for a variety of audiences and purposes using effective techniques, descriptive details, and sequencing to practice and develop their skills.</p> | <p>RL.5.1<br/>RI.5.1<br/>RF.5.3<br/>W.5.3 a-e<br/>W.5.5<br/>L.5.2.d<br/>L.5.6</p>              | <p>RI.5.4<br/>RF.5.4.a<br/>RF.5.4.c<br/>L.5.1 a-d<br/>L.5.2 a-e</p>   | <p>RL.5.10<br/>RI.5.10<br/>W.5.4<br/>W.5.6<br/>W.5.10<br/>SL.5.1 a-d<br/>SL.5.6<br/>L.5.3.a<br/>L.5.3.b<br/>L.5.4 a-c<br/>L.5.5 a-c</p>               |
| <p><b>Unit 2</b><br/>4-5 Weeks</p> <p><b>Themes and Central Ideas</b></p> <p><b>Informative/ Explanatory Writing</b></p>    | <p><b>Unit 2 builds upon skills and concepts from Unit 1.</b> During this unit, students will understand the theme or central message of text and determine relevant details that support the theme. Students will also work to summarize the text succinctly and coherently.</p> <p>In writing, students will work through the writing process to examine a topic and write to inform or explain using precise language. Writing should introduce and develop a topic using facts and details. Students should strengthen their pieces with support from adults and peers.</p>  | <p>RL.5.2<br/>RI.5.2<br/>RF.5.3<br/>W.5.2 a-e<br/>W.5.5<br/>SL.5.1.d<br/>SL.5.2<br/>SL.5.4</p> | <p>RL.5.1<br/>RI.5.1<br/>RI.5.4<br/>RL.5.9<br/>RF.5.4<br/>a-c<br/>W.5.8<br/>SL.5.5<br/>L.5.1.c<br/>L.5.3 a, b</p> | <p>RL.5.10<br/>RI.5.10<br/>W.5.4<br/>W.5.6<br/>W.5.10<br/>SL.5.1 a-d<br/>SL.5.6<br/>L.5.1 a-d<br/>L.5.2 a-e<br/>L.5.4 a-c<br/>L.5.5 a-c<br/>L.5.6</p> |
| <p><b>Unit 3</b><br/>4-5 Weeks</p> <p><b>Story Elements</b></p> <p><b>Narrative Writing</b></p>                             | <p><b>Unit 3 continues to build upon skills and concepts from previous units.</b> In this unit, students will be able to describe characters, settings, and events using appropriate details from the text. Students will be able to compare and contrast two or more characters, settings, or events using text evidence to support their thinking.</p> <p>Students will continue to hone their narrative craft through instruction in the writing process and work to clearly sequence events and incorporate descriptive details. They will understand how to use pacing, dialogue, and description to develop characters and events as well as the role that verb tense plays in conveying time and sequencing.</p>  | <p>RL.5.3<br/>RF.5.3<br/>W.5.3 a-e<br/>L.5.1.c</p>   | <p>RL.5.4<br/>RL.5.7<br/>RL.5.9<br/>RF.5.4<br/>a, c<br/>W.5.5<br/>W.5.8<br/>W.5.9<br/>SL.5.2<br/>L.5.5 a-c</p>    | <p>RL.5.1<br/>RL.5.10<br/>W.5.4<br/>W.5.6<br/>W.5.10<br/>SL.5.1 a-d<br/>SL.5.6<br/>L.5.1 a-d<br/>L.5.2 a-d<br/>L.5.3 a, b<br/>L.5.4 a-c<br/>L.5.6</p> |

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| <p style="text-align: center;"><b>Unit 4</b><br/>4-5 Weeks</p> <p style="text-align: center;"><b>Argument and Reasoning</b></p> <p style="text-align: center;"><b>Opinion Writing</b></p>                        | <p><b>Unit 4 continues to build upon skills and concepts from previous units.</b><br/>In Unit 4 students will read from a variety of text to describe characters, settings, and events utilizing details from the text that support the description. In order to construct arguments, students will need to identify and explain the reasons and evidence an author or speaker provides to support particular points. Students will be able to compare and contrast two or more of the characters, settings or events using details from the text to support their work.</p> <p>In writing, students will write opinion pieces on topics or texts, supporting their point of view with reasons and information. They will be able to introduce a topic or text clearly, state their opinion, organize related ideas to support their purpose, and use appropriate words, phrases, and clauses. Students will continue to utilize the writing process and strengthen their writing with support from adults and peers.</p> | <p>RI.5.8<br/>RF.5.3<br/>W.5.1 a-d<br/>W.5.5<br/>SL.5.1 a-d</p>         | <p>RL.5.1<br/>RI.5.1<br/>RI.5.4<br/>RI.5.6<br/>RL.5.6<br/>RI.5.7<br/>RI.5.9<br/>RF.5.4 a<br/>RF.5.4 c<br/>W.5.4<br/>W.5.8<br/>W.5.9<br/>SL.5.4</p> | <p>RL.5.10<br/>RI.5.10<br/>W.5.6<br/>W.5.10<br/>SL.5.6<br/>L.5.1 a-d<br/>L.5.2 a-e<br/>L.5.3 a,b<br/>L.5.4 a-c<br/>L.5.5 a-c<br/>L.5.6</p>                           |
| <p style="text-align: center;"><b>Unit 5</b><br/>4-5 Weeks</p> <p style="text-align: center;"><b>Connections</b></p> <p style="text-align: center;"><b>Informative/ Explanatory Writing</b></p>                  | <p><b>Unit 5 continues to build upon skills and concepts from previous units.</b><br/>Students will read informational text (historical, scientific, and technical) in order to explain the relationships and interactions (connections) between two or more characters, events, ideas or concepts. They will understand how morphology assists in determining the meaning of unfamiliar words.</p> <p>In writing, students will write to inform or explain a topic, conveying their ideas and information clearly. Student writing should introduce and develop a topic using relevant facts and details, precise language, and domain specific vocabulary. Writing will include facts, concrete details, and quotations for support as they relate to the topic.</p>  | <p>RI.5.3<br/>RF.5.3<br/>W.5.2 a-e</p>                                  | <p>RI.5.1<br/>RI.5.7<br/>RF.5.4 a<br/>RF.5.4 c<br/>W.5.5<br/>W.5.8<br/>W.5.9<br/>SL.5.3</p>  | <p>RI.5.10<br/>W.5.4<br/>W.5.6<br/>W.5.10<br/>SL.5.1 a-d<br/>SL.5.6<br/>L.5.1 a-d<br/>L.5.2 a-e<br/>L.5.3 a, b<br/>L.5.4 a-c<br/>L.5.5 a-c<br/>L.5.6</p>             |
| <p style="text-align: center;"><b>Unit 6</b><br/>4-5 Weeks</p> <p style="text-align: center;"><b>Text Structures and Features</b></p> <p style="text-align: center;"><b>Informative/ Explanatory Writing</b></p> | <p><b>Unit 6 expands upon skills and concepts from previous units.</b><br/>In Unit 6 students will read texts that present a variety of overall structures (e.g. chronology, comparison, cause/effect, problem/solution) and will learn how the overall structure is created by the way a series of chapters, scenes, or stanzas fit together in literary text. Students will be able to compare and contrast the overall structure of events, ideas, concepts, or information across two or more texts.</p> <p>In writing, students will conduct short as well as a more sustained research project in which they investigate a topic, recall and gather relevant information, take notes on the topic, and provide a list of sources. They should be able to integrate information from multiple texts on the same topic in order to write and speak about their topic knowledgeably.</p>   | <p>RL.5.5<br/>RI.5.5<br/>RF.5.3<br/>W.5.2 a-e<br/>W.5.7<br/>L.5.4.a</p> | <p>RL.5.1<br/>RI.5.1<br/>RL.5.7<br/>RI.5.7<br/>RI.5.9<br/>RF.5.4 a-c<br/>W.5.5<br/>SL.5.5<br/>L.5.1.d</p>  | <p>RL.5.10<br/>RI.5.10<br/>W.5.4<br/>W.5.6<br/>W.5.10<br/>SL.5.1 a-d<br/>SL.5.6<br/>L.5.1 a-d<br/>L.5.2 a-e<br/>L.5.3 a, b<br/>L.5.4 a-c<br/>L.5.5 a-c<br/>L.5.6</p> |
| <p style="text-align: center;"><b>Unit 7</b><br/>4-5 Weeks</p> <p style="text-align: center;"><b>Point of View/ Purpose</b></p> <p style="text-align: center;"><b>Opinion Writing</b></p>                        | <p><b>Unit 7 expands upon skills and concepts from previous units,</b> and will help students understand that the point of view of the narrator or speaker can influence how events are described in a text. Students will engage in collaborative discussions to analyze the point of view of the author, speaker, or narrator using textual evidence to support their thinking.</p> <p>In writing, students will express their own point of view through opinion pieces, supporting their viewpoints with reasons and information. They will be able to introduce a topic clearly, state their opinion, provide relevant facts and details, and use appropriate words, phrases and clauses. Students will utilize the writing process and strengthen their writing with support from adults and peers as needed.</p>  | <p>RL.5.6<br/>RI.5.6<br/>RF.5.3<br/>W.5.1 a-d<br/>SL.5.3<br/>L.5.5c</p> | <p>RL.5.1<br/>RI.5.1<br/>RL.5.4<br/>RI.5.4<br/>RI.5.7<br/>RI.5.8<br/>RI.5.9<br/>RF.5.4 a-c<br/>W.5.5<br/>W.5.8<br/>W.5.9<br/>SL.5.4</p>            | <p>RL.5.10<br/>RI.5.10<br/>W.5.4<br/>W.5.6<br/>W.5.10<br/>SL.5.1 a-d<br/>SL.5.6<br/>L.5.1 a-d<br/>L.5.2 a-e<br/>L.5.3 a, b<br/>L.5.4 a-c<br/>L.5.5 a-c<br/>L.5.6</p> |

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