Core Knowledge Language Arts®

Grade 5 Common Core Standards Alignment



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Grade 5 Overview

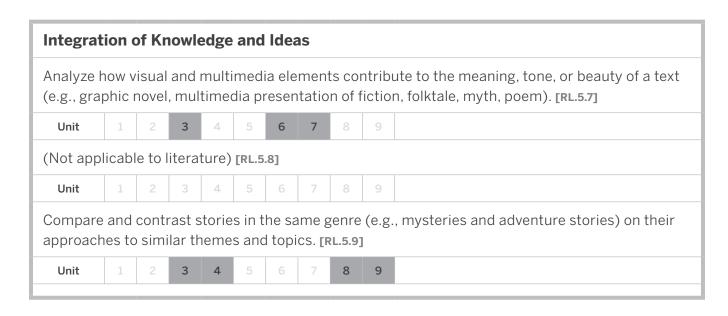
Common Core Alignment

READING STANDARDS - LITERATURE

Key Ideas and Details													
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]													
Unit 1 2 3 4 5 6 7 8 9													
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. [RL.5.2]													
Unit 1 2 3 4 5 6 7 8 9													
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [RL.5.3]													
Unit 1 2 3 4 5 6 7 8 9													

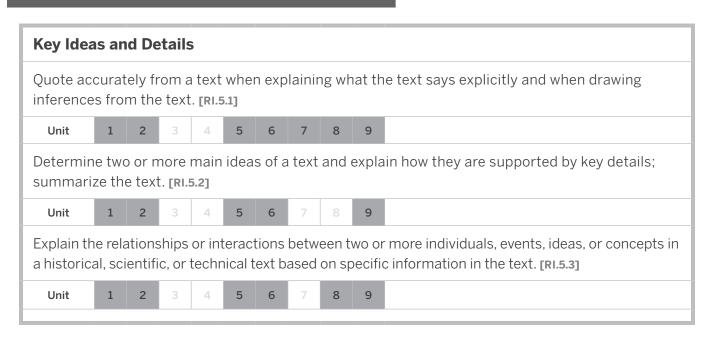
Craft a	Craft and Structure														
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [RL.5.4]															
Unit	1	2	3	4	5	6	7	8	9						
Explain h									nzas fits together to provide the overall structure						
Unit	1	2	3	4	5	6	7	8	9						
Describe	howa	a narı	rator	's or s	speak	ker's	point	of vie	iew influences how events are described. [RL.5.6]						
Unit	1	2	3	4	5	6	7	8	9						

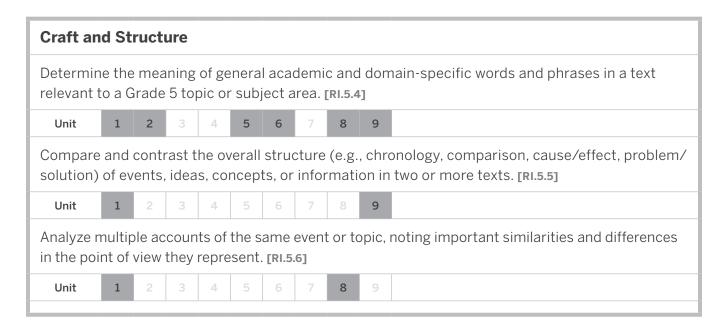
Common Core Alignment

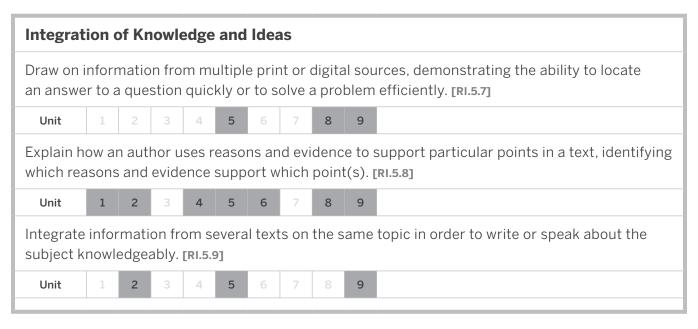


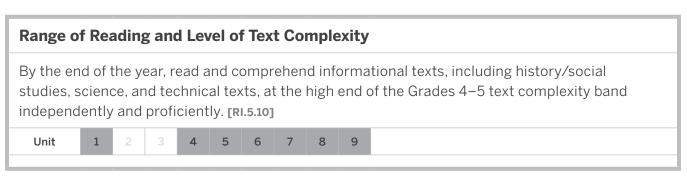
Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RL.5.10] Unit 1 2 3 4 5 6 7 8 9

READING STANDARDS - INFORMATIONAL TEXT



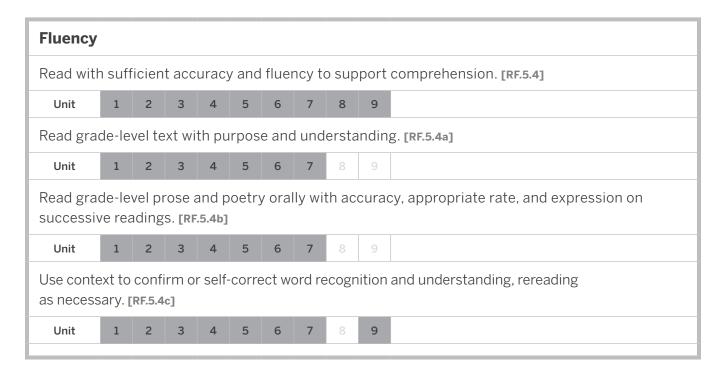






READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3] Unit 1 2 3 4 5 6 7 8 9 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a] Unit 1 2 3 4 5 6 7 8 9



WRITING STANDARDS

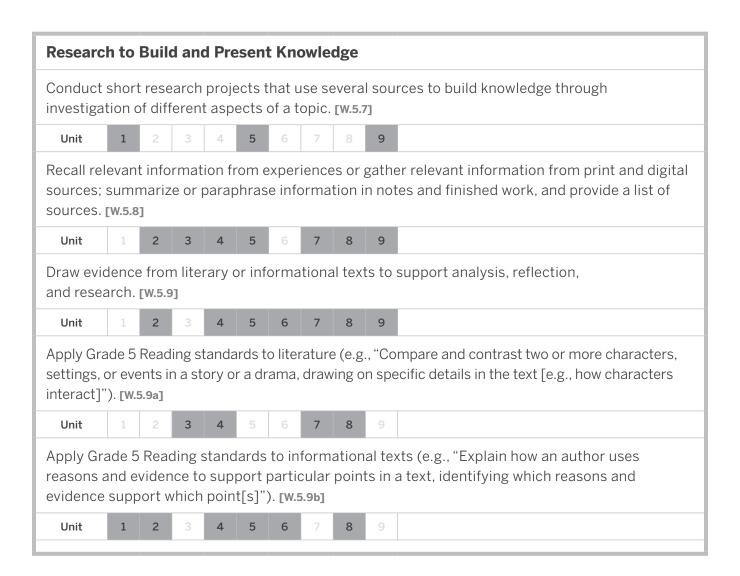
Text Ty	pes a	nd P	urpo	ses						
Write op [w.5.1]	inion	piece	es on	topic	s or	texts	, sup	portir	ng a	point of view with reasons and information.
Unit	1	2	3	4	5	6	7	8	9	

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. [w.5.1a]
Unit 1 2 3 4 5 6 7 8 9
Provide logically ordered reasons that are supported by facts and details. [w.5.1b]
Unit 1 2 3 4 5 6 7 8 9
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). [W.5.1c]
Unit 1 2 3 4 5 6 7 8 9
Provide a concluding statement or section related to the opinion presented. [w.5.1d]
Unit 1 2 3 4 5 6 7 8 9
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [w.5.2]
Unit 1 2 3 4 5 6 7 8 9
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [w.5.2a]
Unit 1 2 3 4 5 6 7 8 9
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [w.5.2b]
Unit 1 2 3 4 5 6 7 8 9
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). [w.5.2c]
Unit 1 2 3 4 5 6 7 8 9
Use precise language and domain-specific vocabulary to inform about or explain the topic. [w.5.2d]
Unit 1 2 3 4 5 6 7 8 9
Provide a concluding statement or section related to the information or explanation presented. [w.5.2e]
Unit 1 2 3 4 5 6 7 8 9

Common Core Alignment

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [w.5.3] 5 Unit 2 3 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [W.5.3a] 2 3 5 Unit Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. [W.5.3b] Unit Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [w.5.3c] 9 Unit Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.5.3d] Unit Provide a conclusion that follows from the narrated experiences or events. [W.5.3e] 2 3 9 Unit **Production and Distribution of Writing** Produce clear and coherent writing in which the development and organization are appropriate

to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) [w.5.4] Unit With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.) [w.5.5] Unit 3 4 5 6 8 With some 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 keyboarding skills to type a minimum of two pages in a single sitting. [W.5.6] Unit 1 2 6



Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.5.10]

Unit 1 2 3 4 5 6 7 8 9

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. [SL.5.1]
Unit 1 2 3 4 5 6 7 8 9
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.5.1a]
Unit 1 2 3 4 5 6 7 8 9
Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]
Unit 1 2 3 4 5 6 7 8 9
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c]
Unit 1 2 3 4 5 6 7 8 9
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d]
Unit 1 2 3 4 5 6 7 8 9
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2]
Unit 1 2 3 4 5 6 7 8 9
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [SL.5.3]
Unit 1 2 3 4 5 6 7 8 9

Grade 5

Presentation of Knowledge and Ideas

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 or themes; speak clearly at an understandable pace. [SL.5.4]

Unit 1 2 3 4 5 6 7 8 9

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5]

Unit 1 2 3 4 5 6 7 8 9

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 for specific expectations.) [SL.5.6]

Unit 1 2 3 4 5 6 7 8 9

LANGUAGE STANDARDS

Conven	tions	of S	Stanc	lard	Eng	lish									
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.5.1]														
Unit	1	2	3	4	5	6	7	8	9						
Explain t in particu				-		ns, p	repos	sition	ıs, an	d interjections in general and their function					
Unit	1	2	3	4	5	6	7		9						
Form and	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. [L.5.1b]														
Unit	1	2	3	4	5	6	7		9						
Use verb	tense	e to c	conve	y var	ious	times	s, sec	luenc	ces, s	tates, and conditions. [L.5.1c]					
Unit	1	2	3	4	5	6	7	8	9						
Recogniz	e and	corre	ect in	appro	priat	te shi	fts in	verb	tense	e. [L.5.1d]					
Unit	1	2	3	4	5	6	7	8	9						
Use corre	elativ	e cor	njunct	ions	(e.g.	, eith	er/or,	, neiti	her/n	or). [L.5.1e]					
Unit	1	2	3	4	5	6	7	8	9						

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.5.2] 1 2 Unit 6 7 8 Use punctuation to separate items in a series. [L.5.2a] Unit 6 Use a comma to separate an introductory element from the rest of the sentence. [L.5.2b] 9 Unit 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, Steve?). [L.5.2c] 8 Unit Use underlining, quotation marks, or italics to indicate titles of works. [L.5.2d] Unit 1 2 8 Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e] Unit 1 5 9 6 8

Knowled	Knowledge of Language													
Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.5.3]														
Unit	1	2	3	4	5	6	7	8	9					
Expand, o	comb	ine, a	ınd re	duce	sent	ence	s for	mear	ning,	reader/listener interest, and style. [L.5.3a]				
Unit	1	2	3	4	5	6	7		9					
Compare or poems			ast th	ne vai	rietie	s of E	Englis	sh (e.g	g., dia	alects, registers) used in stories, dramas,				
Unit	1	2	3	4	5	6	7	8	9					

Vocabulary Acquisition and Use 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. [L.5.4] 3 4 Unit 6 Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a] Unit 1 2 8 9 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [L.5.4b] 2 4 5 6 Unit Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.5.4c] Unit Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5] 1 2 3 4 5 6 9 Unit Interpret figurative language, including similes and metaphors, in context. [L.5.5a] 6 Unit Recognize and explain the meaning of common idioms, adages, and proverbs. [L.5.5b] Unit 2 4 5 6 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c] 1 Unit 2 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). [L.5.6] Unit 6

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Grade 5 Unit 1–9

Units

Alignment

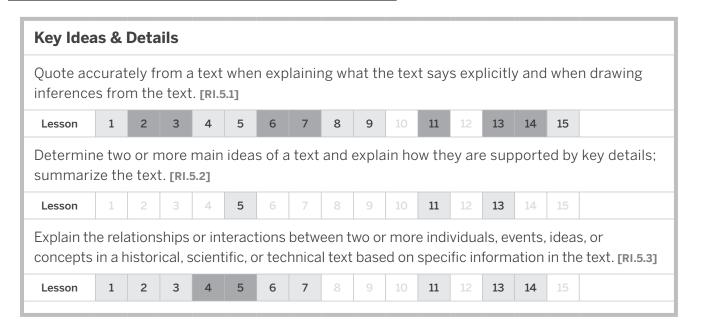
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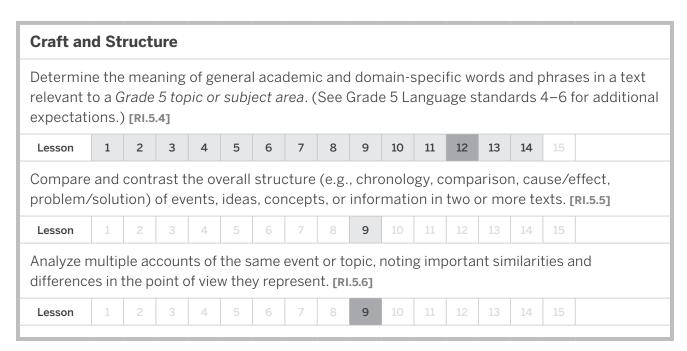
Grade 5 | Unit 1

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - INFORMATIONAL TEXT





Integration of Knowledge and Ideas

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RI.5.10]

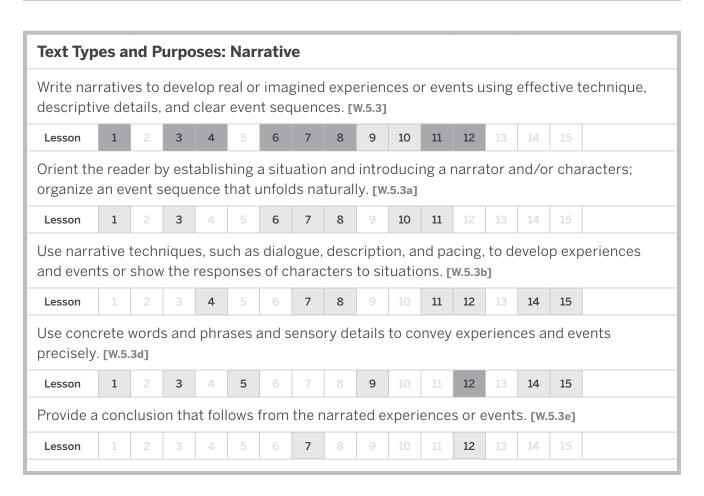
Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

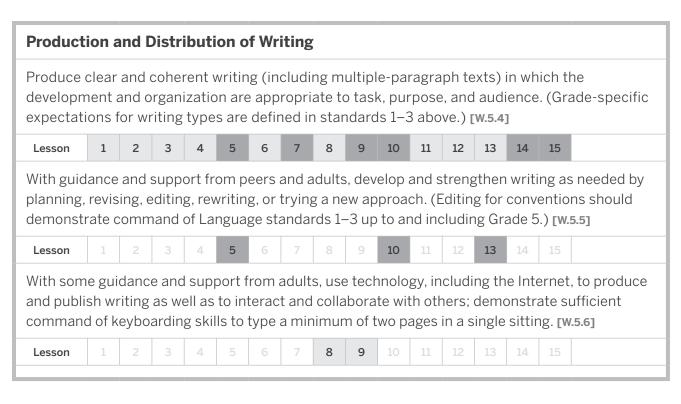
READING STANDARDS - FOUNDATIONAL SKILLS

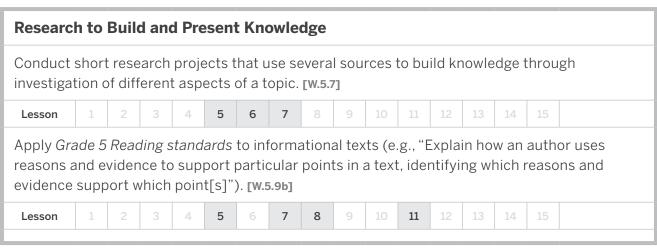
Fluency																
Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]																
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Read gra	de-le	vel te	xt wi	th pu	rpos	e and	d und	ersta	ndin	g. [RF	.5.4a]					
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Read gra					oetry	y oral	ly wi	th ac	curad	су, ар	prop	riate	rate,	and	expre	ession on
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	
Use conte				self-	corre	ect w	ord re	ecogn	ition	and ι	ınder	stand	ding,	rerea	ding	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

WRITING STANDARDS

Text Types and Purposes: Opinion																
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [w.5.1]																
Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15																
Provide logically ordered reasons that are supported by facts and details. [W.5.1b]																
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	







Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.5.10] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration																
Compre	IICIIS		and (Jone	ibora	ition										
led) with	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>Grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. [SL.5.1]															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.5.1a]																
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Follow ag	reed-	-upor	n rule	s for	discı	ussio	ns ar	nd ca	rry oı	ut ass	signe	d role	es. [s	L.5.1b]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Pose and and elaborated							_		ng co	mme	nts tl	hat c	ontril	bute	to the	e discussion
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Review th	-						aw co	onclu	sions	s in lig	ght o	f info	rmat	ion a	nd kr	nowledge
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [sl.5.2]																
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [SL.5.3]															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Presentation of Knowledge and Ideas

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 or themes; speak clearly at an understandable pace. [SL.5.4]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5]

 Lesson
 1
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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.5.1]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.5.2]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Use underlining, quotation marks, or italics to indicate titles of works. **[L.5.2d]**

 Lesson
 1
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Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.5.3]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. [L.5.3a]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. [L.5.3b]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

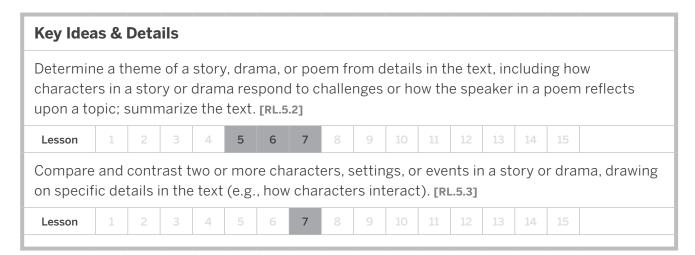
Vocabul	ary A	∖cqu	isitio	on ar	nd U	se										
Determin on Grade					_							_				ases based
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use conto	•	_			ct rel	ation	ship	s and	com	paris	sons	in tex	t) as	a clu	ie to 1	the meaning
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Consult r to find th phrases.	e pro	nunc			. –			_								and digital, s and
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Demonst word mea				ding	of fig	gurati	ve la	ngua	ge, w	ord r	elatio	onshi	ps, ar	nd nu	ıance	es in
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	
Interpret	figur	ative	lang	uage	, inclı	uding	simi	les aı	nd m	etapl	nors,	in co	ntext	. [L.5	.5a]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use the robetter un								•	e.g., s	ynon	yms,	anto	nym	s, hor	nogr	aphs) to
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
·	ses, i	nclud	ling t	hose	that	signa	al cor	ntrast	t, add	lition	, and	othe	r logi			ific words onships (e.g.,
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Grade 5 | Unit 2

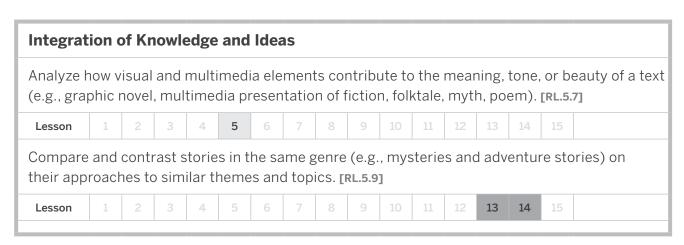
Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE



Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See Grade 5 Language standards 4–6 for additional expectations.) [RL.5.4] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RL.5.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas & Details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1] Lesson 12 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2] 2 3 4 10 11 12 Lesson Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [RI.5.3] Lesson 1

Craft and Structure

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 5 topic or subject area*. (See Grade 5 Language standards 4–6 for additional expectations.) [RI.5.4]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Integration of Knowledge and Ideas

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RI.5.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3] Lesson Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a] Lesson

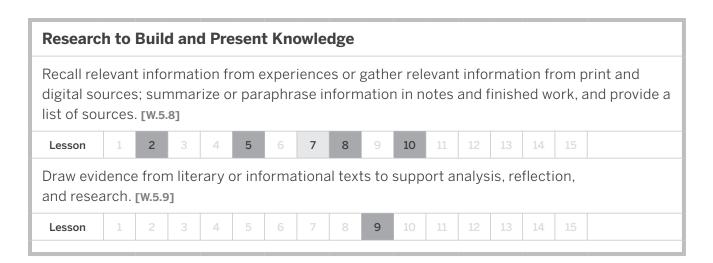
Fluency																
Read with	n suff	icien	t acc	urac	y and	fluer	ncy to	o sup	port	com	orehe	ensio	n. [RF	.5.4]		
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Read gra	de-le	vel te	xt wi	th pu	ırpos	e and	d und	ersta	ndin	g. [RF	.5.4a]					
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Read grad					_	y oral	lly wi	th ac	cura	су, ар	prop	riate	rate,	and	expression	on
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use conte				r self	-corre	ect w	ord re	ecogr	iition	and ι	under	stan	ding,	rerea	ding	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
															,	

WRITING STANDARDS

Text Types and Purposes: Informative/Explanatory Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [w.5.2] Lesson 8 10 12 Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [w.5.2a] Lesson 3 10 12 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.5.2b] Lesson 5 10 7 8 12 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). [w.5.2c] Lesson 6 10 Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.5.2d] 7 10 12 Lesson Provide a concluding statement or section related to the information or explanation presented. [W.5.2e] 10 12 Lesson 7

Text Typ	es a	nd P	urpo	ses:	Narı	rativ	е							
						_			r eve	nts u	sing	effec	tive t	echnique,
descripti	ve de	tuno,												

Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) [w.5.4] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) [w.5.5] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



SPEAKING AND LISTENING STANDARDS

Compre	hens	sion a	and (Colla	bora	ation	1									
	diver	se pa	artne	rs on										_		nd teacher- d expressin
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Come to on that p	repai	ratior	and	•		_									_	
uiscussic																

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Review th gained fr	_						aw co	onclu	sions	s in lig	ght o	f info	rmat	ion a	nd kr	nowledge
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
						_										
						oud o		rmat	ion p				erse	medi		d formats,
Summar including Lesson						oud o		rmat	ion p				erse	medi		d formats,
including Lesson	visua 1 ze the	ally, q 2 e poin	uant 3	itativ 4	ely, a	and o	rally.	rmat [SL.5	ion p . 2]	reser	nted i	in div	13	14	ia and	d formats,

Presentation of Knowledge and Ideas

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 or themes; speak clearly at an understandable pace. [SL.5.4]

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LANGUAGE STANDARDS

Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.5.1] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Use punctuation to separate items in a series. [L.5.2a] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Knowled	dge o	f La	ngua	age													
Use know	vledge	of la	ngua	ige an	ıd its	conv	entio	ns wh	nen w	riting	, spe	aking	, reac	ding, d	or list	ening. [L.5.3]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
																	_

Vocabul	arv A	/can	isitio	on ai	nd U	se										
	ne or o	clarif	y the	mea	ning	of un						_				rases based
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use cont of a word	•	_			ct re	latior	ship	s and	l com	ıparis	sons	in tex	t) as	a clu	ue to	the meaning
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use comword (e.g		_							n affi	xes a	nd ro	ots a	ıs clu	es to	the	meaning of a
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Consult r to find th phrases.	e pro	nunc														and digital, s and
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Demonst word mea				ding	of fig	gurati	ve la	ngua	ge, w	ord r	elatio	onshi	ps, a	nd nı	uance	es in
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Interpret	figur	ative	lang	uage	, incl	uding	gsimi	iles a	nd m	etapl	nors,	in co	ntex	t. [L.5	i.5a]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Recogniz	e and	d expl	ain t	he m	eanir	ng of	comr	mon i	diom	ıs, ad	ages	, and	prov	erbs	. [L.5.!	5b]
Recogniz Lesson	e and	d expl	ain t	he m	eanir 5	ng of	comr 7	mon i	dion 9	is, ad	ages	, and	prov	erbs	. [L.5.!	5b]

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Acquire and use accurately grade-appropriate deneral academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). [L.5.6]

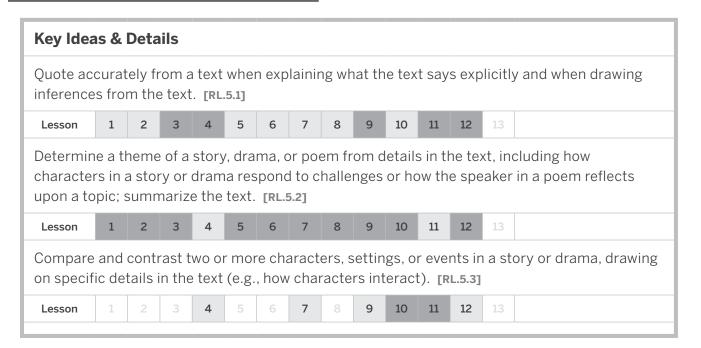
Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Grade 5 | Unit 3

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE

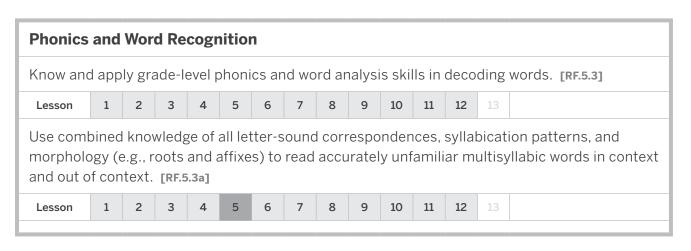


Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See Grade 5 Language standards 4-6 for additional expectations.) [RL.5.4] Lesson 1 2 3 6 10 11 12 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5] 6 Lesson 2 10 Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6] Lesson 10

Integration of Knowledge and Ideas 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). [RL.5.7] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. [RL.5.10] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

READING STANDARDS - FOUNDATIONAL SKILLS



Fluency														
Read with	n suff	icien	t acc	uracy	/ and	fluer	ncy t	o sup	port	com	orehe	ensio	n. [R	F.5.4]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	
Read gra	de-le	vel te	xt wi	th pu	rpos	e and	d und	ersta	ndin	g. [R l	F.5.4a		,	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	

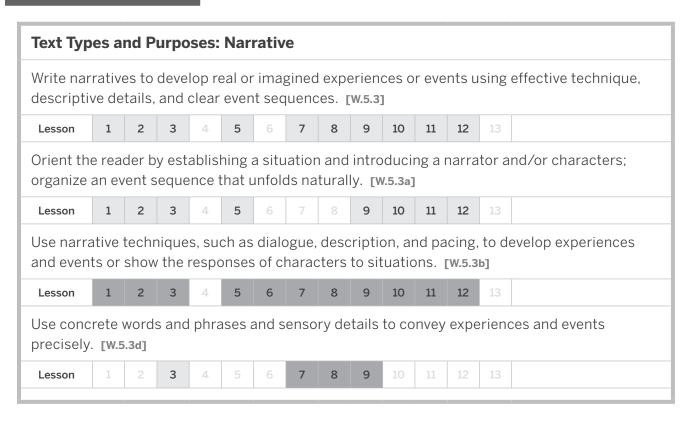
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

WRITING STANDARDS



Production and Distribution of Writing Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) [w.5.4] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 5.) [w.5.5]

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Research to Build and Present Knowledge

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. [w.5.8]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

Apply *Grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). **[W.5.9a]**

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Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **[w.5.10]**

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. **[SL.5.1]**

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]

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Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c] 3 4 5 6 10 Lesson 1 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d] 3 4 5 Lesson Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2] 5 Lesson 10

LANGUAGE STANDARDS

Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.5.1] 2 6 8 Lesson 3 10 11 12 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.5.2] 1 2 3 5 8 9 10 Lesson 11 12

Use knowledge of lar	nguage ai	nd its	conve	entio	ns wh	nen w	riting	r sna	akino	reac	dina orligt	hamina =	1 5 27
	0					1011 **	3111111	5, spc	aniiig	, reac	airig, or iist	tening. [L.5.3]
Lesson 1 2	3 4	5	6	7	8	9	10	11	12	13			

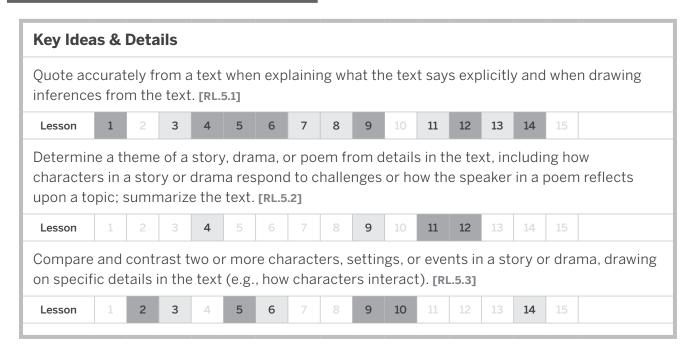
Vocabul	ary A	\cqu	isitio	on ar	nd U	se								
			•		_							_		ds and phrases based gies. [L.5.4]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	
Use conto	•	_			ct rel	ation	ship	s and	l com	paris	sons	in tex	t) as	a clue to the meaning
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	
	e pro	nunc						_						both print and digital, f key words and
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	
Demonst word mea				ding	of fig	gurati	ve la	ngua	ge, w	ord r	elatio	onshi	ps, aı	nd nuances in
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	
Interpret	figur	ative	langı	uage	, incl	uding	simi	les a	nd m	etapl	nors,	in co	ntex	t. [L.5.5a]
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	
· ·	ses, ii	nclud	ling t	hose	that	signa	al cor	ntrast	t, ado	lition	, and	othe	r log	main-specific words ical relationships (e.g.,
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	

Grade 5 | Unit 4

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE

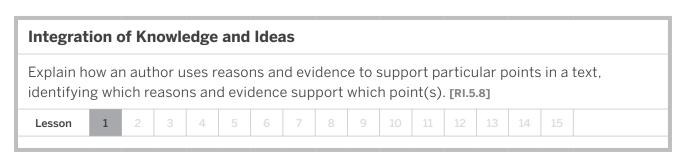


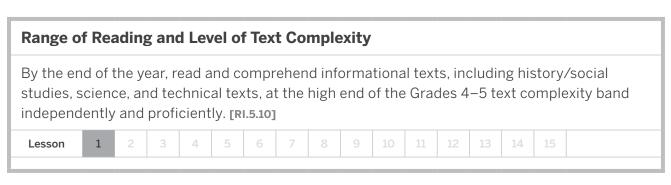
Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See Grade 5 Language standards 4-6 for additional expectations.) [RL.5.4] Lesson 1 2 5 6 10 11 12 13 14 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5] Lesson Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6] Lesson 11

Integration of Knowledge and Ideas Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently. [RL.5.10] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

READING STANDARDS - INFORMATIONAL TEXT





READING STANDARDS - FOUNDATIONAL SKILLS

Phonics	and	Wor	d Re	cogr	nitior	1										
Know and	d app	ly gra	ade-le	evel p	honi	cs ar	nd wo	ord ar	nalysi	s skil	ls in	deco	ding	word	S. [RF	.5.3]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use comb	oined	knov	vleds	re of	all let	ter-s	ounc	1 corr	ocno	مر ما م		اماليد	L: ±		_ 1.1	
		e.g., r	oots	and a					•			_				ns, and ds in contex

Fluency															
Read wit	h suff	icien	t acc	uracy	y and	fluer	ncy to	o sup	port	com	orehe	ensio	n. [RF	.5.4]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Read gra	de-le	vel te	xt wi	th pu	irpos	e and	d und	ersta	ndin	g. [RF	.5.4a]				
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Read gra					_	/ oral	lly wi	th ac	curac	су, ар	prop	riate	rate,	and	expression on
		0	J. LIXI	.5.40]											
Lesson	1	2	3	. 5.4 b]	5	6	7	8	9	10	11	12	13	14	15
		2 confi	3 rm o	4	5										

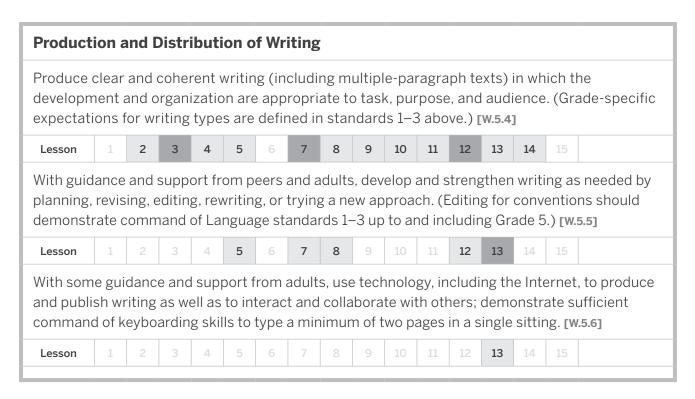
WRITING STANDARDS

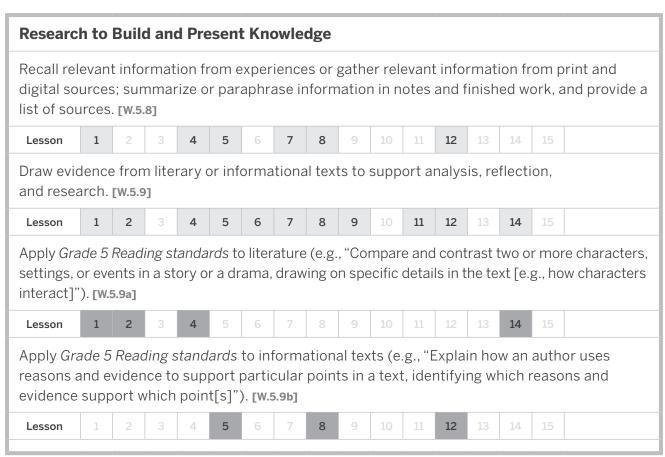
Text Ty	oes a	nd P	urpo	ses:	Opi	nion										
Write op informat				topic	s or	texts	, sup	porti	ng a	ooint	of vi	ew w	ith re	ason	s and	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Introduce which ide		•			_							_			l stru	ucture in
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Provide lo	ogica	lly or	dered	d rea	sons	that	are s	uppo	rted	by fa	cts aı	nd de	tails	. [W.5	.1b]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Link opin [W.5.1c]	ion a	nd re	ason	s usi	ng wo	ords,	phra	ses, a	and c	lause	es (e. _{	g., co	nseq	uent	ly, sp	ecifically).
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Provide a	conc	ludin	g sta	teme	ent or	sect	ion re	elated	d to th	пе ор	inion	pres	ente	d. [w. !	5.1d]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Text Ty	pes a	nd P	urpo	ses:	Info	rma	tive/	/Exp	lana	tory						
Introduc informat useful to	tion lo	gicall	ly; in	clude	forn	nattir	ng (e.						_	•		ed edia when
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Develop example							S, COI	ncret	e det	ails,	quota	ations	s, or (other	info	rmation and
		2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Text Typ	es a	nd P	urpo	ses:	Narı	rativ	е					
Jse narr and ever							_			_	evelo	p experiences
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Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.5.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

SPEAKING AND LISTENING STANDARDS

Compre	hens	ion a	and (Colla	bora	ation	1									
	diver	se pa	artnei	rs on										_	•	nd teacher- d expressing
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Come to on that p discussion	repar	atior	and												_	
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	
Follow ag	reed	-upor	n rule	s for	discı	ussio	ns ar	ıd caı	rry oı	ut ass	signe	d role	es. [S	L.5.1b]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Pose and and elaborated							_		ng co	mme	nts tl	nat co	ontril	oute	to th	e discussion
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	
Review th	-	•					aw co	onclu	sions	s in li	ght o	f info	rmat	ion a	nd kr	nowledge
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	
Summari evidence.			nts a s	speak	ær ma	akes	and e	explai	n hov	v eac	h clai	m is s	suppo	orted	by re	asons and
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Presentation of Knowledge and Ideas

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 for specific expectations.) [SL.5.6]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 **14** 15

LANGUAGE STANDARDS

Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.5.1] 2 3 5 6 7 8 10 14 Lesson 11 12 13 Use verb tense to convey various times, sequences, states, and conditions. [L.5.1c] Lesson 2 Recognize and correct inappropriate shifts in verb tense. [L.5.1d] 2 4 6 Lesson Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.5.2] Lesson 6 10 11 12 13 14 Use punctuation to separate items in a series. [L.5.2a] Lesson Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e] 9 10 11 12 14 Lesson 3 13

Knowled	dge o	of La	ngua	age												
Use know	/ledge	e of la	ngua	ge ar	nd its	conv	entio	ns wh	nen w	riting	, spe	aking	, reac	ding, (or list	ening. [L.5.3]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Expand, o	comb	ine, a	nd re	educe	sent	ence	s for	mear	ning,	reade	er/list	tener	inter	est, a	and s	tyle. [L.5.3a]
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	

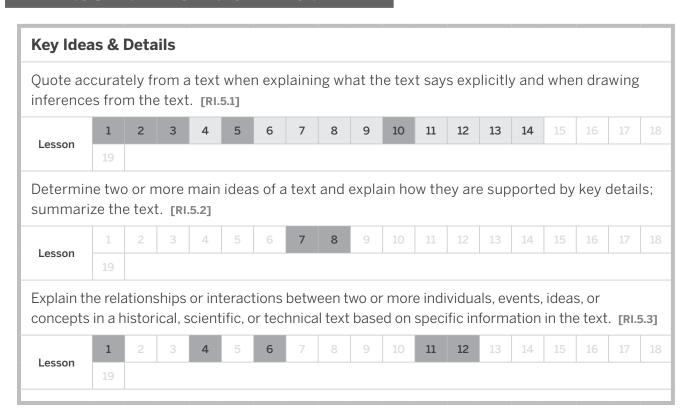
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Determin on Grade					_							_				rases based I
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
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Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use com word (e.g		_							n affix	kes a	nd ro	ots a	s clu	es to	the	meaning of
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
to find the phrases	ne pro	nunc	iatio	n and	dete	ermin	ne or	clarif	y the	pred	ise n	neani	ng of	key		and digital, s and
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
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Demons	trate	unde	rstan													es in
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Demons word me	trate aning	under (S. [L.	rstan 5.5] 3	ding	of fig	gurati 6	ve la	ngua,	ge, w	ord r	elatio	onshi 12	ps, aı	nd nu	iance	es in
Demons word me Lesson Interpret Lesson	trate aning 1 t figur	under gs. [L.5 2 rative	rstan 5.5] 3 lang	ding 4 uage	of fig 5 , inclu	gurati 6 uding	ve la 7 g simi	ngua 8 Iles a	ge, w	ord r 10 etapl	elation 11 nors,	in co	ps, ai	14 t. [L.5	15 . 5a]	
Demons word me Lesson Interpret	trate aning 1 t figur	under gs. [L.5 2 rative	rstan 5.5] 3 lang	ding 4 uage	of fig 5 , inclu	gurati 6 uding	ve la 7 simi	ngua 8 Iles a	ge, w	ord r 10 etapl	elation 11 nors,	in co	ps, ai	14 t. [L.5	15 . 5a]	
Demons word me Lesson Interpret Lesson Recogniz	trate aning 1 t figur ze and	under s. [L.5] 2 rative 2 d expl 2 onshi	rstan 5.5] 3 lange 3 ain tl 3 p bet	ding 4 uage 4 he m 4 weer	of fig 5 , inclu 6 eanir 5 n part	6 uding 6 ng of 6	ve la 7 simi 7 comr	ngua 8 iles a 8 mon i	ge, w 9 nd m 9 diom 9	ord r 10 etapl 10 s, ad	elational nors, ages	in co	ps, and make the state of the s	14 t. [L.5 14 erbs.	15 .5a] 15 .[L.5.§	5b]
Demons word me Lesson Interpret Lesson Recogniz Lesson Use the recognized	trate aning 1 t figur ze and	under s. [L.5] 2 rative 2 d expl 2 onshi	rstan 5.5] 3 lange 3 ain tl 3 p bet	ding 4 uage 4 he m 4 weer	of fig 5 , inclu 6 eanir 5 n part	6 uding 6 ng of 6	ve la 7 simi 7 comr	ngua 8 iles a 8 mon i	ge, w 9 nd m 9 diom 9	ord r 10 etapl 10 s, ad	elational nors, ages	in co	ps, and make the state of the s	14 t. [L.5 14 erbs.	15 .5a] 15 .[L.5.§	5b]
Demons word me Lesson Interpret Lesson Recogniz Lesson Use the restriction better ur Lesson Acquire a	trate aning 1 t figur 2e and relation nders 1 and u ases, i	under gs. [L.5] 2 rative 2 d expl 2 onshiptand of the control	rstan 5.5] 3 lang ain tl 3 p bet each 3 curat ling t	ding ding duage 4 he m 4 weer of th tely g hose	of fig 5 , inclu 6 eanir 7 part e wood 5 grade that	gurati 6 uding 6 ng of 6 ciculards. [ve la 7 g simi 7 comr 7 r wor L.5.5c 7	ngua 8 iles a 8 mon i 8 rds (e 1 8 ate ge	ge, w ge, w gend m gend om gend om	ord r 10 etapl 10 s, ad 10 ynon 10 I aca	elation elatio	in co 12 , and 12 anto 12 othe	ps, and make the state of the s	14 t. [L.5 14 erbs. 14 s, hor	15 .5a] 15 .[L.5.! 15 mogr	5b]

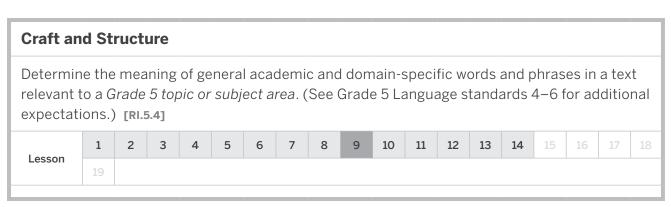
Grade 5 | Unit 5

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - INFORMATIONAL TEXT





Integration of Knowledge and Ideas 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. [RI.5.7] 10 12 13 Lesson Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8] 7 13 Lesson Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [RI.5.9] 10 12 13 16 17 Lesson 19

Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RI.5.10] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics	and	Wor	d Re	cogr	nitio	n												
Know and	d app	ly gra	ade-l	evel p	ohoni	cs ar	nd wo	ord ar	nalys	s skil	lls in	deco	ding	word	s. [R	F.5.3]		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	19																	

Read wit	h suff	icien	t acc	urac	y and	l fluer	ncy to	o sup	port	com	orehe	ensio	n. [R	F.5.4]				
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	19																	
Read gra	ide-le	vel te	xt wi	th pu	ırpos	e and	d und	ersta	ndin	g. [R l	F.5.4a]						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	19																	
Read gra	ide-le					y oral	lly wi	th ac	curac	су, ар	prop	riate	rate,	and	expr	essio	n on	
Read gra	ide-le					y oral	lly wi	th ac	curad	ру, ар	prop	riate	rate,	and	expr	essio	n on	18
Read grasuccessi	ide-le	ading	S. [R	F.5.4b]													18
Read grasuccessi	ide-le ve rea 1 19 ext to	ading 2 confi	s. [R	F.5.4 b	5	6	7	8	9	10	11	12	13	14	15			18
Read gra	ide-le ve rea 1 19 ext to	ading 2 confi	s. [R	F.5.4 b	5	6	7	8	9	10	11	12	13	14	15			18

WRITING STANDARDS

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [w.5.2] Lesson 19 19 10 11 12 13 14 15 16 17 18	Text Typ	es a	nd P	urpo	ses:	Info	rma	tive	/Exp	lana	tory								
Lesson				expla	natoı	ry tex	ts to	exar	nine a	a top	ic an	d con	vey i	deas	and	inforr	matic	n	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Lesson	19																	

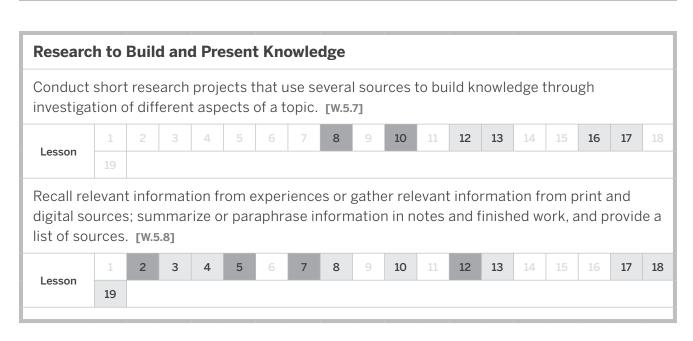
Introduce informati useful to	on lo	gicall	ly; ind	· clude	form	nattir	ng (e.						_	•			vhen	
Lesson	19	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Develop t							S, COI	ncret	e det	ails, (quota	ations	s, or (other	info	rmati	on ar	ıd
Lesson	1 19	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Link idea					_	gorie	s of ir	nform	natio	n usir	ng wo	ords,	phras	ses, a	nd c	lause	s (e.g	<u> </u>
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	
Use preci	se lar	nguag	ge and	d don	nain-s	speci	fic vo	cabu	lary t	o info	rm a	bout	or ex	plain	the to	opic.	[W.5.2	d]
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	19																	
Provide a			ng sta	atem	ent o	r sec	tion i	elate	ed to	the ir	nform	natior	n or e	explai	natio	n		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	19																	

Text Typ	es a	nd P	urpo	ses:	Nar	rativ	e											
Write naı descripti						`	_				r eve	nts u	sing	effec	tive t	echn	ique	,
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	19																	
Orient th organize		ent s	seque	ence f	that ι	unfol	ds na	tural	ly. [v	/.5.3a]						_		1
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	1
Lesson																		

Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.5.3d]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Production and Distribution of Writing Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) [w.5.4] 10 12 16 17 18 Lesson 19 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.) [w.5.5] 18 Lesson



Draw evidence from literary or informational texts to support analysis, reflection, and research. rw.5.91 Lesson Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). [W.5.9b] Lesson

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.5.10] 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. [SL.5.1] Lesson Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2] Lesson

Summari evidence.		•	nts a :	speak	ker m	akes	and e	explai	n hov	v eac	h clai	m is s	suppo	orted	by re	ason	s and	
Lacon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	19																	

Present	atior	of k	C nov	vledg	ge an	ıd Id	eas											
Report o appropri clearly a	ate fa	cts a	nd re	elevar	nt, de	scrip	tive (`		_	_			_	ak	
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Lesson	19																	

LANGUAGE STANDARDS

					Eng													
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_	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	19							ı										
Explain t				-				sition	s, an	d inte	erject	tions	in ge	nera	land	their		
unction	in pai	ticul	ar se	nten	ces.	[L.5.1a]											
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	16	17	1
Lesson	19																	
Jse verb	tense	e to c	onve	y var	ious	times	s, sec	luenc	es, s	tates	, and	cond	dition	IS. [L	.5.1c]			
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Lesson	19																	
	e and	corre	ect in	appro	opriat	te shi	fts in	verb	tense	e. [L.5	5.1d]							
Recogniz	.c arra			4	5	6	7	8	9	10	11	12	13	14	15	16	17	1
Recogniz	1	2	3	4														

Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	16	17	18
Lesson	19																	
Demons	trate	comn	nand	of th	ne coi	nven	tions	of sta	anda	rd En	glish	capit	taliza	ition,	punc	tuati	on, a	ınd
spelling	when	writir	ng. [L.5.2]														
1	1	2	3	4	5	6	7		9	10	11	12	13	14	15	16	17	18
Lesson	19																	
Spell gra	de-ap	prop	riate	word	ds co	rrect	ly, co	nsult	ing r	efere	nces	as ne	eeded	d. [L.	5.2e]			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	1 -																	

Vocabu	lary A	Acqui	isitio	on aı	nd U	se												
Determin on Grade		-			_							_					bas	ed
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Use cont of a word		_			ct re	latior	nship	s and	com	paris	sons	in tex	(t) as	a clu	ie to	the n	nean	ing
Lesson	1 19	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Use com word (e.g		_							n affi	xes a	nd ro	ots a	ıs clu	es to	the	mear	ning (of a
Lesson	19	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Consult to find the phrases.	ne pro	nunc			` _			_					,				_	al,
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

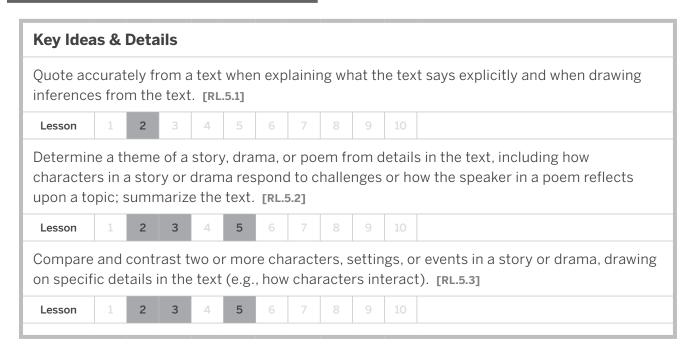
Demonst word me				ding	of fig	gurati	ve la	ngua	ge, w	ord r	elatic	nshi	ps, a	nd nı	iance	es in		
Lesson	1 19	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Recogniz	ze and	d exp	lain t	he m	eanir	ng of	comr	mon i	diom	ıs, ad	ages,	, and	prov	erbs.	[L.5.	5b]		
	on															18		
Lesson	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18																	
Use the r					•			•	e.g., s	ynon	yms,	anto	nym	s, hor	nogr	aphs) to	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	19																	
Acquire a and phra	ses, i	nclud	ding t	hose	that	signa	al cor	ntras	t, ado	dition	, and	othe	r log					.g.,
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	19																	

Grade 5 | Unit 6

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE



Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See Grade 5 Language standards 4–6 for additional expectations.) [RL.5.4] Lesson 1 2 3 4 5 6 7 8 9 10 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5] Lesson 1 2 3 4 5 6 7 8 9 10 Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6] Lesson 1 2 3 4 5 6 7 8 9 10

Integration of Knowledge and Ideas

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). [RL.5.7]

 Lesson
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Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RL.5.10]

Lesson 1 2 3 4 5 6 7 8 9 10

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas & Details

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]

Lesson 1 2 3 4 5 6 7 8 9 10

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2]

Lesson 1 2 3 4 5 6 7 8 9 10

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [RI.5.3]

Lesson 1 2 3 4 5 6 7 8 9 10

Craft and Structure

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 5 topic or subject area*. (See Grade 5 Language standards 4–6 for additional expectations.) [RI.5.4]

Lesson 1 2 3 4 5 6 7 8 9 10

Integration of Knowledge and Ideas

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8]

Lesson 1 2 3 4 5 6 7 8 9

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RI.5.10]

Lesson 1 2 3 4 5 6 7 8 9 10

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]

Lesson 1 2 3 4 5 6 7 8 9 10

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a]

Lesson 1 2 3 4 5 6 7 8 9 10

Fluency

Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]

Lesson 1 2 3 4 5 6 7 8 9 10

Read grade-level text with purpose and understanding. [RF.5.4a]

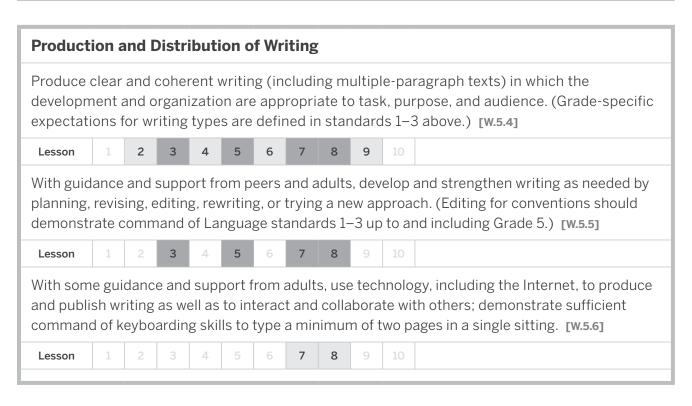
Lesson 1 2 3 4 5 6 7 8 9 10

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]

Lesson 1 2 3 4 5 6 7 8 9 10

WRITING STANDARDS

Text Types and Purposes: Informative/Explanatory Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [w.5.2] Lesson 1 2 3 4 5 6 7 8 9 10 Use precise language and domain-specific vocabulary to inform about or explain the topic. [w.5.2d] Lesson 1 2 3 4 5 6 7 8 9 10 Provide a concluding statement or section related to the information or explanation presented. [w.5.2e] Lesson 1 2 3 4 5 6 7 8 9 10



Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.5.10] Lesson 1 2 3 4 5 6 7 8 9 10

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. [SL.5.1] Lesson 2 6 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.5.1a] 3 4 5 6 7 8 Lesson Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b] Lesson 1 2 3 6 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c] Lesson 3 5 6 8 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d] 5 6 Lesson 8 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2] Lesson 8

Presentation of Knowledge and Ideas 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 or themes; speak clearly at an understandable pace. [SL.5.4] Lesson 1 2 3 4 5 6 7 8 9 10 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5] Lesson 1 2 3 4 5 6 7 8 9 10

LANGUAGE STANDARDS

Convent	ions	of S	tanc	lard	Eng	lish									
Demonstr writing or					e cor	nvent	ions	of sta	andaı	rd En	glish grammar and usage when				
Lesson	1	2	3	4	5	6	7	8	9	10					
Explain th function in				-				sition	s, an	d inte	erjections in general and their				
Lesson	1	2	3	4	5	6	7	8	9	10					
Use verb	se verb tense to convey various times, sequences, states, and conditions. [L.5.1c]														
Lesson	1	2	3	4	5	6	7		9	10					
Recognize	and	corre	ect in	appro	priat	te shi	fts in	verb	tense	e. [L.5	5.1d]				
Lesson	1	2	3	4	5	6	7		9	10					
Use corre	lativ	e con	junct	ions	(e.g.	, eith	er/or,	neiti	her/n	or).	[L.5.1e]				
Lesson	1	2	3	4	5	6	7	8	9	10					
Demonstr spelling w					e cor	nvent	ions	of sta	andaı	rd En	glish capitalization, punctuation, and				
Lesson	1	2	3	4	5	6	7	8	9	10					
Spell grac	le-ap	prop	riate	word	ds co	rrect	ly, co	nsult	ing r	efere	nces as needed. [L.5.2e]				
Lesson	1	2	3	4	5	6	7	8	9	10					

Knowled	dge o	f La	ngua	age							
Use know	/ledge	of la	ngua	ge an	d its	conv	entio	ns wh	ien w	riting	g, speaking, reading, or listening. [L.5.3]
Lesson	1	2	3	4	5	6	7	8	9	10	
Expand, o	comb	ine, a	nd re	duce	sent	ence	s for	mear	ning,	reade	er/listener interest, and style. [L.5.3a]
Lesson	1	2	3	4	5	6	7	8	9	10	

Unit 6

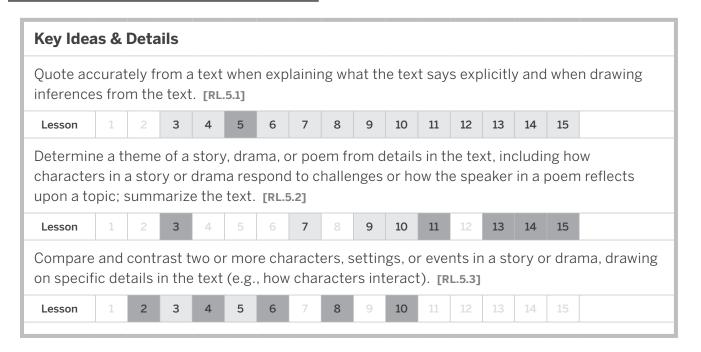
Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. [L.5.4] 8 Lesson Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a] Lesson 6 8 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [L.5.4b] Lesson Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. [L.5.4c] 7 8 5 6 Lesson Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5] 6 Lesson Interpret figurative language, including similes and metaphors, in context. [L.5.5a] Lesson 2 6 8 Recognize and explain the meaning of common idioms, adages, and proverbs. [L.5.5b] Lesson 1 2 3 4 5 6 8 9 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c] Lesson 1 2 6 7 8 9 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). [L.5.6] 7 Lesson 1 2 3 4 5 6 8

Grade 5 | Unit 7

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE



Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See Grade 5 Language standards 4-6 for additional expectations.) [RL.5.4] Lesson 3 5 6 8 10 11 12 13 14 15 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5] Lesson 6 Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6] Lesson 12

Integration of Knowledge and Ideas 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). [RL.5.7]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently. **[RL.5.10]**

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas & Details

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]

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Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RI.5.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3] Lesson Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a] 2 3 Lesson

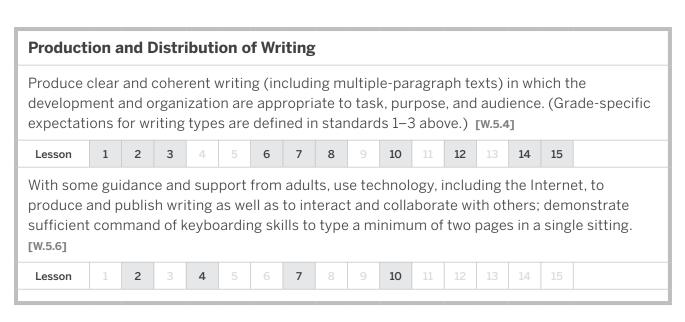
Fluency																
Read with	n suff	icien	t acc	uracy	/ and	fluer	ncy to	o sup	port	com	orehe	ensio	n. [R	F.5.4]		
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Read grad	de-le	/el te	xt wi	th pu	rpos	e anc	d und	ersta	ndin	g. [R l	F. 5.4 a]					
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Read grad					-	/ oral	ly wi	th ac	curac	су, ар	prop	riate	rate,	and	expr	ession on
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use conte				self-	corre	ect wo	ord re	ecogn	ition	and u	ınder	stano	ding,	rerea	ding	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

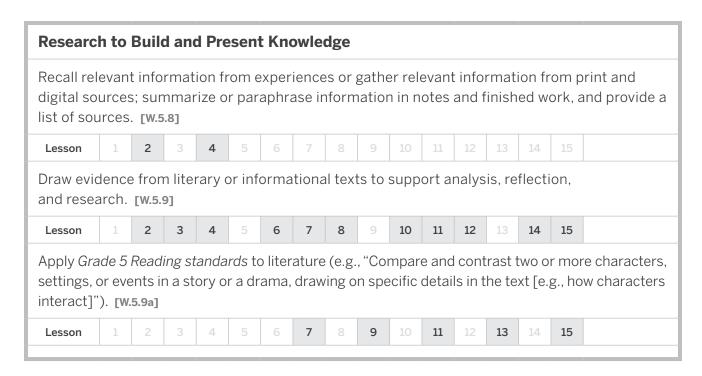
WRITING STANDARDS

Text Typ	es a	nd P	urpo	ses:	Opiı	nion										
Write opi				topic	s or	texts	, sup _l	portii	ng a p	oint	of vi	ew w	ith re	ason	s and	k
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Provide l	ogica	lly or	dered	d reas	sons	that	are s	ирро	rted	by fa	cts a	nd de	etails	. [W.5	5.1b]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Text Types and Purposes: Informative/Explanatory Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [w.5.2] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [w.5.2b] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Text Typ	oes a	nd P	urpo	ses:	Narı	rativ	<i>r</i> e									
Write na descripti							_				r eve	nts u	sing	effec	tive t	technique,
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use narr and ever							_					_		evelo	p exp	periences
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	







SPEAKING AND LISTENING STANDARDS

Compre	hens	sion a	and (Colla	bora	ation	1									
0 0	diver	se pa	ırtneı	rs on						,	•			_	•	nd teacher- d expressing
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Come to on that p discussio	repai	ration	and			_									_	
					5	6	7	8								

Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Presentation of Knowledge and Ideas

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 or themes; speak clearly at an understandable pace. [SL.5.4]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 for specific expectations.) [SL.5.6]

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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **[L.5.1]**

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.5.2]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Knowled	lge o	f La	ngua	ige												
Use know	ledge	of la	ngua	ge ar	ıd its	conve	entio	ns wh	nen w	riting	, spe	aking	, reac	ding, (or list	tening. [L.5.3]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Compare or poems			ast th	ne va	rietie	s of E	Inglis	sh (e.§	g., dia	lects	, regi	isters	s) use	ed in s	storie	es, dramas,
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	

Vocabul	ary A	\cqu	isitio	on ar	nd Us	se										
Determin on Grade		-			_					•		_			•	rases based
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use conto	•	_			ct rel	ation	ship	s and	com	paris	sons	in tex	t) as	a clu	e to	the meaning
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
to find th phrases.	e pro	nunc			` _			_					,		•	and digital, s and
Demonst		_														
word mea	aning					,	ve la	iigua	ge, w	ord r	elatio	onshi	ps, aı	nd nu	iance	es in
	aning 1			4	5	6	7	8	ge, w	ord r	elatio	nshi 12	ps, ar	nd nu	ance 15	es in
Lesson Acquire a	1 ind us	s. [L. 2 se aconclud	3 curat	4 tely g	5 rade that	6 -appr	7 ropria	8 ate ge	9 enera	10 Il aca lition	demi	12 ic and othe	13 d don	14 nain-	15 spec	es in ific words onships (e.g.,

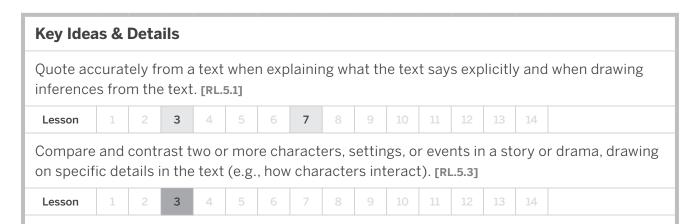
Unit 7

Grade 5 | Unit 8

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE



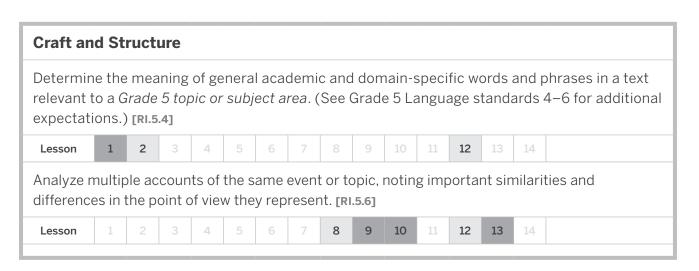




Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RL.5.10] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas & Details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [RI.5.3] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14



Integra	tegration of Knowledge and Ideas														
	raw on information from multiple print or digital sources, demonstrating the ability to locate n answer to a question quickly or to solve a problem efficiently. [RI.5.7]														
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Explain h														oints	s in a text,
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RI.5.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Fluency

Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14

WRITING STANDARDS

Text Types and Purposes: Opinion

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. [w.5.1a]

Lesson 1 2 **3** 4 5 6 **7** 8 9 10 11 12 13 14

Provide logically ordered reasons that are supported by facts and details. [W.5.1b]

Lesson 1 2 3 4 5 6 7 **8** 9 **10** 11 12 13 14

Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). **[W.5.1c]**

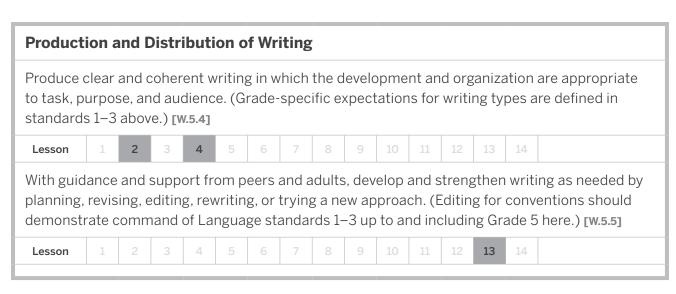
Lesson 1 2 3 4 5 6 7 **8** 9 **10** 11 **12** 13 14

Provide a concluding statement or section related to the opinion presented. [W.5.1d]

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Text Types and Purposes: Informative/Explanatory Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [w.5.2] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 Use precise language and domain-specific vocabulary to inform about or explain the topic. [w.5.2d] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Text Typ	es a	nd P	urpo	ses:	Nar	rativ	e								
Write nai				•		`	_				r eve	nts u	sing	effec	tive technique,
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Use a var	iety o	f trar	sitior	nal wo	ords,	phras	ses, a	nd cl	auses	s to m	nanag	ge the	sequ	ience	e of events. [W.5.3c]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	



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. [w.5.8] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Draw evidence from literary or informational texts to support analysis, reflection, and research. [w.5.9]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). [w.5.9a]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). [w.5.9b]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.5.10]

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Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]

SPEAKING AND LISTENING STANDARDS

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. [sl.5.1] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [sl.5.1a] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Lesson

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c] 1 6 11 Lesson Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d] Lesson 1 2 8 10 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [SL.5.3] Lesson 13

LANGUAGE STANDARDS

Convent	ions	of S	tano	dard	Engl	ish									
Use verb	tens	e to c	onve	y var	ious	times	s, sec	quenc	es, s	tates	, and	cond	dition	S. [L.	5.1c]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Recognize	e and	corre	ect in	appro	opriat	e shi	fts in	verb	tense	e. [L.5.	1d]				
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Demonst spelling v					ie cor	nvent	ions	of sta	andaı	d En	glish	capi	taliza	tion,	punctuation, and
Lesson															
Use a cor	nma	to se	para	te an	intro	duct	ory e	leme	nt fro	m th	e res	t of t	he se	enten	Ce. [L.5.2b]
Lesson	se a comma to separate an introductory element from the rest of the sentence. [L.5.2b] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14														
from the															
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	
Use unde	erlinir	ng, qu	ıotati	ion m	arks,	or it	alics	to in	dicate	e title	es of	work	S. [L.5	.2d]	
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	
Spell grad	de-ap	prop	riate	word	ds coi	rrect	ly, co	nsult	ing re	efere	nces	as ne	eeded	d. [L.5	5.2e]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	

Knowled	dge o	f La	ngua	age											
Use know	ledge	e of la	ngua	ge ar	nd its	conve	entio	ns wł	nen w	riting	g, spe	aking	, reac	ding,	or listening. [L.5.3]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	

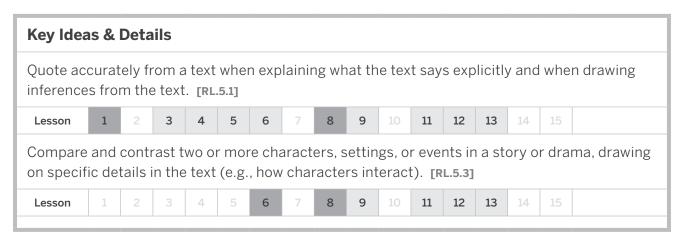
Vocabu	ary A	Acqu	isitio	on ar	nd U	se									
Determir on Grade					_							_			d phrases based [L.5.4]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Use cont of a word	•	_			ct re	latior	ship	s and	l com	paris	sons	in tex	t) as	a clu	ie to the meaning
Lesson															
		_							n affi	xes a	nd ro	ots a	ıs clu	es to	the meaning of a
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	
	e pro	nunc						_					•		print and digital, words and
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Interpret	figur	ative	lang	uage	, incl	uding	g simi	les a	nd m	etapl	nors,	in co	ntext	t. [L.5	.5a]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	ses, i	ncluc	ling t	hose	that	signa	al cor	ntrast	t, ado	lition	, and	othe	r log	ical re	specific words elationships
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	

Grade 5 | Unit 9

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE



Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See Grade 5 Language standards 4–6 for additional expectations.) [RL.5.4] 1 2 5 6 8 Lesson 3 10 11 12 13 14 15 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5] Lesson 12 Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6] Lesson 12

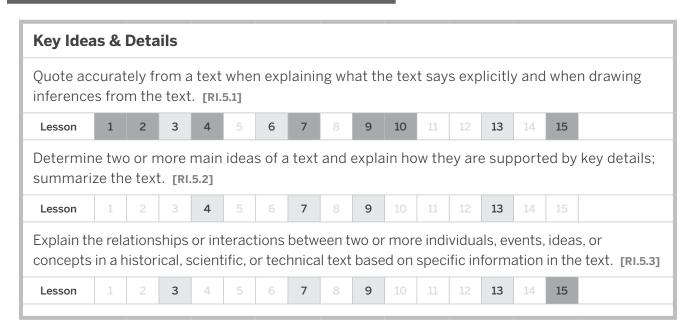
Integrat	tion o	of Kn	owle	edge	and	ldea	as									
Compare their app							_			_	sterie	es and	d adv	entui	re sto	ories) on
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently. **[RL.5.10]**

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

READING STANDARDS - INFORMATIONAL TEXT



Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. (See Grade 5 Language standards 4-6 for additional expectations.) [RI.5.4] 1 2 Lesson 4 6 10 13 15 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. [RI.5.5] Lesson 2 5 15

Integration of Knowledge and Ideas 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. [RI.5.7] 13 15 Lesson Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8] Lesson 6 10 13 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [RI.5.9] 13 Lesson 6 7 15

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RI.5.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

READING STANDARDS - FOUNDATIONAL SKILLS

Know and a		ade-le				nd wo	rd ar	nalysi	s skil	ls in	deco	ding	word	S FR	F
Lesson	2	3	1	_								S18	word	J. LIK	r.5.5]
			-+	5	6	7	8	9	10	11	12	13	14	15	
Use combin morphology and out of c	/ (e.g., r	oots	and a					•			_				ns, and ds in context
Lesson 1	1 2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Fluency															
Read with	n suff	icien	t acc	uracy	y and	fluer	ncy to	o sup	port	comp	orehe	ensio	n. [R	F.5.4]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Read gra	de-le	vel te	xt wi	th pu	irpos	e anc	d und	ersta	ındin	g. [R l	F. 5.4 a]	l			
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Use conte				r self-	-corre	ect wo	ord re	ecogn	ition	and u	ınder	stand	ding,	rerea	ding
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

WRITING STANDARDS

Text Typ	es a	nd P	urpo	ses:	Opi	nion										
Write op		'		topic	s or	texts	, sup	porti	ng a p	ooint	of vi	ew wi	ith re	ason	s and	d
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Introduc which ide					-							_			Istru	icture in
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Provide I	ogica	lly or	dered	d reas	sons	that	are s	uppo	rted	by fa	cts a	nd de	etails.	. [W.5	i.1b]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Provide a	conc	ludin	g sta	teme	nt or	sect	ion re	elate	d to tl	ne op	inion	pres	ented	d. [w .	5.1d]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Text Typ	es a	nd P	urpo	ses:	Info	rmat	tive/	′Ехр	lana	tory							
Write info	rmati	ve/ex	plana	atory	texts	to exa	amine	e a top	oic ar	ıd cor	nvey i	deas	and ir	าform	ation	clearly. [w.	5.2]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.5.2a] 10 Lesson Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [w.5.2b] Lesson 10 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). [W.5.2c] Lesson 10 Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.5.2d] 9 3 10 Lesson Provide a concluding statement or section related to the information or explanation presented. [W.5.2e] Lesson 10

Text Typ	es a	nd Pı	urpo	ses:	Nar	rativ	e									
Write nar descripti											r eve	nts u	sing	effec	tive t	echnique,
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Orient th organize					_						_	narra	tor a	nd/o	r cha	racters;
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use narra and even							_					_		evelo	p ext	periences
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use a var	iety o	f tran	sitior	nal wo	ords,	phras	ses, a	ınd cl	auses	s to m	nanag	ge the	sequ	ience	of ev	/ents. [W.5.3c]

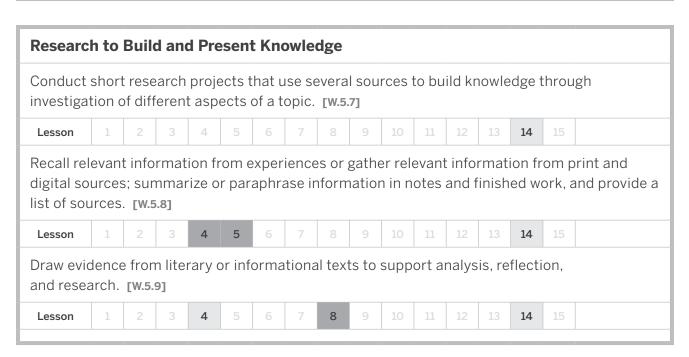
Use concrete words and phrases and sensory details to convey experiences and events precisely. [w.5.3d]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Provide a conclusion that follows from the narrated experiences or events. [w.5.3e]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Production and Distribution of Writing Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) [w.5.4] Lesson 15 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.) [w.5.5] 5 14 Lesson With some 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 keyboarding skills to type a minimum of two pages in a single sitting. [w.5.6] Lesson 14 15



Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **[w.5.10]**

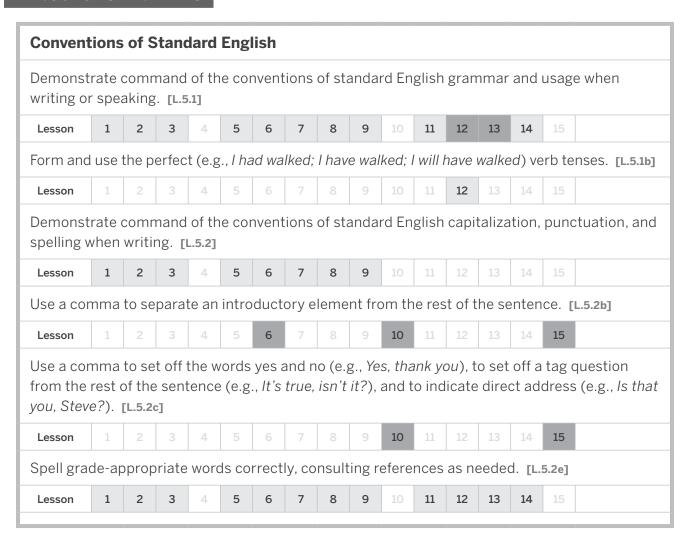
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SPEAKING AND LISTENING STANDARDS

Compre	hens	sion a	and (Colla	bora	ation	1									
	diver	se pa	rtne	rs on										_	•	nd teacher- d expressing
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Come to on that p discussion	repai	ration	and			_									-	
Lesson																
Follow ag	Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15															
Lesson																
Pose and and elaborated							-		ng co	nme	nts t	hat c	ontril	bute	to th	e discussion
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Review th							aw co	onclu	sions	in lig	ght o	f info	rmat	ion a	nd kr	nowledge
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Summar										reser	nted	n div	erse	medi	ia and	d formats,
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Summari evidence.			its a s	speak	ker m	akes	and e	explai	n hov	/ eac	h clai	m is s	suppo	orted	by re	easons and
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Presentation of Knowledge and Ideas 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 or themes; speak clearly at an understandable pace. [st.5.4] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [st.5.5] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 for specific expectations.) [st.5.6] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

LANGUAGE STANDARDS



Knowled	dge o	of La	ngua	ige													
Use know	/ledge	e of la	ngua	ge an	d its	conve	entio	ns wh	nen w	riting	, spe	aking	, reac	ling,	or list	ening. [L.5.	3]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Expand, o	comb	ine, a	nd re	duce	sent	ence	s for	mear	ning,	reade	er/lis	tener	inter	est, a	and s	tyle. [L.5.3a]	1
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15		

Vocabulary Acquisition and Use																
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. [L.5.4]																
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a]																
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [L.5.4b]																
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. [L.5.4c]																
Lesson	1	2	3	4	5	_										
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5]									9	10	11	12	13	14	15	
		ındeı	rstan			6 gurati	7 ve la	8 ngua								s in
		ındeı	rstan	_												s in
word mea	aning 1	under S. [L.	rstan 5.5]	ding 4	of fig	gurati 6	ve la	ngua,	ge, w	ord re	elatio	nshi 12	ps, ar	nd nu	ance	s in
word mea	aning 1	under S. [L.	rstan 5.5]	ding 4	of fig	gurati 6	ve la	ngua,	ge, w	ord re	elatio	nshi 12	ps, ar	nd nu	ance	s in
word mea Lesson Interpret Lesson	figurand us	unders. [L. 2 ative 2 se acurollud	rstan 5.5] 3 lange 3 curat	ding 4 uage 4 tely g hose	of fig 5 , inclu 5 ;rade that	gurati 6 uding 6 -appr	ve la 7 s simi 7 ropria	ngua, 8 illes a 8 ate gentrasi	ge, w 9 nd m 9 enera	ord re 10 etaph 10 I aca	elation 11 nors, 11 demi	in co	ps, ar 13 ntext 13 d don	14 1. [L.5 14 nain- cal re	15 5.5a] 15	ific words

Amplify Core Knowledge Language Arts



