



Department: English Language Arts, Grade 5
 Course Name: Reading and Writing Units of Study
 Course Description:

The goal of the English language arts curriculum is to provide students multiple opportunities to read, create, discuss, and analyze varied text through multiple genres. Students in the Milford Public Schools engage in a balanced literacy approach to reading and writing. Through the readers and writers workshop students participate in interactive read alouds, guided reading, independent reading and writing, bookclubs, reading conferences and writing conferences.

UNIT 1 Reading	
Unit Title: Launching the Year in Reading	
LEARNING GOALS	
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Students understand themselves as readers and as members of a reading community. • Readers deepen their thinking and understanding about reading when they have conversations with others about text. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do we build a reading community? • How do we learn about ourselves as readers? • How do we share our thinking about books?
<p>Content and Skills: Students will be able to:</p> <ul style="list-style-type: none"> • Choose just-right books from the classroom library. • Follow the routine of a reading community. • Use strategies to maintain engagement in text. • Express ideas clearly during discussions. • Build on the ideas of others during discussions. • Support their thinking with evidence from the text. 	
<p>Standards Addressed:</p> <p>Connecticut Core Standards:</p> <p>CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RL.5.10 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.</p> <p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.5.10</p>	

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.

CCSS.ELA-Literacy.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.SL.5.1

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.

Unit 2

Unit Title: Determining Theme Through Character Change

LEARNING GOALS

Enduring Understanding(s):

- Like real people, characters are complex and often change based on their experiences and their need to overcome obstacles and challenges.
- Our understanding of theme and author's message in stories affects our interactions with others.

Essential Question(s):

- How do I analyze the main character in my reading and how does that thinking help me understand their journey?
- How can we use characters to help us better understand the theme and author's message of our reading?
- How can we use the author's message to understand ourselves better?

Content and Skills:

Students will be able to:

- Identify characters' traits through an analysis of behaviors, including actions, dialogue, internal thinking and feelings
- Analyze characters' behaviors, actions, and thoughts in order to draw inferences about characters
- Develop and revise theories about characters
- Analyze characters' relationships and their point of view
- Work with partners to share and grow theories about characters, using evidence from the text Use information about characters to determine theme
- Analyze how authors within genres approach similar themes
- Use information about characters to determine the author's message and consider how that connects to their own lives

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.2

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

CCSS.ELA-Literacy.RL.5.3

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).

CCSS.ELA-Literacy.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-Literacy.RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

CCSS.ELA-Literacy.RL.5.10

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.

CCSS.ELA-Literacy.SL.5.1

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.

CCSS.ELA-Literacy.SL.5.1.a

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.

CCSS.ELA-Literacy.SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3

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

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CCSS.ELA-Literacy.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.5.4

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.

CCSS.ELA-Literacy.L.5.6

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*).

CCSS.ELA-Literacy.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 3 Reading

Unit Title: Gaining Knowledge from Nonfiction Text

LEARNING GOALS

Enduring Understanding(s):

- Readers investigate informational texts in order to learn and present new information.
- Readers determine the most important information learned about a topic and how to summarize and share it.

Essential Question(s):

- How do we determine multiple main ideas of a nonfiction text?
- How do we determine which information is important to share with others?

Content and Skills:

Students will be able to:

- Identify and explain common text structures in informational texts.
- Begin to distinguish the most and least important information in a text.
- Quote accurately from a text when explaining what a text says explicitly.
- Determine two or more main ideas and explain how they are supported by details. Students will summarize the text, incorporating multiple main ideas.
- Identify and determine the meaning of general academic and domain specific words and phrases.
- Share information learned from a text with others

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.2

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

CCSS.ELA-Literacy.RI.5.3

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.

CCSS.ELA-Literacy.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

CCSS.ELA-Literacy.RI.5.8

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

CCSS.ELA-Literacy.RI.5.10

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.

CCSS.ELA-Literacy.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.5.3.a

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.L.5.4

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.

CCSS.ELA-Literacy.L.5.4.a

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

CCSS.ELA-Literacy.SL.5.1

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.

CCSS.ELA-Literacy.SL.5.1.a

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.

CCSS.ELA-Literacy.SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CCSS.ELA-Literacy.W.5.2

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

CCSS.ELA-Literacy.W.5.2.a

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.

CCSS.ELA-Literacy.W.5.2.b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.2.c

Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

CCSS.ELA-Literacy.W.5.2.d

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

CCSS.ELA-Literacy.W.5.2.e

Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-Literacy.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.5.10

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.

CCSS.ELA-Literacy.RF.5.3

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

CCSS.ELA-Literacy.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

UNIT 4 Reading

Unit Title: Reading Editorials: Engaging in Discussion

LEARNING GOALS

Enduring Understanding(s):

- People write editorials to present an idea, make an argument about a topic they care about, persuade an audience, and/or change the world (social issues: technology use/abuse, the environment).
- Editorials have common structures and features that can help us determine the purpose of an editorial and the perspective of the writer.
- People discuss sides of an issue supported by facts and expert opinions to strengthen their position

Essential Question(s):

- What strategies can we use to understand the case presented in an editorial?
- How can we prepare to have discussions in which we express our own ideas and build on the ideas of others?

Content and Skills:

Students will be able to:

- Read editorials closely to analyze the structure, features, content, and purpose of the genre
- Compare and contrast multiple perspectives on the same topic
- Research a topic in order to support an opinion
- Examine and practice how to develop and present a strong argument to an audience

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.6

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

CCSS.ELA-Literacy.RI.5.7

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.

CCSS.ELA-Literacy.RI.5.8

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

CCSS.ELA-Literacy.RI.5.10

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.

CCSS.ELA-Literacy.SL.5.1

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.

CCSS.ELA-Literacy.SL.5.1.a

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.

CCSS.ELA-Literacy.SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CCSS.ELA-Literacy.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.5.4

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.

CCSS.ELA-Literacy.L.5.6

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*).

UNIT 5 Reading

Unit Title: What's the Point? Analyzing Theme in Short Text, Poetry, and Song

LEARNING GOALS

Enduring Understanding(s):

- Readers understand that the theme of a literary work is its underlying central idea or the generalization it communicates about life.
- The theme expresses the author's opinion or raises a question about human nature or the meaning of human experience.
- When we read widely, we consider what connections we have to a text, what a writer's message may be, and how writers across text types draw from similar themes.

Essential Question(s):

- How do we recognize or determine theme in a text?
- How do a character's qualities or actions contribute to theme?
- What connections can I make to a text that helps me determine its theme?
- How do different writers address the same theme?
- How do the structures of different text types help us consider the author's message?
- How do multimedia elements contribute to our understanding of theme?

Content and Skills:

Students will be able to:

- Closely read short texts – poetry, songs, stories, essays – to examine themes within and across multiple works
- Quote accurately and summarize to provide evidence for their analysis of theme
- Consider the impact of multimedia on the theme of a text
- Consider how the author's point of view influences the theme
- Compose analytical literary responses to express their personal views and thinking about themes in short texts with text evidence

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.2

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

CCSS.ELA-Literacy.RL.5.3

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).

CCSS.ELA-Literacy.RL.5.5

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

CCSS.ELA-Literacy.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-Literacy.RL.5.7

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).

CCSS.ELA-Literacy.RL.5.10

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.

CCSS.ELA-Literacy.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.SL.5.1

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.

CCSS.ELA-Literacy.SL.5.1.a

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.

CCSS.ELA-Literacy.SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3

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

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CCSS.ELA-Literacy.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.5.3.a

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

CCSS.ELA-Literacy.L.5.4

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.

CCSS.ELA-Literacy.L.5.4.a

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

CCSS.ELA-Literacy.L.5.6

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*).

CCSS.ELA-Literacy.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.5.9.a

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]").

UNIT 1 Writing	
Unit Title: How Writers Work	
LEARNING GOALS	
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Writers are a part of a writing community. • A writers community is a place for writers to collaborate, share written work, and to give feedback to other members of your writing community. • Writers plan, research, revise, edit and publish written work. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What are the routines, rituals, and resources of writers workshop? • What feedback is helpful for writers? • How do writers listen to feedback and use it to grow their writing?
<p>Content and Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Learn the routines, rituals, and resources of writers workshop • Identify why writers write • Work in a writing community with other writers • Recognize that the writing process takes time • Start to identify their strengths and areas of needed improvement within their writing • Explore mentor text to find ideas • Use descriptive details and other narrative techniques • Plan, research, revise, edit and publish • Reflect on their growth as a writer 	
<p>Standards Addressed:</p> <p>Connecticut Core Standards:</p> <p>CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.W.5.1.a 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.</p> <p>CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.W.5.3.e</p>	

Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-Literacy.W.5.4

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.)

CCSS.ELA-Literacy.W.5.5

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.)

CCSS.ELA-Literacy.W.5.6

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.

CCSS.ELA-Literacy.W.5.10

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.

CCSS.ELA-Literacy.SL.5.1

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.

CCSS.ELA-Literacy.SL.5.1.a

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.

CCSS.ELA-Literacy.SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3

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

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

UNIT 2 Writing

Unit Title: Essay

LEARNING GOALS

Enduring Understanding(s):

- Genres have patterns and structures.
- In order to understand a genre, a writer needs to read many examples of that genre.

Essential Question(s):

- What are the features of an essay?
- What is the purpose of an essay?

Content and Skills:

Students will be able to:

- Listen to, read, and engage in a range of collaborative discussions on various essays.
- Close read, analyze, reflect, and annotate on essay features and functions.
- Select evidence from text that supports opinion.
- Write essays that express their opinion on a topic and supply reasons and information to support their point of view.
- Introduce a topic clearly, stating opinion and writers purpose.
- Develop essay topics using facts, quotes, and concrete details.
- Create paragraphs that use internal and external transitions.
- Write a strong conclusion.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.W.5.1

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

CCSS.ELA-Literacy.W.5.1.a

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.

CCSS.ELA-Literacy.W.5.1.b

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1.c

Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

CCSS.ELA-Literacy.W.5.1.d

Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.5.2

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

CCSS.ELA-Literacy.W.5.2.a

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.

CCSS.ELA-Literacy.W.5.2.b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.2.c

Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

CCSS.ELA-Literacy.W.5.2.d

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

CCSS.ELA-Literacy.W.5.2.e

Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-Literacy.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.5.9.a

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]").

CCSS.ELA-Literacy.W.5.9.b

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]").

CCSS.ELA-Literacy.W.5.10

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.

CCSS.ELA-Literacy.W.5.1

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

CCSS.ELA-Literacy.W.5.1.a

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.

CCSS.ELA-Literacy.W.5.1.b

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1.c

Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

CCSS.ELA-Literacy.W.5.1.d

Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.5.2

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

CCSS.ELA-Literacy.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.L.5.1.c

Use verb tense to convey various times, sequences, states, and conditions.

CCSS.ELA-Literacy.L.5.1.d

Recognize and correct inappropriate shifts in verb tense.

CCSS.ELA-Literacy.L.5.1.e

Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

CCSS.ELA-Literacy.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.5.2.a

Use punctuation to separate items in a series.

CCSS.ELA-Literacy.L.5.2.b

Use a comma to separate an introductory element from the rest of the sentence.

CCSS.ELA-Literacy.L.5.2.c

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?*).

CCSS.ELA-Literacy.L.5.2.d

Use underlining, quotation marks, or italics to indicate titles of works.

CCSS.ELA-Literacy.L.5.2.e

Spell grade-appropriate words correctly, consulting references as needed.

CCSS.ELA-Literacy.L.5.3.a

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.L.5.4

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.

CCSS.ELA-Literacy.L.5.4.a

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

CCSS.ELA-Literacy.L.5.4.c

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

CCSS.ELA-Literacy.L.5.5.a

Interpret figurative language, including similes and metaphors, in context.

UNIT 3 Writing

Unit Title: Memoir

LEARNING GOALS

Enduring Understanding(s):

- Memoirs tell stories about real life experiences.
- Memoirs can convey both similarities and differences among cultures, experiences, emotions and ideas.

Essential Question(s):

- How do writers use the features of a memoir to convey their story?
- What techniques can writers use to develop well written memoirs?

Content and Skills:

Students will be able to:

- Engage effectively in collaborative discussions about memoirs they read and write.
- Identify how authors use their own life experiences, interests, and observations of the world to generate ideas for memoir writing.
- Identify the similarities and differences among cultures, experiences, emotions, and ideas as conveyed through memoir.
- Discover the features of memoir writing, (reflection, use of memories, and sharpening of focus to a brief period of time).
- Write memoirs about real experiences or events using effective technique, descriptive details, and clear event sequences.
- Introduce characters and/or a narrator and organize an event sequence.
- Use dialogue to enhance readers' understanding of the characters.
- Use concrete words and sensory details to convey experiences and events precisely.
- Provide a conclusion that includes an element of reflection.
- Engage in the writing process.
- Revising, Editing, Rewriting personal written work.
- Publish memoirs by applying what they have learned to their own writing process.

Standards Addressed:

CCSS.ELA-Literacy.W.5.1

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

CCSS.ELA-Literacy.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.3.a

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.5.3.b

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.5.3.c

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-Literacy.W.5.3.d

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.5.3.e

Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-Literacy.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.5.6

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.

CCSS.ELA-Literacy.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.5.8

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

CCSS.ELA-Literacy.W.5.10

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.

SS.ELA-Literacy.SL.5.1

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.

CCSS.ELA-Literacy.SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3

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

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate

to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.5.4

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.

CCSS.ELA-Literacy.L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.5.6

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*).

UNIT 4 Writing

Unit Title: Biography

LEARNING GOALS

Enduring Understanding(s):

- Biographies use varied structures; they can chronicle a person's whole life or focus on a specific time period or achievement.
- Biographies include facts and details to support a writer's opinion.

Essential Question(s):

- How can biographies be structured to convey the author's purpose?
- How do writers use word choice and tone to convey their opinion about the subjects of their biography?
- What kind of research does a writer have to conduct in order to write a biography?

Content and Skills:

Students will be able to:

- Learn about many influential and historical subjects.
- Understand the time in which they lived and what they accomplished.
- Form opinions of the various people.
- Support their point of view or opinion with reasons, facts, and details.
- Understand the purpose and structure of biography: including a strong introduction.
- Conduct research to build knowledge on their subject and develop their biography with information from various sources.
- Include facts and details to support their opinion and inform readers.
- Create an organizational structure.
- Write a conclusion.
- Follow the writing process.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.W.5.1

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

CCSS.ELA-Literacy.W.5.1.a

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.

CCSS.ELA-Literacy.W.5.1.b

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1.c

Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

CCSS.ELA-Literacy.W.5.1.d

Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.5.2

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

CCSS.ELA-Literacy.W.5.2.a

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.

CCSS.ELA-Literacy.W.5.2.b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.2.c

Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

CCSS.ELA-Literacy.W.5.2.d

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

CCSS.ELA-Literacy.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.5.6

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.

CCSS.ELA-Literacy.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.5.8

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

CCSS.ELA-Literacy.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.5.10

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.

CCSS.ELA-Literacy.SL.5.1

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.

CCSS.ELA-Literacy.SL.5.1.a

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.

CCSS.ELA-Literacy.SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3

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

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.5

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

CCSS.ELA-Literacy.SL.5.6

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 [here](#) for specific expectations.)

UNIT 5 Writing

Unit Title: Poetry

LEARNING GOALS

Enduring Understanding(s):

- Poetry has unique structures and literary elements.
- Writers recognize and use features and structures of various poem types in order to create original poetry.
- Poetry is the best words in the best order.

Essential Question(s):

- What is unique about poetry's structure and literary elements?
- Which types of poetry do I prefer to write?
- How do I use author's craft to revise and refine my poetry?

Content and Skills:

Students will be able to:

- Understand the elements of poetry
- Identify the differences between poetry and prose
- Read and analyze varied poem and varied poetic style
- Identify the features of several types of poetry (Cinquain, Haiku, Bio-Poem, Limerick, Concrete, Free Verse, Lyric, Narrative, List, Anthropomorphic)
- Edit and revise poetry concentrating on the use of sensory language, imagery, and figurative language
- Publish a poetry book or portfolio

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.3.d

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

UNIT 6 Writing

Unit Title: Research (Interdisciplinary Unit with Science)

LEARNING GOALS

Enduring Understanding(s):

- Researchers actively question and integrate new knowledge from multiple sources.
- Researchers critically and responsibly explore sources including digital resources to search for answers.

Essential Question(s):

- What does it mean to conduct research?
- What are the steps I should follow in my research to better synthesize information and develop ideas through the use of multiple sources?
- How do people share their research in dynamic way?

Content and Skills:

Students will be able to:

- Gather a variety of resources on a topic of interest, including print and digital resources.
- Ask questions before, during, and after reading to gather and clarify information.
- Read closely and think analytically about their topics to better understand and integrate information from multiple sources.
- Identify and explain the relationship between key ideas, people, and events in informational texts.
- Build note-taking skills as they gather information from multiple sources including quoting accurately and paraphrasing.
- Notice new vocabulary and apply a variety of strategies for making meaning.
- Use visual features (including photographs, diagrams, tables, and maps) to gain a deeper understanding of the text.
- Gather and share information learned while reading.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.2

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

CCSS.ELA-Literacy.RI.5.3

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.

CCSS.ELA-Literacy.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

CCSS.ELA-Literacy.RI.5.5

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.

CCSS.ELA-Literacy.RI.5.6

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

CCSS.ELA-Literacy.RI.5.7

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.

CCSS.ELA-Literacy.RI.5.8

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

CCSS.ELA-Literacy.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10

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.

CCSS.ELA-Literacy.SL.5.1

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.

CCSS.ELA-Literacy.SL.5.1.a

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.

CCSS.ELA-Literacy.SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3

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

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.5

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

CCSS.ELA-Literacy.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CCSS.ELA-Literacy.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.5.3.a

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.L.5.4

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.

CCSS.ELA-Literacy.L.5.4.a

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

CCSS.ELA-Literacy.L.5.6

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*).

CCSS.ELA-Literacy.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.5.8

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

CCSS.ELA-Literacy.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.5.10

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.