

The following CCSS's are embedded throughout the year, and are present in units applicable:

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.5.2 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.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.

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/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Reading with Power Unit 1	<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.5.2 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.</p> <p>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).</p> <p>CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>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.</p> <p>CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>I can use quotes from the text to infer deeper meaning.</p> <p>I can determine the theme of a story.</p> <p>I can summarize a text.</p> <p>I can use details from the text to compare and contrast characters or events in a story.</p> <p>I can understand the meaning of metaphors and similes within the text.</p> <p>I can explain how a series of scenes in a text help provide the structure of the story.</p> <p>I can explain how the narrator's point of view effects how the story is described.</p>	<p>Reading with Power – MAISA</p> <p>Lucy Calkins -- Building a Reading Life</p> <p>Making Meaning</p> <p>Vocabulary for Making Meaning</p>	

	<p>CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>I can read and pronounce words.</p> <p>I can read fluently and understand grade level materials.</p>		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Following Characters into Meaning	<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.5.2 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.</p> <p>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).</p> <p>CCSS.ELA-Literacy.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>I can step outside of my story to help grow theories about characters.</p> <p>I can pay attention to recurring themes and details in stories</p> <p>I can use details from the text to compare and contrast characters in a story.</p> <p>I can pay attention to character’s actions and choices to reveal what kind of people they are.</p>	<p>Insight Into Characters – MAISA</p> <p>Lucy Calkins – Following Characters into Meaning</p> <p>Making Meaning</p> <p>Vocabulary for Making Meaning</p>	

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Navigating Non-Fiction</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.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>I can use quotes from the text to infer deeper meaning.</p> <p>I can determine the main ideas by pausing and summarizing the text as I read.</p> <p>I can explain how main ideas are supported by key details in informational text.</p> <p>I can talk with others and listen to grow ideas and form theories about the relationships between individuals or events.</p> <p>I can use strategies to determine the meaning of unfamiliar vocabulary words and phrases.</p>	<p>Reading Non-Fiction with Power MAISA</p> <p>Lucy Calkins—Navigating Non-Fiction</p> <p>Making Meaning</p> <p>Vocabulary for Making Meaning</p>	

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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</p>	<p>I can recognize and describe the structure of informational text.</p> <p>I can compare how information on the same subtopic is various texts is organized.</p> <p>I can ask questions and read to locate answers in my informational text.</p> <p>I can analyze the author’s purpose and point of view across multiple texts.</p> <p>I can present information I have learned about my topic to others.</p> <p>I can read fluently and understand grade level informational texts.</p>		
--	---	---	--	--

	independently and proficiently.			
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Tackling Complex Text – Historical Fiction	<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.5.2 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.</p> <p>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).</p> <p>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.</p> <p>CCSS.ELA-Literacy.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their</p>	<p>I can use quotes from the text to infer deeper meaning.</p> <p>I can pay attention to recurring themes and details in historical fiction stories</p> <p>I can use details from the text to compare and contrast characters in a historical fiction story.</p> <p>I can keep track of historical events and create historical timelines to stand alongside their story timelines.</p> <p>I can experience a story through the perspective of secondary characters.</p> <p>I can collect and read relevant nonfiction texts</p>	<p>Lucy Calkins – Tackling Complex Texts (Historical Fiction)</p> <p>Book Clubs – Historical Fiction MAISA</p> <p>Making Meaning</p> <p>Vocabulary for Making Meaning</p>	

	<p>approaches to similar themes and topics.</p> <p>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.</p> <p>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).</p> <p>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 <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>alongside their historical fiction novels</p> <p>I can pay close attention to the critical choices that characters make in historical fiction stories.</p> <p>I can learn that similar themes apply across many texts and to real life situations.</p> <p>I can reflect on their reading and learning to help them live their lives differently.</p>		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment