

Community Unit District 308 English-Language Arts Scope & Sequence

Fifth Grade

♦ Standards Taught and Assessed through Formative/Summative Assessments

● Standards Taught and Assessed through Formative Assessments

Introduction of Routines and Baseline Assessments (1-3 Weeks)	Introduce Routines: Think-Pair-Share, Whole Class Discussion, Small Group Discussion, Read Aloud, Shared Reading, Independent Reading, Text Club, Benchmark Vocabulary: Informational, Benchmark Vocabulary: Literary – in Teacher Resource tab of the Teacher's Edition Administer: Baseline assessment – enter into Mastery Connect							
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
Approximate Time Frames per Unit Module	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks
READING STANDARDS FOR LITERATURE								
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	♦	♦	♦		●	●	●	●
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.	♦	♦	♦		●	●	●	●
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).	●	●	●		●	●	●	●
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.	♦	♦	●		●		●	●
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.	●	●	●		●			●
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	●		♦		●		●	
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).	●	●	●		●			●
RL.5.8 (Not applicable to literature)								
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.	●		●		●		●	
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.	●	●	●		●	●	●	●
READING STANDARDS FOR INFORMATIONAL TEXT								
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	●	●	●	●		♦	♦	♦
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		●	●	●	♦	♦	♦	♦
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.	●	●	●	●	●	●	●	●
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.		●		●		♦		♦
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.		●	●	●	●	●	●	●
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		●		●		●	●	●
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.		●		●	●	●	●	●
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).	●	●	●	●		●	●	●
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	●	●		●	♦	♦		●
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.		●	●	●	●	●	●	●

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READING STANDARDS FOR FOUNDATIONAL SKILLS								
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●	●	●	●	
RF.5.3.a 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.5.4 Read with sufficient accuracy and fluency to support comprehension.		●	●	●	●	●	●	●
RF.5.4.a Read grade-level text with purpose and understanding.	●	●	●	●		●	●	●
RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	●	●	●	●	●	●	●	●
RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	●	●	●	●	●	●	●	
WRITING STANDARDS								
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	◆	◆	◆	◆	◆	◆	◆	◆
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.	◆	◆	◆		◆	◆	◆	◆
W.5.1.b Provide logically ordered reasons that are supported by facts and details.	◆	◆	◆		◆	◆	◆	◆
W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	◆	◆	◆		◆	◆	◆	◆
W.5.1.d Provide a concluding statement or section related to the opinion presented.	●	●	●	●	◆		◆	◆
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		◆	◆	◆		◆	◆	◆
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.	●	◆	●	◆	●	◆	●	●
W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		◆		●		◆	●	
W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).		◆		●		◆		●
W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.		●		●		◆	●	
W.5.2.e Provide a concluding statement or section related to the information or explanation presented.		●		●		◆		●
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	◆		◆		◆			
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.	◆				◆		●	
W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations.	◆		◆		◆		◆	
W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	◆		◆		◆		◆	
W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	●		●		◆		◆	
W.5.3.e Provide a conclusion that follows from the narrated experiences or events.	●		●		◆		◆	
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	●	◆	◆	◆		●	●	●
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.	●	●	●	◆	●	●	●	●
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.	●	●	●	●	◆	●	◆	●

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W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	●	●	●	●	●	●	●	●
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.	●	●	●	●		●	●	●
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	●		●	●	
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]").	●	●	●	●	●			
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]").		●	●	●	●	●	●	
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.	●	●	●	●	●	●	●	●
SPEAKING AND LISTENING STANDARDS								
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
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.	●	●	●	●		●	●	●
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.			●	●		●	●	●
SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.	●	●	●	●		●	●	●
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.	●		●		●			●
SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	●	●	●	●		●	●	●
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●	●	●				●	●
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			●	●		●	●	
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.	●	●	●	●	●	●		
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.	●	●	●	●			●	●
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			●	●		●		●
LANGUAGE STANDARDS								
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●			●	●
L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			●		●		●	
L.5.1.b Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.		●					●	
L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.		●	●	●		●		●
L.5.1.d Recognize and correct inappropriate shifts in verb tense.		●		●		●		●
L.5.1.e Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).			●		●		●	
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●			●	●
L.5.2.a Use punctuation to separate items in a series.				●				●
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.				●				●
L.5.2.c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true,</i>				●				●

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<i>isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).								
L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.				●				●
L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.	●	●	●	●	●		●	●
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●		●	●	●
L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			●				●	●
L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			●		●		●	
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.	◆	◆	◆	◆	◆	◆	◆	◆
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.	●	●	●	●		◆	◆	
L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	●	●		●			●	
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.	●	●	●	●		●	●	
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	◆	◆	◆	◆			◆	
L.5.5.a Interpret figurative language including similes and metaphors, in context.	●	●	●	●			◆	
L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	●	●	●	●	◆		●	
L.5.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	●	●	●		●		●	
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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	●	●	●	●		●	●	●