

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 5	UNITS # 1 - 5
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Unit 1 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.	RL.5.1; RI 5.1	Mini-lesson, independent reading
2	Identify a theme of a story, drama, or poem.	RL.5.2	Read-alouds in different genres
3	Discuss how characters respond to challenges or how the speaker in a poem reflects upon a topic.	RL.5.2	Mini-lesson – character development
4	Summarize the text.	RL.5.2	Modeling, graphic organizers
5	Justify how the parts of a text contribute to the overall meaning of a work regarding the order of chapters, scenes or stanzas.	RL.5.5	Mini-lesson, modeling
6	Describe the point of view of the speaker or narrator.	RL.5.6	Mini-lesson, modeling
7	Speculate how point of view influences the description of the events in a text.	RL.5.6	Mini-lesson, modeling
8	Read and comprehend literature independently including stories, dramas, and poetry in grades 4-5 text complexity band.	RL.5.10	Independent reading
9	Explain how an author uses evidence to support specific points.	RI.5.8	Graphic organizers, Reader’s notebook

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10	Identify what evidence supports each point.	RI.5.8	Modeling, post-its, Reader's notebook
11	Demonstrate the ability to decode unknown grade-level words by applying letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multi-syllabic words in grade 5 text and out of context.	RF.5.3.a	Literacy Groups, small groups
12	Use accuracy, appropriate rate, and expression when reading grade-level prose and poetry.	RF.5.4.b	Guided Reading
13	Apply context clues and self-correction strategies when recognizing and understanding grade 5 level words, rereading as necessary.	RF.5.4.c	Independent reading
14	Write a narrative creating an introduction that introduces a narrator and/or character.	W.5.3.a	Writer's Workshop, mini-lesson, independent writing
15	Apply narrative techniques such as dialogue, description, and pacing and develop experiences and events and produce responses of narrator and/or characters to situations.	W.5.3.b	Writer's Workshop, independent writing
16	Create a clear and coherent writing piece paying specific attention to task, purpose, and audience.	W.5.4	Writer's Workshop, independent writing

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17	Produce writing within long (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) in response to fiction and informational text for a range of discipline-specific tasks, purposes, and audiences.	W.5.10	Writer's Workshop, independent writing
18	Participate in a variety of collaborative discussions and construct questions to demonstrate understanding of topic.	SL.5.1.a	Small group sharing, partner sharing
19	Locate key words and phrases using print and digital dictionaries, glossaries and thesauruses, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.5.4.c	Utilizing resources including technology
20	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	L.5.5.c	Vocabulary, small group

Code #	Common Core State Standards
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.5.5	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.5.10	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.

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RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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).
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. 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. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques , such as dialogue, description, and pacing , to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

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W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.
SL 5.1	<p>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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
L.5.4	<p>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.</p> <p>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.</p>
L.5.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

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Unit 2 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Select two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.	RL.5.3	Mini-lesson, modeling, graphic organizer
2	Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.	RL.5.4	Partner reading, independent reading
3	Analyze how the graphics or the media in a multi-media presentation help the reader to understand more about the meaning, tone, or beauty of a text.	RL.5.7	Technology resources, text features
4	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	Independent reading, read-alouds
5	Read increasingly complex texts at the grades 4–5 text complexity band independently and proficiently.	RL.5.10	Independent reading
6	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events and ideas in two or more texts.	RI.5.5	Mini-lesson, modeling, graphic organizer
7	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6	Magazines, read-alouds, graphic organizers
8	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.5.3	Guided Reading, independent reading conference

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9	Create an introduction that states an opinion in which ideas are logically grouped to support the writer's purpose.	W.5.1.a	Mini-lesson, modeling, independent practice
10	Introduce a topic or text clearly and state an opinion.	W.5.1.a	Independent writing
11	Provide logically ordered reasons that are supported by facts and details to support an opinion.	W.5.1.b	Graphic organizer
12	Link opinion and reasons using words (e.g., consequently, specifically).	W.5.1.c	Modeling, paired writing, literacy centers
13	Write a concluding statement or section related to the opinion presented.	W.5.1.d	Writer's notebook
14	Introduce a topic clearly when writing informative/explanatory text.	W.5.2.a	Independent writing
15	Provide a general observation and focus when writing informational/expository text.	W.5.2.a	Mini-lesson, modeling, independent practice
16	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	W.5.2.b	Modeling dialogue, mini-lesson, independent practice
17	Link ideas within and across categories of information using words (e.g. especially, consequently, furthermore).	W.5.2.c	Literacy centers, independent practice
18	Express ideas using precise language and domain-specific vocabulary to explain topic.	W.5.2.d	Independent writing
19	Provide a concluding statement or section related to the information or explanation presented.	W.5.2.e	Writing conferences
20	Use a variety of transitional words to manage the sequence of events.	W. 5.3.c	Literacy centers

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21	Use concrete words and phrases and sensory details to convey experiences and events precisely.	W. 5.3.d	Independent writing, peer editing
22	Create a conclusion that follows from the narrated experiences or events.	W. 5.3.e	Modeling, independent practice
23	Produce clear and coherent writing, appropriate to task, purpose, and audience.	W.5.4	Independent writing, writing conferences
24	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	W 5.5	Peer editing, writing conferences
25	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.5.7	Utilizing media center and technology
26	Create writing pieces routinely over extended (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	Independent writing, timed samples
27	Follow agreed-upon rules and assigned roles in one-on-one small and whole group discussions.	SL.5.1.b	Group sharing, small group work
28	Summarize a grade 5 written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2	Read aloud, graphic organizer, student presentation
29	Report on a topic or text.	SL 5.4	Student presentation
30	When presenting a report, sequence ideas logically.	SL 5.4	Student presentation
31	Recognize and correct inappropriate shifts in verb tense.	L.5.1.d	Literacy centers, grammar

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32	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>).	L.5.2.c	Literacy centers, grammar
33	Use a comma to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>)	L.5.2.c	Literacy centers, grammar
34	Use a comma to indicate direct address (e.g., <i>Is that you, Steve?</i>).	L.5.2.c	Literacy centers, grammar
35	Use context clues to determine unknown and multiple-meaning words and phrases based on grade 5 reading and content.	L.5.4	Guided Reading
36	Acquire and use grade appropriate general academic and domain specific words.	L.5.6	Independent writing, small group sharing
37	Acquire phrases that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	L.5.6	Small group sharing, whole group sharing
38	When presenting a report, use appropriate facts and relevant, descriptive details to support main ideas or themes.	L.5.6	Student presentations
39	Speak clearly at an understandable pace when presenting a report.	L.5.6	Student presentations

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Code #	Common Core State Standards
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.5.7	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.5.9	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.
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.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. 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.

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W.5.1

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

- 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.
- b. Provide **logically ordered** reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, **and clauses (e.g., *consequently, specifically*)**.
- 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.

- 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.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and **across** categories of information using words, phrases, **and clauses (e.g., *in contrast, especially*)**.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

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W.5.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
W.5.4	<p>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.)</p>
W.5.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
W.5.7	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
W.5.10	<p>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.</p>
SL 5.1	<p>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>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>
SL 5.2	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
SL5.4	<p>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.</p>

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L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense.*
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase.
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, although, nevertheless, similarly, moreover, in addition</i>).

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Unit 3 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Compare and contrast two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.	RL.5.3	Mini-lesson, modeling, graphic organizer
2	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, L.5.5.a	Partner reading, independent reading
3	Analyze how the graphics or the media in a multimedia presentation help the reader to understand more about the meaning, tone, or beauty of a text.	RL.5.7	Technology resources, text features
4	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	Independent reading, read-alouds
5	Read increasingly complex text at the grades 4-5 text complexity band independently and proficiently.	RL.5.10	Independent reading
6	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of concepts or information in two or more texts.	RI.5.5	Mini-lesson, modeling, graphic organizer
7	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6	Magazines, read-alouds, graphic organizers

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8	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.5.3.a	Guided Reading, independent reading conference
9	Read grade-level text with purpose and understanding.	RF.5.4.a	Independent reading
10	Read grade-level prose and poetry aloud with appropriate rate, expression, and accuracy.	RF.5.4.b	Independent reading
11	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4.c	Guided Reading
12	Link opinion and reasons using phrases.	W.5.1.c	Modeling, paired writing, literacy centers
13	Write a narrative creating an introduction that introduces a narrator and/or character.	W.5.3.a	Modeling, mini-lesson, independent practice
14	Use narrative techniques , such as dialogue, description, and pacing and develop experiences and events and produce responses of narrator and/or characters to situations.	W.5.3.b	Modeling, mini-lesson
15	Use a variety of transitional phrases to manage the sequence of events.	W.5.3.c	Literacy centers
16	Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.5.3.d	Independent writing, peer editing

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17	Create a conclusion that follows from the narrated experiences or events.	W.5.3.e	Modeling, independent practice
18	Produce clear and coherent writing, appropriate to task, purpose, and audience.	W.5.4	Independent writing, writing conferences
19	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	W.5.5	Peer editing, writing conferences
20	Apply <i>grade 5</i> Reading standards to literature, by responding to literature through writing that compares and contrasts two or more characters, setting, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]”).	W.5.9.a	Modeling, mini- lesson
21	Create writing pieces routinely over extended (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	W.5.10	Independent writing, timed writing
22	Pose and respond to specific questions by making comments that contribute to a discussion and elaborate on the remarks of others.	SL.5.1.c	Whole group discussion, pair/share
23	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses when writing and speaking.	L.5.1.b	Literacy centers
24	Recognize and correct inappropriate shifts in verb tense.	L.5.1.d	Literacy centers, grammar

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25	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>) when writing speaking.	L.5.1.e	Literacy centers, grammar
26	Use a comma to separate an introductory element from the rest of the sentence.	L.5.2. b	Literacy centers, grammar
27	Construct sentences by combing, expanding, and reducing sentences for meaning and reader/listener interest.	L.5.3.a	Writing practice, literacy centers
28	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, and poems.	L.5.3.b	Modeling, mini- lesson
Code #	Common Core State Standards		
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.5.7	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.5.9	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.		

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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.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. 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. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1.c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).

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W.5.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
W.5.4	<p>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.)</p>
W.5.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
W.5.9	<p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>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]”).</p>
W.5.10	<p>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.</p>

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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. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.

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Unit 4 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Select two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.	RL.5.3	Mini-lesson, modeling, graphic organizer
2	Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.	RL.5.4	Partner reading, independent reading
3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6	Magazines, read-alouds, graphic organizers
4	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9	Whole group, group sharing
5	Read increasingly complex text at the grades 4-5 text complexity band independently and proficiently.	RI.5.10	Independent reading
6	Read grade-level text with purpose and understanding.	RF.5.4a	Independent reading
7	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4c	Guided Reading, reading conferences

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8	Link opinion and reasons using clauses when writing.	W.5.1.c	Modeling, paired writing, literacy centers
9	Introduce a topic clearly, provide a general observation and focus , and group related information logically. When writing, include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.	W.5.2a	Mini-lesson, modeling, independent practice
10	Use facts, definitions, concrete details, quotations, or other information and examples related to a topic when writing.	W.5.2b	Modeling dialogue, mini-lesson, independent practice
11	Link ideas within and across categories of information using phrases.	W.5.2c	Literacy centers, independent practice
12	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.5.2d	Independent writing
13	Provide a concluding statement or section related to the information or explanation presented.	W.5.2e	Writing conferences
14	Produce clear and coherent writing, appropriate to task, purpose, and audience.	W 5.4	Independent writing, writing conferences

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15	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	Writer's Notebook
16	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9	Writer's Notebook
17	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	Small group discussion
18	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3	Small group discussion
19	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	Utilizing technology, computers
20	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	L.5.1a	Small group sharing
21	Expand, combine, and reduce sentences for style.	L.5.3a	Writing practice, literacy centers, personal editing
22	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.5.4b	Literacy centers, vocabulary
23	Recognize and explain the meaning of common idioms, adages, and proverbs.	L.5.5b	Reader's Notebook

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24	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	Partner sharing, small group work
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Code #	Common Core State Standards
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.
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.5.9	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.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).

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W.5.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
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.)
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.
SL.5.1	<p>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.</p> <p>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.</p>
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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.

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L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibility from a range of strategies. 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.5.5	Demonstrate understanding of figurative language, word relations, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
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).

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Unit 5 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.	RL.5.1	Mini-lesson, independent reading
2	Analyze how the graphics or the media in a multimedia presentation help the reader to understand the meaning, tone, or beauty of a text.	RL.5.7	Technology resources, text features
3	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	Independent reading
4	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6	Magazines, read- alouds, graphic organizers
5	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	Utilizing technology, computers
6	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9	Whole group, group sharing
7	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	Independent reading

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8	Read grade-level text with purpose and understanding.	RF.5.4.a	Independent reading
9	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4.c	Guided Reading, reading conferences
10	Link ideas within and across categories of information using clauses (e.g., <i>in contrast, especially</i>).	W.5.2.c	Independent practice
11	Produce clear and coherent writing, appropriate to the task, purpose, and audience.	W.5.4	Independent writing, writing conferences
12	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach .	W.5.5	Peer editing, writing conferences
13	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.	W.5.6	Peer editing, writing conferences
14	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	W.5.6	Technology – computers
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	Technology – computers

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16	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	SL.5.6	Individual presentation, small group sharing
17	Use verb tense to convey various times, sequences, states, and conditions.	L.5.1.c	Literacy centers - grammar
18	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.5.4.c	Utilizing resources – dictionaries, etc
19	Obtain and use correctly grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	L.5.6	Partner sharing, small group work

Code #	Common Core State Standards
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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.5.10	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.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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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.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject.		
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.		
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
W.5.2.c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).		
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.)		
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.		
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.		

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L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions.
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. 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.5.6	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).