



## Literacy (Grade 5)

### **Course Description:**

The curriculum for this required course is developed from the [Wisconsin Standards for English Language Arts](#). Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

### **Mastery Standards:**

#### Reading Foundational

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

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)

Read with sufficient accuracy and fluency to support comprehension.(RF.5.4)

Read grade-level text with purpose and understanding. (RF.5.4.A)

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.5.4.B)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4.C)

#### Reading Literature

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL 5.2)

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) (RL 5.4)

#### Reading Informational Text

Determine two or more main ideas and how they are supported by key details; summarize the text. (RI 5.2)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts. (RI 5.5)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI 5.6)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI 5.9)

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)

#### Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W 5.1)

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.A)

Provide logically ordered reasons that are supported by facts and details. (W.5.1.B)

Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically). (W.5.1.C)

Provide a concluding statement or section related to the opinion presented. (W.5.1.D)

Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) (W 5.4)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W 5.7)

### Language

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

Use verb tense to convey various times, sequences, states, and conditions. (L.5.1.C)

Recognize and correct inappropriate shifts in verb tense.\* (L.5.1.D)

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

Use a comma to separate an introductory element from the rest of the sentence. (L.5.2.B)

Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (L.5.2.C)

### Vocabulary Acquisition and Use:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

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.A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)

Interpret figurative language, including similes and metaphors, in context. (L.5.5.A)

	Reading	Writing	Language
<b>Unit</b>	<b>Unit 1: Launching</b>	<b>Launching / Personal Narrative (Book 1; Bend 1)</b>	Launching/Review
<b>Essential Questions</b>	<b>Essential Questions:</b> How do readers continue to grow in their lives as readers, while reading with a sense of purpose?	<b>Essential Questions:</b> How do writers see small stories in everyday life and develop those into a text that has complex characters and a focused plot line?	<b>Essential Questions:</b> How do people communicate effectively? How do people explain their grammatical decisions?
<b>Learning Targets</b>	<b>Learning Targets:</b> I can choose appropriate books and maintain reading stamina for 40 minutes. (RF5.4A)	<b>Learning Targets:</b> I can generate topic ideas and draft a full page in a single class period. (W5.3)	<b>Learning Targets:</b> I can write a complete sentence containing appropriate capitalization and end punctuation.

	<p>I can read aloud with appropriate fluency, accuracy, and expression. (RF5.4B)</p> <p>I can use comprehension strategies to understand what I'm reading. (RF5.4A)</p>	<p>I can use revision strategies to improve the quality of my writing. (W5.3)</p>	<p>I can write complete paragraphs with indentation.</p>
--	---	---	--

	Reading	Writing	Language
<b>Unit</b>	<b>Unit 2: Interpretive Book Clubs-Analyzing Themes (Book 1)</b>	<b>Personal Narrative (Book 1; Bends 2 &amp; 3)</b>	
<b>Essential Questions</b>	<p><b><u>Essential Questions:</u></b> How do characters' inner thoughts and feelings give us insight into who they are?</p> <p>What can the characters in text teach me?</p> <p>What details from the beginning, middle, and end would I include in a summary on this text?</p>	<p><b><u>Essential Questions:</u></b> How can writers study the work of authors to develop a narrative that has meaningful scenes, including dialogue, figurative language, thought, and action, as well as strong leads and endings?</p>	<p><b><u>Essential Questions:</u></b> How do people communicate effectively? How do people explain their grammatical decisions?</p>
<b>Learning Targets</b>	<p><b><u>Learning Targets:</u></b> I can summarize a fiction story, in sequence, including character, setting, and plot points. (RL 5.2)</p> <p>I can infer the theme of a fiction story, using text evidence to support my choice. (RL 5.2)</p>	<p><b><u>Learning Targets:</u></b> I can write a personal narrative, which contains a blend of description, action, dialogue, and thinking. (W.5.3)</p> <p>I can revise to stretch out the heart of my story.(W.5.3)</p>	<p><b><u>Learning Targets:</u></b> I can use past, present, and future tenses correctly. (L.5.1.C)</p> <p>I can distinguish between when to use stative and dynamic verbs. (L.5.1.C)</p>

	Reading	Writing	Language
<b>Unit</b>	<b>Unit 3: Tackling Complexity-Moving up levels of nonfiction (Book 2)</b>	<b>Journalism If-Then</b>	
<b>Essential Questions</b>	<p><b>Essential Questions:</b> How do nonfiction readers synthesize text details in order to determine multiple main ideas?</p> <p>How does text structure help readers understand the content the author is trying to teach?</p>	<p><b>Essential Questions:</b> How do writers make observations and do research about the world around them, using this to spark their informational writing?</p> <p>How do writers draft concise and informative articles, ensuring that multiple perspectives are represented?</p>	<p><b>Essential Questions:</b> How do people communicate effectively? How do people explain their grammatical decisions?</p>
<b>Learning Targets</b>	<p><b>Learning Targets:</b> I can identify several main ideas of a text and support them with key details. (RI5.2)</p> <p>I can concisely summarize a nonfiction text using chronological or logical order. (RI5.2)</p> <p>I can identify different nonfiction text structures and compare the purpose of each text structure. (RI5.5)</p> <p>I can compare and contrast the structure of events, ideas, concepts, and information in two or more texts. (RI5.5)</p>	<p><b>Learning Targets:</b> I can write a balanced report, using primary sources, and by sharing multiple perspectives. (W.5.2)</p> <p>I can use precise language to inform or explain about the topic. (W.5.2)</p> <p>I can revise to ensure I'm writing concisely and including only the most important information. (W.5.2)</p>	<p><b>Learning Targets:</b> I can correctly use the past tense to tell about an event that already happened. (L.5.1.D)</p> <p>I can distinguish between simple past tense and past perfect tense. (L.5.1.D)</p>

	Reading	Writing	Language
<b>Unit</b>	<b>Unit 4: Argument and Advocacy (Book 3; Bend 1)</b>	<b>Research-Based Argument Essay (Book 4; Bend 1)</b>	
<b>Essential Questions</b>	<p><b>Essential Questions:</b> What strategies can readers use to infer the meaning of unfamiliar words in context?</p> <p>Which words, phrases, or text features help the reader understand the meaning of a portion or the text as a whole?</p>	<p><b>Essential Questions:</b> How can writers develop a solid argument grounded in solid evidence?</p>	<p><b>Essential Questions:</b> How do people communicate effectively? How do people explain their grammatical decisions?</p>
<b>Learning Targets</b>	<p><b>Learning Targets:</b> I can use context clues to figure out the meaning of unknown words and phrases</p>	<p><b>Learning Targets:</b> I can provide factual and logically ordered reasons to support my thesis. (W5.1)</p>	<p><b>Learning Targets:</b> I can use a comma to show a direct address. (L.5.2.B)</p>

	in a text. (RI 5.4)	I can use transitional words and phrases to organize my essay. (W5.1)	I can use a comma to separate a dependent clause from an independent clause. (L.5.2.B)
--	---------------------	---	--

	Reading	Writing	Language
<b>Unit</b>	<b>Unit 5: Argument and Advocacy (Book 3; Bends 2 and 3)</b>	<b>Research-Based Argument Essay (Book 4; Bends 2 and 3)</b>	
<b>Essential Questions</b>	<p><b>Essential Questions:</b> What strategies can readers use to infer the meaning of unfamiliar words in context?</p> <p>Which words, phrases, or text features help the reader understand the meaning of a portion or the text as a whole?</p> <p>How do words, phrases, headings, photos, and captions signal the author's angle (point of view) on the topic?</p> <p>How do readers synthesize information read from a variety of sources on the same subject in order to become teachers of others?</p>	<p><b>Essential Questions:</b> How can writers develop an argumentative essay that considers audience, counterclaims, and various perspectives?</p> <p>How can writers use all they know about argumentative writing to write about a topic of their choice for the purpose of social awareness or advocacy?</p>	<p><b>Essential Questions:</b> How do people communicate effectively? How do people explain their grammatical decisions?</p>
<b>Learning Targets</b>	<p><b>Learning Targets:</b> I can use context clues to figure out the meaning of unknown words and phrases in a text. (RI 5.4) (RF5.4C) I can distinguish fact and opinion. (RI 5.6)</p> <p>I can identify similarities and differences between the points of view of two accounts and be able to analyze the reasons why the perspectives are different. (RI 5.6)</p> <p>I can integrate (synthesize) information from several texts on the same topic and be able to write about the subject knowledgeably. (RI 5.9)</p>	<p><b>Learning Targets:</b> I can provide factual and logically ordered reasons to support my thesis.(W.5.1)</p> <p>I can use transitional words and phrases to organize my essay.(W.5.4)</p>	<p><b>Learning Targets:</b> I can use a comma to show a direct address. (L.5.2.B)</p> <p>I can use a comma to separate a dependent clause from an independent clause. (L.5.2.B)</p>

	Reading	Writing	Language
<b>Unit</b>	<b>Unit 6: Historical Fiction Book Clubs (If/Then)</b>	<b>Comparative Literary Essay (If/Then) Westward Expansion Pre-Teaching</b>	

<b>Essential Questions</b>	<p><b><u>Essential Questions:</u></b> How can a reader develop a deeper understanding of the characters, the setting, the plot, and the world by reading historical fiction?</p> <p>How can a reader create personal interpretations and revise those interpretations based on a growing understanding of the story and universal life experiences?</p>	<p><b><u>Essential Questions:</u></b> How do writers use evidence to support their analysis, reflection, or findings in a comparative essay?</p> <p>How can writers organize and develop their writing to ensure that their audience is engaged in their purpose?</p>	<p><b><u>Essential Questions:</u></b> How do people communicate effectively? How do people explain their grammatical decisions?</p>
<b>Learning Targets</b>	<p><b><u>Learning Targets:</u></b> I can summarize a fiction story, in sequence, including character, setting, and plot points. (RL.5.2)</p> <p>I can infer the theme of a fiction story, using text evidence to support my choice. (RL.5.2)</p>	<p><b><u>Learning Targets:</u></b> I can compare and contrast two texts, including how the author approached their respective themes. (W.5.9) (W.5.4)</p>	<p><b><u>Learning Targets:</u></b> I can correctly write in the past, present, and future tense. (L.5.1.D)</p> <p>I know when to shift tenses correctly. (L.5.1.D)</p>

	<b>Reading</b>	<b>Writing</b>	<b>Language</b>
<b>Unit</b>	<b>Unit 7: Learning Through Reading: Westward Expansion (If/Then)</b>	<b>The Lens of History Research Report (Book 2)</b>	
<b>Essential Questions</b>	<p><b><u>Essential Questions:</u></b> How can a reader organize a learning life that allows them to read across multiple texts, studying a topic from multiple perspectives?</p> <p>How can a reader build theories from studying multiple perspectives on a topic?</p> <p>How can a reader start to see how various authors approach the same topic differently, swaying their readers to think in particular ways?</p>	<p><b><u>Essential Questions:</u></b> How can writers make effective choices in structuring informational text to provide the audience with information in a powerful, intriguing way?</p> <p>How does the selection of resources impact the quality and validity of the research process and product?</p>	<p><b><u>Essential Questions:</u></b> How do people communicate effectively? How do people explain their grammatical decisions?</p>
<b>Learning Targets</b>	<p><b><u>Learning Targets:</u></b> I can distinguish fact and opinion. (RI 5.6)</p> <p>I can identify similarities and differences between the points of view of two accounts and be able to analyze the reasons why the perspectives are different. (RI 5.6)</p> <p>I can integrate (synthesize) information from several texts on the same topic and be able to write about the subject knowledgeably. (RI 5.9)</p>	<p><b><u>Learning Targets:</u></b> I can use several sources to build knowledge on a specific topic. (W 5.8)</p> <p>I can quote and paraphrase, when appropriate, during note taking. (W5.8)</p>	<p><b><u>Learning Targets:</u></b> I can cite my sources and create a bibliography. (L.5.2.D)</p> <p>I can properly capitalize and punctuate proper nouns, including titles. (L.5.2.D)</p>

	<b>Reading</b>	<b>Writing</b>	<b>Language</b>
<b>Unit</b>	<b>Unit 8: Test Prep Fantasy Book Clubs (Book 4)</b>	<b>The Lens of History Research Report (Book 2)</b>	

<p><b>Essential Questions</b></p>	<p><b>Essential Questions:</b>          What strategies and goals will help the reader make sense of multiple plot lines, layered characters, and complex themes in fantasy texts?</p> <p>Which words or phrases are figurative language and why is the author using them?</p> <p>How does the language in this text set a tone? How does the tone help me understand what the characters are thinking?</p>	<p><b>Essential Questions:</b>          How can writers use all they know about reading and writing, including note-taking, analyzing perspective, and studying mentor texts to develop an informational paper on a focused topic?</p>	<p><b>Essential Questions:</b>          How do people communicate effectively? How do people explain their grammatical decisions?</p>
<p><b>Learning Targets</b></p>	<p><b>Learning Targets:</b>          I can infer the theme of a fiction story, using text evidence to support my choice. (RL5.2)</p> <p>I can use context clues to figure out the meaning of figurative language in a text. (RL5.4) (RF5.4C)</p>	<p><b>Learning Targets:</b>          I can introduce my topic, providing relevant background information and an overview of my research. (W5.2) (W5.8)</p> <p>I can develop and elaborate upon my topic, using a combination of facts, analysis, quotes, and my own thinking. (W5.2) (W5.8)</p> <p>I can group similar information together using headings and subheadings. I can use text features to clarify information for my reader. (W5.2)</p>	<p><b>Learning Targets:</b>          I can cite my sources and create a bibliography. (L.5.2.D)</p> <p>I can properly capitalize and punctuate proper nouns, including titles. (L.5.2.D)</p>

	Reading	Writing	Language
<p><b>Unit</b></p>	<p><b>Unit 9: Fantasy Book Clubs (Book 4)</b></p>	<p><b>Fantasy Writing (If/Then)</b></p>	
<p><b>Essential Questions</b></p>	<p><b>Essential Questions:</b>          Which words or phrases are figurative language and why is the author using them?</p> <p>How does the language in this text set a tone? How does the tone help me understand what the characters are thinking?</p>	<p><b>Essential Questions:</b>          How can writers study the work of authors to develop a fantasy story that has meaningful scenes, including dialogue, figurative language, thought, and action, as well as strong leads and endings?</p>	<p><b>Essential Questions:</b>          How do people communicate effectively? How do people explain their grammatical decisions?</p>
<p><b>Learning Targets</b></p>	<p><b>Learning Targets:</b>          I can use context clues to figure out the meaning of figurative language in a text. (RL 5.4) (RF 5.4)</p>	<p><b>Learning Targets:</b>          I can use sensory details to create a vivid setting and strong imagery. (W.5.3)</p> <p>I can tell a story with a distinct story arc. The beginning should introduce the character's problem and the end should provide a clear resolution.(W.5.3)</p> <p>I can use sequence words to show time-order, including shifts in time such as flashbacks or flash-forwards. (W.5.3)</p>	<p><b>Learning Targets:</b>          I can write using past, present, and future tenses. (L.5.1.D)</p> <p>I can notice when the wrong verb tense is used and correct that error. (L.5.1.D)</p>

