## 5th Grade Literacy and Content Year at A Glance

### Assessed on the Common Assessment

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce Narrative Writing, Literary essay around character as Responding to Reading</td>
<td>November: Introduce Informational Writing: Research Reports, continue other genres</td>
<td>February: Introduce Opinion Writing: Argumentative Essay Continue literary essays in other genres (blogs, reading responses)</td>
<td>Introduce Narrative Memoirs, continue other genres</td>
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<td>January: Literary Essay around theme</td>
<td>March: Return to Informational Writing to compile Civil War research, or other genres</td>
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<tr>
<td>Science Content: Stars and the Solar System</td>
<td>Science Content: Interactions of Earth’s Major Systems</td>
<td>Social Studies Content: Civil War</td>
<td>For this unit, consider student research units (social studies or science in nature) based on student choice. Think passion projects/PBL/Design Thinking.</td>
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<td>Social Studies Content: Underground Railroad</td>
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### Unit 0: Set up a Reader’s and Writer’s Workshop

#### Unit 1 Content:
This is a literature unit that begins early book clubs.

**Best if realistic fiction novels**

Have ideas while reading, including:
- RL5.1 Making interpretations about the text
- RL5.3 Character development
- RL5.5 Comparing/contrasting 2 characters
- RL5.2 Identifying big idea themes that represent the whole text and theme statements
- RL5.1 Noticing and interpreting symbolism in a text (intro)
- RL5.4 Determine the meaning of words and phrases as they are used in the text, including figurative language.
- RL5.5 Notice how parts of a text fit

### Unit 2 Content:
This is an informational research unit.
- RI5.10 Notice that some nonfiction texts are very complex and harder to understand
- RI5.5 Use text structures to organize our thinking about the text
- RI5.4 Apply vocabulary strategies in nonfiction
- RI5.3 Read analytically, and begin to notice relationships between parts of a text with the whole
- RI5.2 Summarize in concise versions of the text's main ideas and key supporting details
- RI5.7, RI5.9 Learn from different types of sources
- RI5.1 Questioning work, and DOK
- RI5.9 Synthesize information across different texts on a subtopic
- W5.7 Become independent researchers

### Beginning in January:
**Writing:** The Literary Essay around theme

#### Unit 3A Bend 1:

#### ~February:
**Writing:** Argument Essay (not about Civil War)

#### Unit 3A Bend 2 Content:
This bend focuses on the topic of The Civil War to teach the skills of RESEARCHING HISTORY.

**Bend 2**
- Pairing informational sources with fiction texts
- RI 5.5 Previewing nonfiction texts using text features and structures
- RI5.2 Summarizing and determining main idea(s)
- RI5.2 Organizing research around main ideas
- RI5.4 Content specific vocabulary
- RI5.7 Use digital and primary sources
- RI5.6 Considering author’s point of view and craft decisions

#### ~March
**Unit 3B Content:**
This is an argument based research unit. Students will learn to find and annotate claims in a text, and have

### Unit 4 Content:
RL5.9 This unit is a fantasy book club unit. You can replace the fantasy genre for complex fiction novels in the actual clubs, but you will need to have a fantasy read aloud to teach fantasy specific concepts.
- Synthesis of multiple plotlines
- RL5.3 Complex characters
- RL5.4 Vocabulary
- RL5.4 Metaphor/allegory
- RL5.2 and RL5.3 Character and Theme analysis through:
  - Literal and metaphorical dragons (internal struggles and motivations)
  - Internal and external quests (the journey the character is on)
  - Implicit historical themes
  - Symbolism
  - Culture, stereotypes and simple intro to archetypes

***Standards/strategies/skills that are highlighted in yellow are assessed on the Common Assessment for that quarter. All other expectations should be formatively and/or summatively assessed using tools created by the teacher or grade level teams.***
### 5th Grade Literacy and Content Year at A Glance

<table>
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<tr>
<th>with the whole</th>
<th>This bend is a historical fiction bend, with a focus on the Underground Railroad to teach the skills needed for SETTING in historical fiction.</th>
<th>flash debates. The focus is NOT on writing an argument essay.</th>
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</thead>
</table>
| ● RL.5.6 Point of View in a text | Bend 1  
  ● RL.5.3 The impact of a historical setting (including impact on character motivation, mood, theme)  
  ● RL.5.2 Theme statements  
  ● RI5.3 Timelines  
  ● RL5.5 Flashbacks in fiction  
  ● RL5.1 Symbolism | ● RI.5.1 Find text evidence to support a claim  
 ● RI.5.1 Annotate ideas across a text  
 ● SL.5.3 Debate a claim by knowing a bit about both sides of the claim  
 ● RI5.6 Analyze claims made by authors  
 ● Use research clubs to research about an argument before debating |

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