

# Chariho Grade 5 ELA Table of Contents

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**Grade 5, Module 1**  
*Inventors At Work*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** What kind of circumstances push people to create new inventions?

**Writing Type:** Expository Text

In this module, students will listen to, read, and view a variety of texts and media that present them with information about inventors.

A genre focus on informational text provides students with opportunities to identify author’s purpose, central ideas, and text structure in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction, realistic fiction, and science fiction/fantasy to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that people can create amazing things through innovation, perseverance, and the desire to solve problems.

**Essential Content and Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Critical Vocabulary</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Central Idea</li> <li>● Summarize</li> <li>● Author’s Purpose</li> <li>● Point of View</li> <li>● Monitor and Clarify</li> <li>● Text Structure</li> <li>● Central Idea</li> <li>● Making Inferences</li> <li>● Literary Elements</li> <li>● Author’s Craft</li> </ul>	<p><b>Decoding:</b> Short Vowels, Long <i>a</i> and <i>e</i>, Long <i>i</i> and <i>o</i></p> <p><b>Spelling:</b> Words with Short Vowels, Words with Long <i>o</i>, Long <i>e</i>, Words with Long <i>i</i>, Long <i>o</i></p> <p><b>Fluency:</b> Accuracy and Self-Correction, Reading Rate, Phrasing</p>	<p><b>Expository Essay</b></p> <p><b>Grammar:</b> Complete Sentences, Kinds of Sentences, Compound Sentence</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

**Standards**

**Click on the standard to view the progression of standards.**

[RL.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

- [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.5.6](#) Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama.
- [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).
- [RI.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)  
*For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.*
- [RI.5.2](#) Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
- [RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, 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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RI.5.5](#) Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
- [RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points 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.5.9](#) Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
- [RF.5.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- Read grade-level text with purpose and understanding.

- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[W.5.3](#) Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

- a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
- b. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage sequence.
- d. Use concrete words and phrases and sensory details to convey experiences or events precisely.
- e. Provide a sense of closure appropriate to the narrated experiences or events.
- f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
- g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

[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](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

[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](#) 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.

- 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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- b. Follow agreed-upon rules for discussions and carry out assigned roles.

- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and Evidence.

*For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)*

**SL.5.4** Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

**SL.5.5** Include multimedia components 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. (See grade 5 Language Standards 1 and 3 for specific expectations.)

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

- a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
- ~~b. Use punctuation to separate items in a series.<sup>††</sup>~~
- ~~c. Use a comma to separate an introductory element from the rest of the sentence.~~
- ~~d. 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 a direct address (e.g., Is that you, Steve?).~~
- ~~e. Use underlining, quotation marks, or italics to indicate titles of works.~~
- f. Spell grade-appropriate words correctly, consulting references as needed.

**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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- 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
- ~~d. Recognize and use appropriately abbreviations related to grade-level content~~

~~or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).~~

- ~~e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).~~

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.~~
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- ~~e. 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., *however, although, nevertheless, similarly, moreover, in addition*). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

***Connections to the Standards for Mathematical Practice***

*6. Attend to precision.*

*See Rhode Island Mathematics Standards.*

**Grade 5, Module 2**  
*What a Story*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** How does genre affect the way a story is told?

**Writing Type:** Narrative Writing

In this module, students will listen to, read, and view a variety of texts and media that present them with different ways to tell a story.

A genre focus on fiction provides students with opportunities to identify characters, setting, plot, and conflict in order to better understand unfamiliar texts. Students will also encounter poetry, myth, and fantasy/adventure to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that the elements of a great story can be found in literature of all genres.

**Essential Skills**

Vocabulary	Skills and Strategies	Writing
<ul style="list-style-type: none"> <li>● Critical Vocabulary</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Text and Graphic Features</li> <li>● Synthesize</li> <li>● Literary Elements</li> <li>● Figurative Language</li> <li>● Characters</li> <li>● Visualize</li> <li>● Elements of Drama</li> <li>● Ask and Answer Questions</li> <li>● Elements of Poetry</li> <li>● Author’s Purpose</li> <li>● Theme</li> </ul>	<p><b>Decoding:</b> Words with /oo/ and /yoo/, Words with /ou/, /ô/, /oi/, r-Controlled Vowels /ôr/, /âr/, /är</p> <p><b>Spelling:</b> Words with /oo/ and /yoo/, Words with /ou/, /ô/, /oi/, Words with /ôr/, /âr/, /är/</p> <p><b>Fluency:</b> Expression, Intonation</p>	<p><b>Narrative Story</b></p> <p><b>Grammar:</b> Common and Proper Nouns, Singular and Plural Nouns, Verbs</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

**Standards**

**Click on the standard to view the progression of standards.**

[RL.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

- [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; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [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.5.9](#) Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.
- [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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RF.5.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [W.5.3](#) Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
- Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
  - Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
  - Use a variety of transitional words, phrases, and clauses to manage sequence.
  - Use concrete words and phrases and sensory details to convey experiences or events precisely.
  - Provide a sense of closure appropriate to the narrated experiences or events.
  - For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
  - For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.



[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](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

[W.5.9](#) Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

[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](#) 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.

- 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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

[SL.5.3](#) Summarize the points a speaker makes and explain how each claim is supported by reasons and Evidence.

*For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)*

[SL.5.4](#) Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

[SL.5.5](#) Include multimedia components 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. (See grade 5 Language Standards 1 and 3 for specific expectations.)

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

- a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
- ~~b. Use punctuation to separate items in a series.<sup>††</sup>~~
- ~~c. Use a comma to separate an introductory element from the rest of the sentence.~~
- ~~d. 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 a direct address (e.g., *Is that you, Steve?*).~~
- e. ~~Use underlining, quotation marks, or italics to indicate titles of works.~~
- f. Spell grade-appropriate words correctly, consulting references as needed.

[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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- 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
- ~~d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., *lb.*, *oz.*, *etc.*).~~
- ~~e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).~~

[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.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- 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.,

*however, although, nevertheless, similarly, moreover, in addition*). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

***Connections to the Standards for Mathematical Practice***

*6. Attend to precision.*

*See Rhode Island Mathematics Standards.*

**Grade 5, Module 3**  
***Natural Disasters***

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** How can learning about natural disasters make us safer?

**Writing Type:** Persuasive Essay

In this module, students will listen to, read, and view a variety of texts and media that present them with information about natural disasters.

A genre focus on informational text provides students with opportunities to identify central ideas, summarize events, and to ask and answer questions in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction, realistic fiction, and persuasive text to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn about the causes of different types of natural disasters.

**Essential Skills**

<b>Reading and Vocabulary</b>	<b>Foundational Skills</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>● Critical Vocabulary</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Make and Confirm Predictions</li> <li>● Retell/Summarize</li> <li>● Ask and Answer Questions</li> <li>● Central Idea</li> <li>● Author’s Craft</li> <li>● Text Structure</li> <li>● Figurative Language</li> <li>● Content-Area Words</li> <li>● Media Techniques</li> <li>● Text and Graphic Features</li> <li>● Ideas and Support</li> </ul>	<p><b>Decoding:</b> r-Controlled Vowels /ûr/, /îr/, Compound Words, VCCV Syllable Division Pattern</p> <p><b>Spelling:</b> Words with /ûr/, /îr/, Compound Words, Words with VCCV Syllable Division Pattern</p> <p><b>Fluency:</b> Expression, Phrasing, Reading Rate</p>	<p><b>Persuasive Essay</b></p> <p><b>Grammar:</b> Direct and Indirect Objects, Conjunctions, Complex Sentences</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

## Standards

**Click on the standard to view the progression of standards.**

- [RI.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)  
*For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.*
- [RI.5.2](#) Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
- [RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, 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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RI.5.5](#) Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
- [RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points 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 knowledgeably about the subject.
- [RF.5.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- 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.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections 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.

*Should a dog be allowed to run free or always be on a leash in a public park? A fifth grader considers the rewards and hazards of free-ranging dogs in “Be Careful When You Let Your Dog Off Leash,” skillfully using details and personal anecdotes to support an argument.*

*Writing Standards in Action.*

*(W.5.1, W.5.3, W.5.4, L.5.1, L.5.2, L.5.5, L.5.6)*

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 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

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 written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

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 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.

- 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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 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.

*For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)*

SL.5.4 Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

SL.5.5 Include multimedia components 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. (See grade 5 Language Standards 1 and 3 for specific expectations.)

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

- a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
- ~~b. Use punctuation to separate items in a series.<sup>††</sup>~~
- ~~c. Use a comma to separate an introductory element from the rest of the sentence.~~
- ~~d. 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 a direct address (e.g., *Is that you, Steve?*).~~
- ~~e. Use underlining, quotation marks, or italics to indicate titles of works.~~
- f. Spell grade-appropriate words correctly, consulting references as needed.

- 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.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
  - 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
  - ~~Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., *lb.*, *oz.*, *etc.*).~~
  - ~~Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).~~

- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
  - ~~Recognize and explain the meaning of common idioms, adages, and proverbs.~~
  - ~~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., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

***Connections to the Standards for Mathematical Practice***

***6. Attend to precision.***

*See Rhode Island Math Standards.*



**Grade 5, Module 4**  
*Wild West*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** What character traits were needed in people who settled the West?

**Writing Type:** Letter

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the people who settled the West.

A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and author’s craft techniques in order to better understand unfamiliar texts. Students will also encounter personal historical fiction to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn about the settlers’ varied experiences.

**Essential Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Critical Vocabulary</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Synthesize</li> <li>● Monitor and Clarify</li> <li>● Visualize</li> <li>● Central Idea</li> <li>● Text Structure</li> <li>● Author’s Craft</li> <li>● Media Techniques</li> <li>● Literary Elements</li> <li>● Point of View</li> <li>● Varieties of English</li> </ul>	<p><b>Decoding:</b> VCV Syllable Division Pattern, VCCCV Syllable Division Pattern, VV Syllable Division Pattern</p> <p><b>Spelling:</b> Words with VCV, VCCCV, and VV Syllable Division Patterns</p> <p><b>Fluency:</b> Intonation, Accuracy and Self-Correction, Expression</p>	<p><b>Letter</b></p> <p><b>Grammar:</b> Direct Quotations and Interjections, Subject and Object Pronouns, Verb Tenses</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

**Written Curriculum**

**Click on the standard to view the progression of standards.**

[RL.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

[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 a text.

*For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.*

[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; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.5.6](#) Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama.

[RL.5.9](#) Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.

[RI.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

*For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.*

[RI.5.2](#) Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.

[RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.

[RI.5.5](#) Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

[RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points 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 on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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 in paragraphs and sections; include text features (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.

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 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

W.5.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

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 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.

- 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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 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.

*For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)*

[SL.5.4](#) Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

[SL.5.5](#) Include multimedia components 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. (See grade 5 Language Standards 1 and 3 for specific expectations.)

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

- a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
- ~~b. Use punctuation to separate items in a series.<sup>††</sup>~~
- ~~c. Use a comma to separate an introductory element from the rest of the sentence.~~
- ~~d. 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 a direct address (e.g., Is that you, Steve?).~~
- ~~e. Use underlining, quotation marks, or italics to indicate titles of works.~~
- f. Spell grade-appropriate words correctly, consulting references as needed.

[L.5.3](#) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

~~a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<sup>12</sup>~~

- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

*For example, students read Ernest Lawrence Thayer’s poem “Casey at the Bat” and point out lines in the poem that use the informal slang of baseball and lines that use standard English. They discuss what Thayer’s use of language reveals about the characters in the poem, how the language and rhythm build suspense, and how the final stanza shows the crowd’s emotion as the game comes to its climax. (RL.5.5, SL.5.1, L.5.3)*

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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- 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
- d. ~~Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., *lb.*, *oz.*, etc.).~~
- e. ~~Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).~~

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.~~
- b. ~~Recognize and explain the meaning of common idioms, adages, and proverbs.~~
- 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., *however*; *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

***Connections to the Standards for Mathematical Practice***

***6. Attend to precision.***

*See Rhode Island Mathematics Standards.*

**Grade 5, Module 5**  
***Project Earth***

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** How can caring for the earth and its living things improve life now and in the future?

**Writing Type:** Editorial

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the Earth.

A genre focus on persuasive text provides students with opportunities to identify the author’s purpose and audience, in order to better understand unfamiliar texts. Students will also encounter realistic fiction, drama, and informational text to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that there are many ways to protect the future of the world around us.

**Essential Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Critical Vocabulary</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Synthesize</li> <li>● Central Idea</li> <li>● Ask and Answer Questions</li> <li>● Monitor and Clarify</li> <li>● Author’s Purpose</li> <li>● Ideas and Support</li> <li>● Author’s Craft</li> <li>● Retell</li> <li>● Elements of Drama</li> <li>● Literary Elements</li> <li>● Figurative Language</li> <li>● Text Structure</li> <li>● Text and Graphic Features</li> </ul>	<p><b>Decoding:</b> Final Stable Syllables –al, –el, –le, –il, Recognize Base Words, Recognize Base Words with Spelling Changes</p> <p><b>Spelling:</b> Words with Final Schwa + /I/ Sounds, Adding –ed and –ing</p> <p><b>Fluency:</b> Phrasing, Intonation, Reading Rate</p>	<p><b>Editorial</b></p> <p><b>Grammar:</b> Regular and Irregular Verbs, Commas and Semicolons, Transitions</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities,

reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

## Written Curriculum

**Click on the standard to view the progression of standards.**

[RL.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

[RL.5.4](#) Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[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.

[RI.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)  
*For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.*

[RI.5.2](#) Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.

[RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, 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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RI.5.5](#) Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

[RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points 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 knowledgeably about the subject.
- [RF.5.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- ~~Read grade-level text with purpose and understanding.~~
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - 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.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer’s purpose.
  - Provide logically ordered reasons that are supported by facts and details.
  - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - Provide a concluding statement or section related to the opinion presented.
- Should a dog be allowed to run free or always be on a leash in a public park? A fifth grader considers the rewards and hazards of free-ranging dogs in “Be Careful When You Let Your Dog Off Leash,” skillfully using details and personal anecdotes to support an argument.*  
*Writing Standards in Action.*  
*(W.5.1, W.5.3, W.5.4, L.5.1, L.5.2, L.5.5, L.5.6)*
- [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](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
  - Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
- [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 written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading



Informational Text as needed.

[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](#) 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.

- 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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

[SL.5.3](#) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

*For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)*

[SL.5.4](#) Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

[SL.5.5](#) Include multimedia components 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. (See grade 5 Language Standards 1 and 3 for specific expectations.)

[L.5.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation,

and spelling when writing.

- a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
- ~~b. Use punctuation to separate items in a series.<sup>††</sup>~~
- ~~c. Use a comma to separate an introductory element from the rest of the sentence.~~
- ~~d. 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 a direct address (e.g., *Is that you, Steve?*).~~
- ~~e. Use underlining, quotation marks, or italics to indicate titles of works.~~
- f. Spell grade-appropriate words correctly, consulting references as needed.

[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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- 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
- ~~d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., *lb.*, *oz.*, *etc.*).~~
- ~~e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).~~

[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.
- ~~b. Recognize and explain the meaning of common idioms, adages, and proverbs.~~
- 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., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

***Connections to the Standards for Mathematical Practice***

***6. Attend to precision.***

*See Rhode Island Mathematics Standards.*

**Grade 5, Module 6**  
*Art for Everyone*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** How do different art forms impact people in different ways?

**Writing Type:** Personal Narrative

In this module, students will listen to, read, and view a variety of texts and media that present them with information about how people create and share different art forms.

A genre focus on biography provides students with opportunities to identify central ideas, point of view, author’s craft, figurative language, and literary elements in order to better understand unfamiliar texts.

Students will also encounter realistic fiction and procedural text to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn about the powerful impact of various art forms.

**Essential Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Critical Vocabulary</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Ask and Answer Questions</li> <li>● Make Inferences</li> <li>● Literary Elements</li> <li>● Visualize</li> <li>● Author’s Craft</li> <li>● Central Idea</li> <li>● Text Structure</li> <li>● Point of View</li> <li>● Theme</li> <li>● Figurative Language</li> </ul>	<p><b>Decoding:</b> Recognize Base Word, with Spelling Changes, Words with Suffixes: <i>-ful, -ly, -ness, -less, -ment</i>, Words from Other Languages</p> <p><b>Spelling:</b> changing Final y to i, Words with Suffixes <i>-ful, -ly, -less, -ness, -ment</i>, Words from Other Languages</p> <p><b>Fluency:</b> Accuracy and Self-correction, phrasing, expression</p>	<p><b>Personal Narrative</b></p> <p><b>Grammar:</b> Adjectives, Adverbs, Prepositions and Prepositional Phrases</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

## Written Curriculum

**Click on the standard to view the progression of standards.**

- [RI.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)  
*For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.*
- [RI.5.2](#) Determine one or more main ideas of a text and explain how they are supported by key details; summarize a 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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RI.5.5](#) Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
- [RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.
- [RF.5.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [W.5.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - 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.

[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](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

[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 written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

[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](#) 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.

- 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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

[SL.5.3](#) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

*For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)*

[SL.5.4](#) Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

[SL.5.5](#) Include multimedia components 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. (See grade 5 Language Standards 1 and 3 for specific expectations.)

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

- a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
- ~~b. Use punctuation to separate items in a series.<sup>††</sup>~~
- ~~c. Use a comma to separate an introductory element from the rest of the sentence.~~
- ~~d. 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 a direct address (e.g., *Is that you, Steve?*).~~
- ~~e. Use underlining, quotation marks, or italics to indicate titles of works.~~
- f. Spell grade-appropriate words correctly, consulting references as needed.

[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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- 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
- ~~d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or~~

~~phrases in other languages (e.g., lb., oz., etc.).~~

- ~~e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).~~

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.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- ~~e. 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., *however, although, nevertheless, similarly, moreover, in addition*). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

***Connections to the Standards for Mathematical Practice***

*6. Attend to precision.*

*See Rhode Island Mathematics Standards.*

**Grade 5, Module 7**  
*Above, Below, and Beyond*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** What role does curiosity play in exploration?

**Writing Type:** Research Report

In this module, students will listen to, read, and view a variety of texts and media that present them with information about exploration.

A genre focus on autobiography provides students with opportunities to identify author’s craft and purpose, and to make and confirm predictions in order to better understand unfamiliar texts. Students will also encounter informational text, persuasive text, science fiction, and narrative nonfiction to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn about exciting land, sea, and space discoveries.

**Essential Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Critical Vocabulary</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Ideas and Support</li> <li>● Text Structure</li> <li>● Text and Graphic Features</li> <li>● Content-Area Words</li> <li>● Central Idea</li> <li>● Author’s Craft</li> <li>● Theme</li> <li>● Make and Confirm Predictions</li> <li>● Make Inferences</li> <li>● Ask and Answer Questions</li> </ul>	<p><b>Decoding:</b> Final Stable Syllables -ain, -ture, -sure, Unstressed Final Syllables, Unstressed Syllables</p> <p><b>Spelling:</b> Words with Final /n/ or /ən/, /chər/, /zhər/, Words with Final /ij/, /iv/, /is/, Words with Unstressed Syllables</p> <p><b>Fluency:</b> Reading Rate, Accuracy and Self-Correction, Intonation</p>	<p><b>Research Report</b></p> <p><b>Grammar:</b> Reading rate, Accuracy and Self-correction, Intonation</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.



## Written Curriculum

Click on the standard to view the progression of standards.

- [RI.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)  
*For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.*
- [RI.5.2](#) Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
- [RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, 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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RI.5.5](#) Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
- [RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points 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.5.9](#) Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
- [RI.5.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5. (See Appendix A & Appendix A New Research.)
- [RF.5.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- Read grade-level text with purpose and understanding.

- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[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 in paragraphs and sections; include text features (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.

[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](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

[W.5.9](#) Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

[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](#) 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.

- 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.

(See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 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.

*For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)*

[SL.5.4](#) Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

[SL.5.5](#) Include multimedia components 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. (See grade 5 Language Standards 1 and 3 for specific expectations.)

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

- a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
- ~~b. Use punctuation to separate items in a series.<sup>††</sup>~~
- ~~c. Use a comma to separate an introductory element from the rest of the sentence.~~
- ~~d. 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 a direct address (e.g., Is that you, Steve?).~~
- e. Use underlining, quotation marks, or italics to indicate titles of works.
- f. 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.

- ~~a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<sup>12</sup>~~
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

*For example, students read Ernest Lawrence Thayer's poem "Casey at the Bat" and point out lines in the poem that use the informal slang of baseball and lines that use standard English. They discuss what Thayer's use of language reveals about the characters in the poem, how the language and rhythm build suspense, and how the final stanza shows the crowd's emotion as the game comes to its climax. (RL.5.5, SL.5.1, L.5.3)*

**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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- 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
- ~~d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., *lb., oz., etc.*).~~
- ~~e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).~~

**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.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- ~~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., *however, although, nevertheless, similarly, moreover, in addition*). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

***Connections to the Standards for Mathematical Practice***

*6. Attend to precision. See Rhode Island Mathematics Standards.*

**Grade 5, Module 8**  
*A New Home*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** How do people adapt to new experiences and make a new place home?

**Writing Type:** Narrative Poem

In this module, students will listen to, read, and view a variety of texts and media related to the experience of moving to a new country.

A genre focus on poetry provides students with opportunities to identify the elements of poetry and author’s craft in order to better understand unfamiliar texts. Students will also encounter informational text and realistic fiction to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that moving to a new country and learning to feel at home there is a life-changing experience.

**Essential Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Critical Vocabulary</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Visualize</li> <li>● Make Inferences</li> <li>● Characters</li> <li>● Ask and Answer Questions</li> <li>● Theme</li> <li>● Elements of Poetry</li> <li>● Author’s Craft</li> <li>● Literary Elements</li> <li>● Text and Graphic Feature</li> <li>● Text Structure</li> </ul>	<p><b>Decoding:</b> Homophones, Prefixes: <i>in-</i>, <i>un-</i>, <i>dis-</i>, <i>mis-</i>, Final Stable Syllables <i>-tion</i>, <i>-sion</i></p> <p><b>Spelling:</b> Homophones, Words with Prefixes: <i>in-</i>, <i>un-</i>, <i>dis-</i>, <i>mis-</i>, Adding the Suffixes <i>-ion</i>, <i>-ian</i></p> <p><b>Fluency:</b> Expression, Phrasing, Intonation</p>	<p><b>Lyric Poem</b></p> <p><b>Grammar:</b> Perfect tenses, Easily confused verbs, Making comparisons</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

## Written Curriculum

**Click on the standard to view the progression of standards.**

- [RI.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)  
*For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.*
- [RI.5.2](#) Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
- [RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, 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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RI.5.5](#) Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
- [RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points 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.5.9](#) Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.
- [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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [W.5.3](#) Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
- Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.

- b. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage sequence.
- d. Use concrete words and phrases and sensory details to convey experiences or events precisely.
- e. Provide a sense of closure appropriate to the narrated experiences or events.
- f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
- g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

[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](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

[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 written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

[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](#) 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.

- 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.

(See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

*For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher’s information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)*

**SL.5.4** Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

**SL.5.5** Include multimedia components 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. (See grade 5 Language Standards 1 and 3 for specific expectations.)

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

- a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
- ~~b. Use punctuation to separate items in a series.<sup>1+</sup>~~
- ~~c. Use a comma to separate an introductory element from the rest of the sentence.~~
- ~~d. 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 a direct address (e.g., Is that you, Steve?).~~
- e. ~~Use underlining, quotation marks, or italics to indicate titles of works.~~
- f. Spell grade-appropriate words correctly, consulting references as needed.

**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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to



the meaning of a word (e.g., *photograph*, *photosynthesis*).

- 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
- ~~d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., *lb.*, *oz.*, *etc.*).~~
- ~~e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).~~

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.
- ~~b. Recognize and explain the meaning of common idioms, adages, and proverbs.~~
- 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., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

***Connections to the Standards for Mathematical Practice***

*6. Attend to precision.*

*See Rhode Island Mathematics Standards.*

**Grade 5, Module 9**  
*Unexpected, Unexplained*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** What makes something mysterious and what makes people want to solve mysteries?

**Writing Type:** Imaginative Story

In this module, students will listen to, read, and view a variety of texts and media that present them with information about mysteries.

A genre focus on mystery provides students with opportunities to make inferences, to make and confirm predictions, and to identify literary elements and figurative language in order to better understand unfamiliar texts. Students will also encounter informational text to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn about different types of intriguing mysteries and the methods people use to try to solve them.

**Essential Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Critical Vocabulary</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Author’s Purpose</li> <li>● Literary Elements</li> <li>● Figurative Language</li> <li>● Media Techniques</li> <li>● Text and Graphic Features</li> <li>● Author’s Craft</li> <li>● Point of View</li> <li>● Make and Confirm Predictions</li> <li>● Ideas and Support</li> <li>● Make Inferences</li> </ul>	<p><b>Decoding:</b> Prefixes: <i>com-</i>, <i>con-</i>, <i>pre-</i>, <i>pro-</i>, Suffixes: <i>-ant</i>, <i>-ent</i>, <i>-able</i>, <i>-ible</i>, <i>-ism</i>, <i>-ist</i>, Greek Word Roots</p> <p><b>Spelling:</b> Words with Prefixes <i>com-</i>, <i>con-</i>, <i>pre-</i>, <i>pro-</i>, Adding the Suffixes: <i>-ant</i>, <i>-ent</i>, <i>-able</i>, <i>-ible</i>, <i>-ism</i>, <i>-ist</i>, Words with Greek Roots</p> <p><b>Fluency:</b> Expression, Accuracy and Self-Correction, Intonation</p>	<p><b>Imaginative Story</b></p> <p><b>Grammar:</b> Contractions, Possessive Nouns, Commas in Sentences</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities,

reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

## Written Curriculum

Click on the standard to view the progression of standards.

- [RL.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
- [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; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [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 in a story, myth, poem, or drama.
- [RL.5.9](#) Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.
- [RI.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)  
*For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.*
- [RI.5.2](#) Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
- [RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, 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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

- [RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points 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).
- [RF.5.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [W.5.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
  - Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
- [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.
- 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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - 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.

*For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)*

[SL.5.4](#) Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

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

- a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
- ~~b. Use punctuation to separate items in a series.<sup>††</sup>~~
- ~~c. Use a comma to separate an introductory element from the rest of the sentence.~~
- d. 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 a direct address (e.g., *Is that you, Steve?*).
- ~~e. Use underlining, quotation marks, or italics to indicate titles of works.~~
- f. Spell grade-appropriate words correctly, consulting references as needed.

[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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- 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
- ~~d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., *lb., oz., etc.*).~~
- ~~e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).~~
- ~~f. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).~~

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.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- 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., *however*; *although*, *nevertheless*, *similarly*, *moreover*; *in addition*). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

***Connections to the Standards for Mathematical Practice***

*6. Attend to precision.*

*See Rhode Island Mathematics Standards.*

**Grade 5, Module 10**  
*The Lives of Animals*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** What can we learn about ourselves by observing and interacting with animals?

**Writing Type:** Argument Writing: Letter to the Editor

In this module, students will listen to, read, and view a variety of texts and media that present them with information about animals.

A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts and video. Students will also encounter narrative nonfiction and poetry to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that animals demonstrate amazing characteristics and abilities in their everyday lives.

**Essential Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Critical Vocabulary</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Author’s Craft</li> <li>● Synthesize</li> <li>● Theme</li> <li>● Text Structure</li> <li>● Monitor and Clarify</li> <li>● Media Techniques</li> <li>● Central Idea</li> <li>● Visualize</li> <li>● Text and Graphic Features</li> </ul>	<p><b>Decoding:</b> Latin Word Roots: <i>-ion; -ation</i>, Final Stable Syllables: <i>with /ər/</i></p> <p><b>Spelling:</b> Words with Latin Roots, Adding suffixes: <i>- ion, -ation</i>, Words with Final <i>/ər/</i></p> <p><b>Fluency:</b> Reading Rate, Intonation, Phrasing</p>	<p><b>Argument</b></p> <p><b>Grammar:</b> More Commas, Other Punctuation, Commonly Misspelled Words</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

## Written Curriculum

Click on the standard to view the progression of standards.

[RL.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

[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 a text.

*For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.*

[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 or adventure stories) on their approaches to similar themes and topics.

[RI.5.1](#) Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

*For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.*

[RI.5.2](#) Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.

[RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, 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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RI.5.5](#) Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

[RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points 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.5.9](#) Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
- [RF.5.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [W.5.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.
- [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](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
  - Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
- [W.5.9](#) Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading

Informational Text as needed.

[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](#) 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.

- 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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 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.

*For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)*

[SL.5.4](#) Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

[SL.5.5](#) Include multimedia components 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. (See grade 5 Language Standards 1 and 3 for specific expectations.)

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

- a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
- ~~b. Use punctuation to separate items in a series.<sup>††</sup>~~
- ~~c. Use a comma to separate an introductory element from the rest of the sentence.~~
- ~~d. 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 a direct address (e.g., *Is that you, Steve?*).~~
- ~~e. Use underlining, quotation marks, or italics to indicate titles of works.~~
- f. Spell grade-appropriate words correctly, consulting references as needed.

**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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- 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
- ~~d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., *lb.*, *oz.*, *etc.*).~~
- ~~e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).~~

**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.
- ~~b. Recognize and explain the meaning of common idioms, adages, and proverbs.~~
- 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., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

***Connections to the Standards for Mathematical Practice***

***6. Attend to precision.***

*See Rhode Island Mathematics Standards.*

