



TERM 1	
Term 1 Dates/ myView Units	MS College and Career Readiness Standards
August 6-9	Back to School/Diagnostic Assessments
August 12-16 myView Unit 1 Week 1	<p>Reading</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Language</p> <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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).</p>
August 19-23 myView Unit 1 Week 2	<p>Reading</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Writing</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Language</p> <p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>



<p>August 26-30</p> <p>myView Unit 1 Week 3</p>	<p>Reading</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>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).</p> <p>Writing</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>Language</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p>
<p>September 3-6</p> <p>myView Unit 1 Week 4</p>	<p>Reading</p> <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>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.</p> <p>Language</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5a Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5 Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
<p>September 9-13</p> <p>myView Unit 1</p>	<p>Reading</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>Language</p>



Week 5	L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5a Interpret figurative language, including similes and metaphors, in context.
September 16-20 myView Unit 1 Week 6	Reading 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). Writing W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Language L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
September 23-27 myView Unit 2 Week 1	Reading RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Language L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Sept. 30 - Oct. 4 myView Unit 2 Week 2	Reading RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Writing W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. Language L.5.1c Use verb tense to convey various times, sequences, states, and conditions. L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
October 7-11	BMA/1st 9 Week Assessments



TERM 1

Recurring Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

Reading

RI/RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Foundational Skills

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

RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

RF.5.4a Read grade-level text with purpose and understanding.

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

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

Writing

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 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.

Language

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

L.5.6 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).



TERM 2

Term 2 Dates/ myView Units	MS College and Career Readiness Standards
October 15-18 myView Unit 2 Week 3	<p>Reading</p> <p>RL. 5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL. 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>Writing</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2e Provide a concluding statement or section related to the information or explanation presented.</p> <p>Language</p> <p>L.5.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
October 22-25 myView Unit 2 Week 4	<p>Reading</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Writing</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Language</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>L.5.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1d Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>



Oct. 28 - Nov. 1 myView Unit 2 Week 5	<p>Reading RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Language L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2a Use punctuation to separate items in a series. L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p>
November 4-8 myView Unit 2 Week 6	<p>Reading 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).</p> <p>Language L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
November 11-15 myView Unit 3 Week 1	<p>Reading 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).</p> <p>Writing W.5.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>Language L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
November 18-22 myView Unit 3 Week 2	<p>Reading RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Writing W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W.5.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>Language L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>



<p>December 2-6</p> <p>myView Unit 3 Week 3</p>	<p><u>Reading</u> RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). <u>Writing</u> W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.1d Provide a concluding statement or section related to the opinion presented. <u>Language</u> L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
<p>December 9-12</p> <p>myView Unit 3 Week 4</p>	<p><u>Reading</u> RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. RL.5.7 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). <u>Writing</u> W.5.1b Provide logically ordered reasons that are supported by facts and details. W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2e Provide a concluding statement or section related to the information or explanation presented. <u>Language</u> L.5.2d Use underlining, quotation marks, or italics to indicate titles of works. L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
<p>December 16-20</p>	<p>BMA/2nd 9 Week Assessments</p>



TERM 2

Supporting Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

Reading

RI/RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Foundational Skills

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

RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

RF.5.4a Read grade-level text with purpose and understanding.

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

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

Writing

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 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.

Language

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

L.5.6 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).



TERM 3

Term 3 Dates/ myView Units	MS College and Career Readiness Standards
January 6-10 myView Unit 3 Week 5	<p>Reading RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>Language L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
January 13-17 myView Unit 3 Week 6	<p>Reading 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.</p> <p>Writing W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>
January 21-24 myView Unit 4 Week 1	<p>Reading 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.5.7 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).</p> <p>Language L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
January 27-31 myView Unit 4 Week 2	<p>Reading RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics</p> <p>Writing W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>



	<p>W.5.1d Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><u>Language</u></p> <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p>February 3-7</p> <p>myView Unit 4 Week 3</p>	<p><u>Reading</u></p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><u>Writing</u></p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely</p> <p><u>Language</u></p> <p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>
<p>February 10-14</p> <p>myView Unit 4 Week 4</p>	<p><u>Reading</u></p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>Writing</u></p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Language</u></p> <p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2a Use punctuation to separate items in a series.</p> <p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p>



	<p>L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p>
<p>February 18-21</p> <p>myView Unit 4 Week 5</p>	<p>Reading</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>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).</p> <p>Language</p> <p>L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>
<p>February 24-28</p> <p>myView Unit 4 Week 6</p>	<p>Language</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>March 3-7</p>	<p>BMA/3rd 9 Week Assessments</p>



TERM 3

Supporting Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

Reading

RI/RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Foundational Skills

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

RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

RF.5.4a Read grade-level text with purpose and understanding.

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

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

Writing

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 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.

Language

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

L.5.6 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).



TERM 4

Term 4 Dates/ myView Units	MS College and Career Readiness Standards
March 17-21 myView Unit 5 Week 1	Reading RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Writing W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Language L.5.2a Use punctuation to separate items in a series.
March 25-28 myView Unit 5 Week 2	Reading RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. Writing W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Language L.5.2b Use a comma to separate an introductory element from the rest of the sentence. L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
March 31 - April 4 myView Unit 5 Week 3	Reading RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text Writing W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W.5.9.a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). Language L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.
April 7-11 myView Unit 5 Week 4	Reading RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Writing W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



	<p><u>Language</u> L.5.2d Use underlining, quotation marks, or italics to indicate titles of works. L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
April 14-17 myView Unit 5 Week 5	<p><u>Reading</u> RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>Writing</u> 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.</p> <p><u>Language</u> L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1d Recognize and correct inappropriate shifts in verb tense. L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p>
April 22-25 myView Unit 5 Week 6	<p><u>Writing</u> 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.</p>
April 28 - May 2	*Pacing of the final weeks of myView units is TBD based on scheduled dates of MAAP Assessments.
May 5-9	
May 12-16	



TERM 4

Supporting Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

Reading

RI/RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Foundational Skills

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

RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

RF.5.4a Read grade-level text with purpose and understanding.

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

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

Writing

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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Language

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