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| First Nine Weeks | | |
| Week(s) | Topics & Objectives | Standards |
| 1 | Writing an Opinion Piece | **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **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. |
| 2 | Writing an Opinion Piece-cont. | **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **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. |
| 3 | Writing an Opinion Piece-cont. | **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **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. |
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| 4 | Writing an Opinion Piece-cont. | **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **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. |
| 5 | Writing an Opinion Piece-cont. | **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **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. |
| 6 | Writing to Inform | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| 7 | Writing to Inform | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 8 | Writing to Inform | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 9 | Writing to Inform | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| Second Nine Weeks | | |
| Week(s) | Topics & Objectives | Standards |
| 10 | Writing to Inform | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 11 | Writing a Narrative | **W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.8.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 12 | Writing a Narrative | **W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.8.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **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. |
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| 13 | Writing a Narrative | **W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.8.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 14 | Writing a Narrative | **W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.8.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 15 | Writing a Narrative | **W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.8.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| 16 | Writing to Analyze Literature | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.8.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **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. |
| 17 | Writing to Analyze Literature | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.8.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 18 | Writing to Analyze Literature | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.8.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| Third Nine Weeks | | |
| Week(s) | Topics & Objectives | Standards |
| 19 | Writing to Analyze Literature | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.8.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 20 | Writing to Analyze Literature | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.8.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 21 | Writing to Inform | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **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. |
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| 22 | Writing to Inform | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **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. |
| 23 | Writing to Inform | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **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. |
| 24 | Writing to Inform | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **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. |
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| 25 | Writing to Inform | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **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. |
| 26 | Writing an Opinion | **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 27 | Writing an Opinion | **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| Fourth Nine Weeks | | |
| Week(s) | Topics & Objectives | Standards |
| 28 | Writing an Opinion | **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 29 | Writing an Opinion | **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 30 | Writing an Opinion | **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.7.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| 31 | Writing to Analyze Literature | **W.5.2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.8.** 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.  **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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