<table>
<thead>
<tr>
<th>Unit/Length</th>
<th>Unit 1- 10 Weeks</th>
<th>Unit 2- 8 Weeks</th>
<th>Unit 3- 6 Weeks</th>
<th>Unit 4- 7 Weeks</th>
<th>Unit 5- 6 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Assessment</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Districtwide Cultural Focus</td>
<td>Understanding ourselves helps us respect and empathize with others.</td>
<td>We become better citizens when we learn about our own culture and the culture of others.</td>
<td>Culture influences how we see the world.</td>
<td>We value and respect others by focusing on their strengths.</td>
<td>Through understanding and action, we will improve the world for ourselves and others.</td>
</tr>
<tr>
<td>Theme Title</td>
<td>Human and Environmental Interactions</td>
<td>Exploring the Unknown</td>
<td>Establishing Foundations</td>
<td>Interdependence</td>
<td>Internal Organization of Systems</td>
</tr>
<tr>
<td>Enduring Understanding Related to P21 Themes</td>
<td>Understanding the impact of the environment and its influence on humans allows us to adapt to our surroundings.</td>
<td>Exploring the unknown gives us a better understanding of ourselves and our place in the universe.</td>
<td>Establishing foundations creates perspective regarding our progression from an individual to a more complex system.</td>
<td>Analyzing interdependence within complex systems enables us to become entrepreneurial change agents.</td>
<td>Working collaboratively within diverse systems allows us to become responsible stewards of our minds, bodies, society, and environment.</td>
</tr>
</tbody>
</table>
| Second Step Curriculum (Please refer to the Second Step Schedule for more detailed information) | **Unit 1 – Empathy and Skills for Learning**  
Empathy and Respect  
Listening with Attention (Active Listening)  
Being Assertive  
Predicting Feelings  
Taking Others’ Perspectives  
Accepting Differences  
Disagreeing Respectfully  
Responding with Compassion  
**Unit 2 – Emotion Management**  
Introducing Emotion Management  
Calming Down  
Managing Anxiety  
Resisting Revenge  
Handling Put-Downs  
Avoiding Assumptions  
Additional weeks allotted for review | **Unit 3 – Problem Solving**  
Solving Problems, Part I (Conflict Resolution)**  
Solving Problems, Part II  
Making a Plan  
Seeking Help  
Dealing with Gossip  
Dealing with Peer Pressure  
Reviewing Second Step Skills  
**Bullying Prevention**  
Class Rules (Bullying)  
Recognize, Report, Refuse  
Bystander Power  
Bystander Responsibility  
Bystanders to Cyber Bullying  
Additional weeks allotted for review |
<table>
<thead>
<tr>
<th>Writing Focus</th>
<th>Informative</th>
<th>Opinion</th>
<th>Narrative</th>
<th>Informative, Opinion, Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS (Writing)</strong></td>
<td><strong>W.5.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td><strong>W.5.1</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td><strong>W.5.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td><em>Writing opportunities in all 3 genres should be included across all content areas.</em></td>
</tr>
<tr>
<td><strong>Writing is to be conducted in all content areas</strong></td>
<td><strong>W.5.2a</strong> 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.</td>
<td><strong>W.5.1a</strong> 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.</td>
<td><strong>W.5.3a</strong> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td><em>This includes both short constructed responses and extended constructed responses.</em></td>
</tr>
<tr>
<td></td>
<td><strong>W.5.2b</strong> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td><strong>W.5.1b</strong> Provide logically ordered reasons that are supported by facts and details.</td>
<td><strong>W.5.3b</strong> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>W.5.2c</strong> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</td>
<td><strong>W.5.1c</strong> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</td>
<td><strong>W.5.3c</strong> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>W.5.2d</strong> Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td><strong>W.5.1d</strong> Provide a concluding statement or section related to the opinion presented.</td>
<td><strong>W.5.3d</strong> Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>W.5.2e</strong> Provide a concluding statement or section related to the information or explanation presented.</td>
<td></td>
<td><strong>W.5.3e</strong> Provide a conclusion that follows from the narrated experiences or events</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS (Writing) CONTINUED</strong></td>
<td><strong>W.5.4</strong> Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>W.5.5</strong> 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.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>W.5.6</strong> 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 to type a minimum of two pages in a single sitting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>W.5.7</strong> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>W.5.8</strong> Recall information from experiences or gather information from provided sources to answer a question.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>W.5.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>W.5.9a</strong> 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!”).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>W.5.9b</strong> 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,”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.  
5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.  
5.1.2 Describe their varied customs and folklore traditions.  
5.1.3 Explain their varied economies and systems of government. | 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.  
5.2.1 Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).  
5.2.2 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).  
5.2.3 Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.  
5.2.4 Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. | 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.  
5.3.1 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.  
5.3.2 Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).  
5.3.3 Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).  
5.3.4 Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).  
5.3.5 Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).  
5.3.6 Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).  
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era. | 5.5 Students explain the causes of the American Revolution.  
5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).  
5.5.2 Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.  
5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.  
5.5.4 Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).  
5.6 Students understand the course and consequences of the American Revolution.  
5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. | 5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.  
5.7.1 List the shortcomings of the Articles of Confederation as set forth by their critics.  
5.7.2 Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.  
5.7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.  
5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.  
5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.  
5.7.6 Know the songs that
5.4.1 Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

5.4.2 Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).

5.4.3 Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).

5.4.4 Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious tolerance, and free exercise of religion.

5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

5.4.6 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

5.4.7 Explain the early democratic ideas and practices that emerged.

5.6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin’s negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).

5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

5.6.5 Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.

5.6.6 Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies’ impact on American Indians’ land.

5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.6.8 Express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

5.8.1 Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).

5.8.2 Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).

5.8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

5.8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
| CA Science Standards                                                                 | Earth Science: 5.3 Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept: 5.3a Students know most of Earth’s water is present as salt water in the oceans, which cover most of Earth’s surface. 5.3b Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water. 5.3c Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow. 5.3d Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water. 5.3e Students know the origin of the water used by their local communities. | Earth Science: 5.5 The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept: 5.5a Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium. 5.5b Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets. 5.5c Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet. | Physical Science: 5.1 Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept: 5.1a Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties. 5.1b Students know all matter is made of atoms, which may combine to form molecules. 5.1c Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals. 5.1d Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties. 5.1e Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules | Life Science: 5.2 Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept: 5.2a Students know many multicellular organisms have specialized structures to support the transport of materials. 5.2b Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide and oxygen are exchanged in the lungs and tissues. 5.2c Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system. 5.2d Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder. 5.2e Students know how sugar, water, and minerals are transported in a vascular manner. | Continue teaching: Life Science 5.2a-e |

**5.8.5** Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. 5.8.6 Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War. 5.9 Students know the location of the current 50 states and the names of their capitals.
5.4 Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
5.4a Students know uneven heating of Earth causes air movements (convection currents).
5.4b Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
5.4c Students know the causes and effects of different types of severe weather.
5.4d Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
5.4e Students know that the Earth’s atmosphere exerts a pressure that decreases with distance above Earth’s surface and that at any point it exerts this pressure equally in all directions.

5.1f Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
5.1g Students know properties of solid, liquid, and gaseous substances, such as sugar (C6H12O6), water (H2O), helium (He), oxygen (O2), nitrogen (N2), and carbon dioxide (CO2).
5.1h Students know living organisms and most materials are composed of just a few elements.
5.1i Students know the common properties of salts, such as sodium chloride (NaCl).

5.2f Students know plants use carbon dioxide and energy from sunlight to build molecules of sugar and release oxygen.
5.2e Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide and water (respiration).
<table>
<thead>
<tr>
<th>CCSS Reading (Literature)</th>
<th>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</th>
<th>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. (See grade 5 Language standards 4–6 for additional expectations.)</th>
<th>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.</th>
<th>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.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>RL.5.2 (see unit 1)</td>
<td>RL.5.2 (see unit 1)</td>
<td>RL.5.3 (see unit 1)</td>
<td>RL.5.4 (see unit 2)</td>
<td>RL.5.1 (see unit 1)</td>
</tr>
<tr>
<td>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)</td>
<td>RL.5.3 (see unit 1)</td>
<td>RL.5.3 (see unit 1)</td>
<td>RL.5.4 (see unit 2)</td>
<td>RL.5.4 (see unit 2)</td>
<td>RL.5.1 (see unit 1)</td>
</tr>
<tr>
<td>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
<td>RL.5.6 (see unit 1)</td>
<td>RL.5.6 (see unit 1)</td>
<td>RL.5.7 (see unit 1)</td>
<td>RL.5.7 (see unit 1)</td>
<td>RL.5.1 (see unit 1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSS (Reading: Foundational Skills)</th>
<th>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 on-level text with purpose and understanding. RF.5.4b Read on-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.</th>
<th>Continue teaching: RF.5.3a (see unit 1) RF.5.4a-c (see unit 1)</th>
<th>Continue teaching: RF.5.3a (see unit 1) RF.5.4a-c (see unit 1)</th>
<th>Continue teaching: RF.5.3a (see unit 1) RF.5.4a-c (see unit 1)</th>
<th>Continue teaching: RF.5.3a (see unit 1) RF.5.4a-c (see unit 1)</th>
</tr>
</thead>
</table>
| CCSS (Speaking and Listening) | 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.
SL.5.1a 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.
SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1d 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 or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.
SL.5.5 Include multimedia in a presentation. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | SL.5.4 Report on a topic or text 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.
SL.5.4a Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA
SL.5.4b Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.
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.) | Continue teaching:
SL.5.1a-d (see unit 1)
SL.5.2 (see unit 1)
SL.5.3 (see unit 1)
SL.5.4 (see unit 2)
SL.5.5 (see unit 1)
SL.5.6 (see unit 2) | Continue teaching:
SL.5.1a-d (see unit 1)
SL.5.2 (see unit 1)
SL.5.3 (see unit 1)
SL.5.4b (see unit 2)
SL.5.5 (see unit 1)
SL.5.6 (see unit 2) | Continue teaching:
SL.5.1a-d (see unit 1)
SL.5.2 (see unit 1)
SL.5.3 (see unit 1)
SL.5.5 (see unit 1)
SL.5.6 (see unit 2) | Continue teaching:
SL.5.1a-d (see unit 1)
SL.5.2 (see unit 1)
SL.5.3 (see unit 1)
SL.5.5 (see unit 1)
| CCSS (Language) | L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences  
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.5.2b 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?)  
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.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  
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.  
L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.  
L.5.1c Use verb tense to convey various times, sequences, states, and conditions.  
L.5.1d Recognize and correct inappropriate shifts in verb tense.  
L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.  
L.5.2e 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.  
L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  
L.5.5a-c (see units 1 and 2)  
L.5.5c (see unit 1)  
L.5.6 (see unit 1) | L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  
L.5.5a-c (see units 1 and 2)  
L.5.5c (see unit 1)  
L.5.6 (see unit 1) | L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).  
Continue teaching:  
L.5.2e (see unit 2)  
L.5.4a-c (see unit 1)  
L.5.5a-c (see units 1 and 2)  
L.5.6 (see unit 1) | L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).  
Continue teaching:  
L.5.2e (see unit 2)  
L.5.4a-c (see unit 1)  
L.5.5a-c (see units 1 and 2)  
L.5.6 (see unit 1) |
and to identify alternate word choices in all content areas.

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

L.5.5c 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).