



2024 ENGLISH STANDARDS OF LEARNING

Grade 5 Instructional Guide

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GUIDANCE OVERVIEW

The 2024 English *Standards of Learning* ensure that educators across the Commonwealth approach literacy instruction with an emphasis on providing students with opportunities to read complex, grade-level texts. These texts are used as a basis for deep, text-based classroom discussions and as a starting point for writing activities. By developing students' literacy skills and structuring classrooms to offer chances to read, discuss, and write about content, educators ensure that students learn and retain literacy skills and content deeply.

Virginia educators will notice that literacy standards are no longer highlighted in the instructional guides in isolation or in silos of each other; literacy standards are not meant to be taught in isolation. When Grade 5 students engage with complex literary texts (RL), they also practice communicating (C), writing and language, (W and LU), decoding (FFR), encoding (FFW), and building vocabulary (RV) throughout the lesson, all within a literacy genre. The same integration of skills is true as fifth grade students read complex, grade level informational text (RI). While reading informational text, students will respond through discussion and accessing the communication standards (C) as well as in writing (W) and draw several pieces of evidence to support reading information text (RI) to support claims and draw conclusions. Students will access grade level text by applying their foundational reading and writing standards (FFR and FFW) as they develop as skilled readers and build stamina (DSR).

This guide focuses on developing instructional practice and classroom routines that integrate multiple English standards to provide students with a deeper understanding. Each section starts with educators considering students' current levels of proficiency and grade-level standards using the "Side-by-Sides" and "Progression Charts" of the 2024 English *Standards of Learning*. Educators will then review the "Understanding the Standards" section to gain a deeper understanding of grade-level concepts and instructional practices. Guided by the "Developing Skilled Readers and Building Reading Stamina" standards, educators will plan integrated lessons and use questions and instructional strategies to ensure that all students engage with grade-level content at the appropriate level of rigor. Finally, the guide provides thematic and/or cross-content area connections to extend student learning and deepen their understanding.

In grades K-5, students will receive foundational instruction in both reading (FFR) and writing (FFW) as students grow in their skills of reading unfamiliar words in grade level text. The foundational standards establish the building blocks necessary for students to engage with grade level text. When planning and instructing students across the literacy standards, students will build reading fluency, read grade-level-complex text, and ensure they're responding both in writing and orally to text-based

questioning and instruction. These knowledge building and comprehension skills are outlined in the Developing Skilled Readers and Building Reading Stamina (DSR). The Developing Skilled Readers and Building Reading Stamina was added to emphasize skills and strategies use within content-rich complex text each time students engage with text, rather than isolated skill work. This strand emphasizes that students should be reading challenging grade-level literary and informational texts fluently, while learning vocabulary, writing, collaborating, and researching in grade level complex text. These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.

As educators are utilizing this English Instructional Guide as a resource, each guide page highlights sample standards that may be considered. However, specific standards are text-dependent, instruction will be text-based, and the standards will rely on the grade-level-complex text in which students are engaged.

Text Sets

Text sets are a collection of various texts, like articles, books, videos, or images, all centered around a single topic, theme, or question. Text sets provide students the opportunities to build vocabulary and knowledge around a topic because they offer different perspectives and formats for deeper understanding. Text sets enhance the teaching of the 2024 English *Standards of Learning* and can naturally be paired with content area subjects. Text sets will vary by school and division based on resources and relevant school board policies. Text sets provide the opportunity for students to make authentic connections between texts and apply their background knowledge to meet the rigor of the Reading Literary Texts and Reading Informational Text Standards.

- Science Example: When teaching the Earth Resources standards around natural resources, teachers may decide to include students reading the literary novel, *Redwoods* by Jason Chin and the informational text, *The Boy Who Grew a Forest: The True Story of Jadav Payeng* by Sophia Gholz. This text set reinforces what students are learning in science, while allowing students to engage with multiple grade level texts on a topic.

A more comprehensive list of text set examples is included in the Grade 5 Cross Content Connections section at the end of the instructional guide.

INSTRUCTIONAL GUIDE QUICK LINKS:

While each of the instructional guides has an overarching strand – each guide provides additional avenues, tasks, and

planning questions to consider with integrating all the 2024 English *Standards of Learning*.

- [Developing Skilled Readers and Building Reading Stamina](#)
- [Reading & Vocabulary, Foundations for Reading, and Foundations for Writing](#)
- [Reading Literary Texts](#)
- [Reading Informational Texts](#)
- [Writing and Language Usage](#)
- [Communication & Multimodal Literacy and Language Usage](#)
- [Research](#)
- [Grade 5 Cross Content Connections](#)
- [References](#)

DEVELOPING SKILLED READERS AND BUILDING READING STAMINA

5.DSR. The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
- C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences from texts, including quoting or paraphrasing accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary K-12).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.

These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building Reading Stamina in the 2024 *English Standards of Learning*.

- [LINK- Grade 5 Understanding the Standards- Developing Skilled Readers and Building Reading Stamina](#)

Planning for Literacy Instruction + Integration of Standards	
Developing Skilled Readers and Building Reading Stamina (DSR)	Connections to High Quality Instructional Materials (HQIM), from <i>Core Curriculum Review Rubric- Grade 5</i>
5.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12) .	<ul style="list-style-type: none"> • Within division-adopted HQIM, texts should be at appropriate levels of complexity for grade 5 students. • Fluency lessons should include teacher-led modeling, oral reading practice, and immediate feedback. • Provide opportunities for students to self-monitor, self-correct word errors, and improve fluency through practice.
5.DSR.B Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 5-6 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12) .	<ul style="list-style-type: none"> • Within division-adopted HQIM, materials should include grade-appropriate, complex texts in various genres and structures (e.g., narrative, informational, technical, fantasy, prose, poetry, plays) that reflect relatable experiences of all students.

<p>5.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p>	<ul style="list-style-type: none"> • Division-adopted HQIM include tasks that require students to present well-defended claims, provide logically ordered reasons supported by facts and details, and use appropriate language and conventions for their grade level.
<p>5.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary K-12).</p>	<ul style="list-style-type: none"> • Division-adopted HQIM materials expose students to a breath of vocabulary words through high-quality text. • Division-adopted HQIM materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge. • Division-adopted HQIM materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas. • Connections can be made between texts in division-adopted HQIM and the Virginia <i>Standards of Learning</i> in both Science and History and Social Science.
<p>5.DSR.E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking</p>	<ul style="list-style-type: none"> • Literary: Modeling, think alouds, and/or gradual release of responsibility (i.e., I do, we do, you do) are used to develop metacognitive reading habits, discipline-specific practices, and comprehension strategies (e.g., monitoring comprehension, using graphic organizers, answering questions, generating questions, summarizing) with particular emphasis on citing textual evidence. • Informational: Modeling, think alouds, and graphic organizers are used to identify components of text structure (e.g., problem-solution, cause-effect,

<p>questions of the text, and others (Reading Strategies 3-12).</p>	<p>compare-contrast, sequencing) at both the text level (e.g., argument structure, plot structure) and paragraph level (e.g., paragraph organization, signal words), to aid in careful reading and comprehension of narrative and informational texts.</p>
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Incorporating K-5 HQIM and the 2024 English Standards of Learning:

In the following Instructional Guides, educators will receive additional guidance and instructional supports to ensure students reach the grade-level expectations outlined in the Board of Education adopted 2024 English *Standards of Learning*. Educators will utilize their division adopted and approved HQIM during their core literacy instructional time. The Virginia Literacy Act requires that all Virginia school divisions must adopt HQIM for all K-5 classrooms no later than the 2024-25 school year. This means daily lessons must be grounded in adopted materials, students need access to a curriculum that builds on a systematic sequence in foundational skills and builds coherently grade-to-grade on knowledge-building topics. There is a compelling body of evidence that shows that HQIM not only provides this coherent sequence but leads to better outcomes for students (adopted from the [Virginia Literacy Act Playbook](#)). K-5 educators will use their HQIM, the 2024 *Standards of Learning*, and the Instructional Guidance outlined below when crafting effective, aligned literacy instruction for all learners.

**READING & VOCABULARY, FOUNDATIONS FOR READING AND FOUNDATIONS FOR WRITING|
GRADE 5 – INSTRUCTIONAL GUIDE**

Prior to teaching the Grade 5 Reading & Vocabulary, Foundations for Reading and Foundations for Writing standards, review:

- [Progression Chart - Reading and Vocabulary](#)
- [Progression Chart - Foundations for Reading](#)
- [Progression Chart - Foundations for Writing](#)
- [Grades 4-6 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading & Vocabulary, Foundations for Reading and Foundations for Writing in the 2024 *English Standards of Learning*.

- [LINK- Grade 5 Understanding the Standards- Reading & Vocabulary](#)
- [LINK- Grade 5 Understanding the Standards- Foundations for Reading](#)

- [LINK- Grade 5 Understanding the Standards- Foundations for Writing](#)

Teacher's Note:

- Use the Grade 5 Understanding the Standards.
- Grade 5 Foundations for Reading (FFR) and Writing (FFW) standards are integrated with Reading and Vocabulary (RV) standards.
- Instruction is woven into reading, writing, and discussion of relevant topics and concepts to promote a comprehensive literacy experience.
- Foundations for Reading (FFR) focuses on phonics and word analysis, enabling students to decode and encode multisyllabic words using knowledge of syllabication patterns and morphology, including Greek and Latin roots.
- By the end of Grade 5, students read grade-level texts with fluency and accuracy, applying strategies to confirm or self-correct word recognition and understanding.
- Foundations for Writing (FFW) focuses on maintaining legible handwriting and accurate spelling.
- Students apply their knowledge of phoneme-grapheme correspondence, syllable types, and morphology to spell multisyllabic words accurately.
- Focus is on aligning encoding (spelling) and decoding (reading) skills to support literacy development.
- Reading and Vocabulary (RV) encourages systematic vocabulary building through listening, reading grade-level texts, and engaging in discussions.
- Vocabulary should be derived from student reading, focusing on word relationships, morphology, and contextual usage.
- Prioritize in-depth understanding of word knowledge and relationships, focusing on Greek and Latin roots and affixes to enhance comprehension and expression.
- Integrate these skills within thematic units, providing opportunities for students to apply reading and writing skills across subjects.

Reading and Vocabulary

5.RV The student will systematically build vocabulary and word knowledge based on grade-five content and texts.

5.RV.1 Vocabulary Development and Word Analysis

- A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.

- B. Discuss meanings of complex words and phrases acquired through conversations and literature.
- C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., -s, -ing, -ed).
- D. Use the context of a sentence to apply knowledge of homophones.
- E. Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
- F. Analyze the morphological relationships between words, including how Greek and Latin affixes and roots impact the meaning.
- G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
- H. Distinguish shades of meaning among verbs and adjectives.
- I. Use strategies to infer word meanings.
- J. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
- K. Use newly learned words and phrases in discussions and speaking activities.

Foundations for Reading

5.FFR.3 Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.

- A. Use knowledge of syllabication and syllable types to decode and encode words.
- B. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.
- C. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.

Foundations for Writing

5.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.

5.FFW.1 Handwriting

- A. Maintain legible printing.
- B. Maintain legible cursive.
- C. Sign first and last name.

5.FFW.2 Spelling

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.
- B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Within the selected literary or informational text <i>5.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<ul style="list-style-type: none"> • Identify authentic stopping points in the text to teach and decode new, grade level words using morphology and/or syllabication. • Vocabulary taught is dependent on the text. Plan for ways to build students’ vocabulary and add to students’ understanding of morphology. • Consult division-adopted HQIM for a scope and sequence for morphemes to be taught systematically. 	<ul style="list-style-type: none"> • Identify explicit stopping points to model and teach students how to use their knowledge of syllabication, syllable types, and morphology (Greek and Latin roots and affixes) to decode and comprehend unfamiliar words (<i>5.RV.1E, 5.FFR.3</i>). • Provide opportunities for students to apply their knowledge of syllabication, syllable types, and morphology to read grade-level, high-frequency words with automaticity and accuracy (<i>5.RV.1E, 5.FFR.3</i>). • Guide students through word analysis, including recognizing the morphological structure of new vocabulary words (e.g., breaking down words into roots, prefixes, and suffixes) to aid in understanding complex text (<i>5.RV.1, 5.FFR.3</i>). • Provide practice for students to read complex texts with appropriate fluency, accuracy, and expression, focusing on building comprehension and vocabulary through successive readings (<i>5.DSR.A, 5.RV.1</i>). • Plan for vocabulary instruction based on the complexity of the text, with specific attention to teaching word morphology (e.g., bases, root words, prefixes, suffixes).

		<ul style="list-style-type: none"> • Teachers should be intentional about which words they select from grade level text, to explicitly teach. These could include: <ul style="list-style-type: none"> ○ General academic language and content-specific vocabulary words, ○ Adding stopping points to model and/or explicitly teach students how to use knowledge of syllabication, syllable types, and morphology to read with automaticity and accuracy (5.RV.1).
<p>Connect to previously read text to build knowledge and vocabulary understanding <i>5.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • Utilize division-adopted HQIM and/or text sets to build knowledge and systematically develop vocabulary, selecting texts that are conceptually related. • How will the teacher provide students with multiple opportunities to hear and use related vocabulary across different texts and discussions to build knowledge networks? • Which words are selected to explicitly teach from the text (general academic vocabulary and content-specific vocabulary)? 	<ul style="list-style-type: none"> • Explicitly teach new words using vocabulary protocol (5.RV.1A, 5.RV.1E, 5.RV.1F). <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words. ○ Students will use word in speaking and writing. • Explicitly teach decoding of grade-level vocabulary by breaking words down into syllables and analyzing syllable types and their impact on pronunciation (5.RV.1, 5.FFR.3). • Break down words into their smallest meaningful parts (e.g., base words, prefixes, suffixes) to help students understand the structure of complex vocabulary (5.RV.1E, 5.LU.2D). • Build background knowledge through visuals (e.g., images, diagrams) and multimedia resources that support the comprehension of the texts and vocabulary being taught (5.RV.1, 5.RI). • Students will use their knowledge of word relationships and context to infer the meaning of complex vocabulary encountered in texts (5.RV.1, 5.FFR.3).

	<ul style="list-style-type: none"> • Plan for a structured vocabulary routine that emphasizes morphological analysis (e.g., Greek and Latin roots), contextual usage, and word relationships to deepen understanding. 	<ul style="list-style-type: none"> • Model the process of inferring meaning through think-alouds, demonstrating how to use context clues and morphological analysis while reading complex, grade-level texts <i>(5.RV.1, 5.FFR)</i>. • Students will engage with conceptually related texts across multiple genres and disciplines to reinforce vocabulary acquisition and expand their understanding of interconnected ideas <i>(5.RV, 5.RI, 5.C.1)</i>.
<p>Supports for decoding and encoding <i>5.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p> <p><i>5.DSR.B Proficiently read and comprehend a variety of literary and informational texts.</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are decoding/reading words in Grade 5 text (e.g., choral read, partner read, independent read)? • How will the teacher ensure that instruction is explicit (I do, we do, you do) and systematic (logical order)? • Does the text provide authentic opportunities to revisit previously taught morphemes? • How will students read, write, and discuss/communicate using newly acquired vocabulary? 	<ul style="list-style-type: none"> • Provide practice for students to decode/read words that incorporate the new and previously taught phonics features <i>(5.FFR, 5.FFW, 5.RV.1)</i>. <ul style="list-style-type: none"> ○ Review known word parts, meaningful morphemes, smallest unit of meaning (root, base). ○ Review word for affixes (prefixes/suffixes). ○ Review word for vowel sounds, count the number of syllables. ○ Recognize syllable types. • Provide practice for students to decode/read words that incorporate the new and previously taught phonics features <i>(5.FFR, 5.FFW)</i>. • Provide opportunities for students to use their knowledge of affixes and syllable types when spelling multisyllabic words <i>(5.RV.1C, 5.LU.2D)</i>. • Build students’ general academic language and content specific vocabulary by providing opportunities for students to listen, read and discuss variety of texts <i>(5.C.1, 5.C.2, 5.RL, 5.RI)</i>. • *Provide scaffolded assistance as needed.

Craft text dependent questioning: (in discussion and in writing)
5.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.

- Plan for stopping points and questioning that will support students in systematically building vocabulary and word knowledge – consider roots, bases, affixes, homophones, morphology, synonyms, antonyms, shades of meaning when developing stopping points within text.

- Students will use grade-level vocabulary when responding orally to text-based discussions, including a focus on using newly acquired words, phrases, and their morphological components (5.RV.1, 5.FFR.3, 5.C.2Ai).
- Students will respond to text-dependent questions in writing, using their knowledge of roots, bases, affixes, and other vocabulary-building strategies to accurately quote or paraphrase evidence from the text (5.RV.1, 5.FFR.3, 5.FFW.2, 5.LU.2D).
- Model the process of drawing evidence from the text, showing students how to identify relevant words, phrases, and details to support their answers during discussions and in written responses (5.RV.1, 5.RI.2, 5.FFW.1).
- Guide students in using morphology and context clues to understand key vocabulary and integrate it into their responses, both in discussion and writing (5.RV.1).
- Encourage students to use textual evidence effectively by paraphrasing or quoting relevant sections of the text that showcase important vocabulary, word relationships, and structural features (5.RV.1, 5.RI.1, 5.C.1).
- Ensure that text-dependent questions are designed to encourage students to cite evidence from the text, including specific words and phrases that highlight important vocabulary and morphological features (e.g., Greek and Latin roots, affixes).
- Include opportunities for students to quote or paraphrase text-based evidence to support their understanding during both oral discussions and written

		responses.
<p>Locate points in a text to model using a comprehension strategy or give students an opportunity to use a strategy <i>5.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</i></p>	<ul style="list-style-type: none"> ● Use division-adopted HQIM to identify authentic stopping points to either: <ul style="list-style-type: none"> ○ Model using morphology, or text knowledge to determine word meaning, ○ Give students the opportunity to apply knowledge of syllable types to decode unknown words, ○ Give students the opportunity to apply knowledge of morphology to determine the meaning of unknown words, ○ Distinguish shades of meaning in verbs/adjectives and how they add to the understanding of the text. 	<ul style="list-style-type: none"> ● Model how to use morphology and syllable types to infer the meaning of unfamiliar words, explaining how this approach aids in understanding the text <i>(5.RV.1, 5.FFR.3)</i>. ● Stop at predetermined points to show how breaking down a word into its roots, bases, prefixes, and suffixes can help clarify its meaning within the context of the sentence <i>(5.RV.1E)</i>. ● Provide opportunities for students to apply their knowledge of syllable types and morphology during independent reading, encouraging them to decode unfamiliar words and infer meaning as they read <i>(5.FFR.3, 5.RV.1, 5.LU.2D)</i>. ● Provide opportunities for students to distinguish shades of meaning in verbs and adjectives, analyzing how specific word choices contribute to the tone, meaning, and detail in the text <i>(5.RV.1H, 5.W.2Aii)</i>. ● Guide students through the process of self-monitoring, prompting them to check their understanding by rereading or applying decoding strategies when encountering complex vocabulary or unfamiliar words <i>(5.DSR.E)</i>. ● Review known morphemes, including Greek and Latin roots and affixes to support decoding unfamiliar words <i>(5.RV.1F)</i> ● Review words for affixes (prefixes/suffixes) to help students understand how word parts contribute to meaning. ● Guide students in identifying and analyzing syllable

		<p>types and vowel patterns to predict pronunciation and aid in decoding multisyllabic words.</p> <ul style="list-style-type: none"> • Provide students with cumulative practice to decode and encode words that incorporate previously taught phonics patterns, focusing on applying this knowledge to more complex texts (<i>5.FFR, 5.FFW</i>). • Ensure students have opportunities to practice self-monitoring during reading to confirm or self-correct understanding as necessary (<i>5.DSR.E</i>).
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READING LITERARY TEXT | GRADE 5 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 5 Reading Literary Text standards, review:

- [Progression Chart- Reading Literary Text](#)
- [Grades 4-6 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Literary Text in the 2024 English Standards of Learning.

- [LINK- Grade 5 Understanding the Standards- Reading Literary Text](#)

Teacher's Note:

- Use the Grade 5 Understanding the Standards.
- In Grade 5, there is an increased emphasis on reading comprehension, focusing on the analysis of complex characters, plot developments, and thematic elements within grade-level literary texts.
- Key Ideas and Plot Details focuses on summarizing stories or plays, including overarching themes and lessons learned. Students understand how plot events cause characters to evolve and how these developments impact the overall plot.
- Craft and Style focuses on analyzing the author's use of language, such as dialogue and figurative language, to develop characters and advance the plot. Students demonstrate understanding of genre characteristics and the influence of narrative perspective.
- Integration of Concepts encourages students to make connections between and within literary texts, including

- comparing and contrasting different narrative viewpoints and thematic treatments across texts.
- Introduce students to complex, grade-level texts that align with the text complexity bands, incorporating genres like
 - Special attention should be given to poetry and its elements, as well as the diverse use of literary devices.
 - Vocabulary instruction should derive from student reading, integrated within the context of texts rather than taught in isolation.
 - The concept of theme should be explored within literary texts, with students encouraged to compare and contrast literary and informational texts on similar themes or topics to deepen their understanding.
 - Integrate the strands through thematic units, providing opportunities for students to engage in writing about what they have read, thereby reinforcing comprehension and critical thinking skills.
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Reading Literary Text

5.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include poetry, fantasy, humor, mystery, adventure, realistic fiction, historical fiction, and folklore/tall tales, with a focus on fantasy.

5.RL.1 Key Ideas and Plot Details

- A. Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details.
- B. Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.
- C. Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or settings impact the plot.

5RL.2 Craft and Style

- A. Describe how an author develops a character through what characters say, think, do, and how other characters respond.
- B. Analyze the author's use of language (e.g., synonyms, figurative language, sensory words, dialogue, dialect) and their impact on understanding characters, setting, and plot events.
- C. Analyze how the characteristics of a poem and the author's use of patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) impact meaning.

5.RL.3 Integration of Concepts

- A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.
- B. Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narratives.
- C. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.

Planning for Literary Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select a complex text <i>5.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<ul style="list-style-type: none"> • Educators will utilize division-adopted HQIM for text selections. • When selecting text, plan for appropriate grade level complexity and plan for teaching points and places in the text that will meet the rigor of the 2024 English <i>Standards of Learning</i>. • Ensure that Grade 5 students read a variety of complex literary texts, including poetry, fantasy, humor, mystery, adventure, realistic fiction, historical fiction, and folklore/tall tales, with a focus on fantasy. 	<ul style="list-style-type: none"> • Use grade-level complex texts from division-adopted HQIM, upper Grade 4-5 Lexile band in the Appendix 740-1010 (<i>5.DSR.A</i>). • When applicable, align topics, concepts, or themes to other course content such as History and Social Sciences, Science, Math, or the Arts (<i>See Cross Content Connections for examples for interdisciplinary opportunities</i>). • Provide practice for students to read complex texts with appropriate fluency, accuracy, and expression, focusing on building comprehension and vocabulary through successive readings (<i>5.DSR.A, 5.RV.1</i>). • When selecting texts, plan for teaching points and ensure the text includes opportunities for students to engage with the rigor of the standards.

<p>Demands of the text* <i>5.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p> <p><i>5.DSR.B Proficiently read and comprehend a variety of literary and informational texts.</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging with and reading the complex text? • What are the knowledge demands of the text (literary knowledge, background knowledge, vocabulary knowledge)? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students' understanding of the text. 	<ul style="list-style-type: none"> • Provide students with opportunities to read grade-level complex text. Students can: <ul style="list-style-type: none"> ○ Partner read with a strategically selected partner to reinforce understanding and fluency. ○ Chorally read grade-level literary text. ○ Engage in multiple readings of complex text for different purposes in order to build comprehension. • Provide sentence frames and stems to help students craft text-dependent responses (<i>5.RV.1A, 5.RV.1B, 5.W, 5.LU, 5.RL</i>). • Discuss meanings of complex words and phrases encountered in the text to expand vocabulary and deepen comprehension (<i>5.RV.1B, 5.C.1</i>). • Discuss how an author uses language, characters, settings, and literary techniques to advance the plot or convey meaning (<i>5.RV.1, 5.RL.2A, 5.C.1</i>).
<p>Connect to previously read text to build knowledge and vocabulary understanding <i>5.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range</i></p>	<ul style="list-style-type: none"> • How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired texts</i>)? • Division-adopted HQIM will support the building of thematic units. • Plan to set a purpose for reading by activating or building prior (experience) and 	<ul style="list-style-type: none"> • Explicitly teach new words using vocabulary protocol that provides opportunities for students to engage with the word meaning (<i>5.RV.1A, 5.RV.1E, 5.RV.1F</i>). <ul style="list-style-type: none"> ○ Provide students with student friendly definition ○ Provide examples and non-examples in context ○ Provide related words. ○ Provide opportunities for students to use word in speaking and writing • Explicitly teach vocabulary using context clues, morphology, and word analysis (<i>5.RV.1I, 5.RV.1F</i>). • Provide opportunities where students will build academic language and content-specific vocabulary

<p><i>of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.</i></p>	<p>background (content knowledge) (5.RL.3A).</p>	<p>through listening to, reading, and discussing thematic texts (5.RL, 5.RV.1A, 5.C.1, 5.RV.1F).</p> <ul style="list-style-type: none"> • Build background knowledge through visual aids, multimedia, and other supports relevant to the text’s complexity (5.RL.3A). • Stop at strategic points during reading to model thinking, activate prior knowledge, and use word analysis strategies to determine word meaning (5.FFR.3B, 5.RV.1F). • Utilize thematic text sets, available from division-adopted HQIM, to support knowledge building and vocabulary development by providing diverse, complex texts on related topics (5.DSR.D). • Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section.
<p>Craft text dependent questioning (in discussion and in writing) <i>5.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> • Identify key questions from division-adopted HQIM that align with lesson objectives. • Ensure questioning is text-dependent and focuses on evidence gathering from the text. • Plan exemplar student responses that direct students back to the text to support their answers, both in discussion and writing. 	<ul style="list-style-type: none"> • Ensure students use textual evidence to demonstrate comprehension, both orally and in writing (5.W.1, 5.C.1, 5.LU.1). • Lead class in discussing text-based questions, encouraging students to refer back to the text to justify their reasoning (5.C.1, 5.C.2). • Have students respond to text-dependent questions during discussions, supporting their answers with evidence from the text (5.C.1, 5.C.2). • Model the Language Usage (LU) and Writing (W) standards, highlighting how to construct well-organized written responses that incorporate textual evidence. • Model for students how to gather evidence while reading texts, specifically ideas that support the theme, key

	<ul style="list-style-type: none"> Plan to extend student comprehension by writing about what is read, using division-adopted HQIM. 	<ul style="list-style-type: none"> elements, conflict, and characters. Provide opportunities for students to write in response to reading, drawing on textual evidence to support their claims and conclusions (<i>5.W.1, 5.LU.1</i>).
<p>Locate points in a text to model using a comprehension strategy or give students an opportunity to use a strategy <i>5.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</i></p>	<ul style="list-style-type: none"> Use division-adopted HQIM to identify appropriate stopping points to either: <ul style="list-style-type: none"> Model using a comprehension strategy, Give students the opportunity to apply a comprehension strategy to gain meaning from the text. 	<ul style="list-style-type: none"> At predetermined stopping points in the text, the teacher will model thinking aloud to demonstrate comprehension strategies such as summarizing, predicting, or asking questions to clarify understanding (<i>5.DSR.E, 5.RL.1, 5.RL.2</i>). Pause at key points in the text to allow students to practice using comprehension strategies independently or in pairs (<i>5.RL.1, 5.RL.2</i>). Guide students in self-monitoring their comprehension by prompting them to apply strategies such as re-reading or adjusting reading speed when they encounter challenging sections of the text (<i>5.DSR.E</i>). Facilitate opportunities where students compare and contrast the point of view and details from different texts, enhancing their analytical skills and understanding of complex texts (<i>5.RL.3B, 5.RL.3C</i>). Provide feedback to enhance students' ability to draw inferences and make well-supported claims in both discussion and writing.

READING INFORMATIONAL TEXT | GRADE 5 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 5 Reading Informational Text standards, review:

- [Progression Chart - Reading Informational Text](#)
- [Grades 4-6 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Informational Text in the 2024 *English Standards of Learning*.

- [LINK- Grade 5 Understanding the Standards- Reading Informational Text](#)

Teacher’s Note:

- Use the Grade 5 Understanding the Standards.
- In Grade 5, there is an increased emphasis on reading comprehension, focusing on understanding complex informational texts, their structures, and purposes.
- Key Ideas and Confirming Details focuses on students summarizing the main ideas of texts using supporting details, summarizing events and concepts, and describing how authors use reasons, evidence, and opinions to support points.
- Craft and Style focuses on understanding how authors use vocabulary, text features, organizational patterns, language structures, and perspectives to convey messages. Students examine how these elements influence the meaning of the text.
- Integration of Concepts emphasizes making connections between and within informational texts. Students analyze multiple accounts of the same topic, noting similarities and differences in perspectives.
- Introduce complex, grade-level texts that align with text complexity bands, covering a variety of informational genres.
- Vocabulary should be integrated from student reading, focusing on morphology and context to understand complex words.
- Pair literary and informational texts on common themes or topics, allowing students to compare and contrast to deepen their understanding.
- Integrated strands through thematic units, students write about their readings, reinforcing comprehension and critical thinking skills.

Reading Informational Text

5.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

5.RI.1 Key Ideas and Confirming Details

- A. Summarize the main ideas of texts and specific paragraphs within them, including how they are developed through the details.
- B. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what

happened, how, and why.

- C. Describe how an author uses reasons, evidence, and opinions to support points in a text, by identifying (and accurately quoting) which reasons and evidence support which point(s).

5.RI.2 Craft and Style

- A. Describe the overall organization patterns of texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) and how each successive part builds on earlier sections, using available transitional words and phrases.
- B. Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found.
- C. Determine the author’s purpose(s) and describe how the author’s perspective (e.g., beliefs, assumptions, biases) influences the meaning of the text.

5.RI.3 Integration of Concepts

- A. Use prior (experience) and background (content) knowledge as context for new learning.
- B. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- C. Explain the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical texts, including what happened and why based on specific information in the text.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select a complex text <i>5.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive</i></p>	<ul style="list-style-type: none"> • Educators will utilize division-adopted HQIM for text selections. • When selecting text, plan for appropriate grade level complexity and plan for teaching points and 	<ul style="list-style-type: none"> • Use grade-level complex texts from division-adopted HQIM, upper Grade 4-5 Lexile band in the Appendix 740-1010 (5.DSR.A). • Select texts that allow students to explore how organizational patterns, such as cause/effect, comparison/contrast, and problem/solution, contribute to the author's purpose and enhance understanding of

<p><i>readings to support comprehension.</i></p>	<p>places in the text that will meet the rigor of the 2024 English <i>Standards of Learning</i>.</p>	<p>the text (5.RI.2A).</p> <ul style="list-style-type: none"> • Use strategic text selections to provide students opportunities to practice summarizing main ideas and key details (5.RI.1). • Ensure the text contains sufficient evidence and reasoning that allows students to practice citing textual evidence accurately in both discussion and writing (5.W.1D, 5.RI.1C, 5.C.1Aiv). • When selecting texts, plan for teaching points and ensure the text includes opportunities for students to engage with the rigor of the standards. • Consider how the structure and features of the selected text will support comprehension and engagement with informational content.
<p>Demands of the Text* <i>4.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p> <p><i>4.DSR.B Proficiently read and comprehend a variety of literary and informational texts.</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging with and reading the complex text? • What are the knowledge demands of the text (literary knowledge, background knowledge, vocabulary knowledge)? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional 	<ul style="list-style-type: none"> • Provide students with opportunities to read grade-level complex text. Students can: <ul style="list-style-type: none"> ○ Chorally read grade-level informational text to model fluency. ○ Strategically partner students for the second read, emphasizing comprehension and discussion. ○ Engage in repeated reading of the grade-level text to deepen understanding of informational content. • Encourage students to apply comprehension strategies such as summarizing or questioning as they engage with increasingly complex texts. • Provide sentence frames to help students formulate responses to text-based questions, focusing on

	standards to enhance students' understanding of the text.	academic language and text evidence (5.RV.1A)
<p>Connect to previously read text to build knowledge and vocabulary understanding</p> <p><i>5.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired texts</i>)? • Division-adopted HQIM curriculums will build thematic units. • How does the selected informational text support student understanding of text structures (e.g., cause/effect, comparison/contrast) and contribute to knowledge-building? • Consider how to integrate academic and content-specific vocabulary from these texts into daily instruction. 	<ul style="list-style-type: none"> • Explicitly teach new words using vocabulary protocol that provides opportunities for students to engage with the word meaning (5.RV.1A, 5.RV.1E, 5.RV.1F). <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words. ○ Provide opportunities for students to use word in speaking and writing. • Build background knowledge through visual supports (e.g., images, diagrams, videos) that align with the demands of the informational text students will read (5.RI.3A) • Utilize thematic text sets, available from division-adopted HQIM, to support knowledge building and vocabulary development by providing diverse, complex texts on related topics (5.DSR.D). • Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section. • Vocabulary and concept learning will be reinforced through paired readings, discussions, and writing activities that compare and contrast ideas from the thematic text sets.
<p>Craft text dependent questioning (in discussion and in writing)</p>	<ul style="list-style-type: none"> • Identify key questions from division-adopted HQIM that align with the 	<ul style="list-style-type: none"> • Lead discussions based on text-dependent questions, encouraging students to return to the text to support their answers with evidence (5.C.1, 5.C.2).

<p><i>5.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<p>lesson’s objectives, ensuring they require students to cite evidence directly from the text.</p> <ul style="list-style-type: none"> • Ensure questioning is text-dependent, guiding students to use specific evidence to support their responses during discussion and writing. • Plan exemplar student responses that encourage deeper analysis by pushing students back to the text to justify their claims. • Plan to extend comprehension by incorporating writing opportunities that engage students in responding to text-based questions. • Integrate and model writing strategies that align with the organizational patterns used in informational text (e.g., cause/effect, comparison/contrast, 	<ul style="list-style-type: none"> • Students will respond to text-dependent questions during discussions and in writing, supporting their reasoning with evidence from the text (<i>5.C.1, 5.C.2, 5.W.1, 5.LU.1, 5.RI</i>). • Model Language Usage (LU) and Writing (W) standards before having students show their thinking through written responses. • Explicitly demonstrate how to use organizational structures such as problem/solution or cause/effect in writing responses to informational texts (<i>5.RI.2</i>). • Students will write in response to reading, drawing on textual evidence to support claims and conclusions, and employing organizational patterns from the text (<i>5.W.1D</i>). • Provide sentence frames and graphic organizers to help students structure their written responses based on the informational text’s organizational pattern.
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	problem/solution).	
<p>Locate points in a text to model using a comprehension strategy or give students an opportunity to use a strategy <i>5.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</i></p>	<ul style="list-style-type: none"> • Use division-adopted HQIM to identify appropriate stopping points to either: <ul style="list-style-type: none"> ○ Model using a comprehension strategy, ○ Give students the opportunity to apply a comprehension strategy to gain meaning from the text, ○ Identify points to describe structural differences between organizational pattern(s) utilized, ○ Provide explanations for how author selected organizational pattern based on purpose of text and how text structure and/or organization supports a reader’s comprehension. 	<ul style="list-style-type: none"> • Stop at predetermined stopping points to model thinking and comprehension strategies <i>(5.DSR.E; 5.RI.1, 5.RI.2)</i>. • Stop at strategic points in the text to explain how the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) contributes to understanding the author’s purpose <i>(5.RI.2)</i>. • Practice identifying the organizational structure used in a passage and explain how it helps them connect new information and understand relationships between ideas <i>(5.RI.2)</i>. • Provide students with opportunities to apply the modeled comprehension strategies (e.g., rereading challenging sections, summarizing key points) during independent or group reading. • Encourage students to monitor their understanding and self-correct using comprehension strategies when encountering unfamiliar or complex information <i>(5.DSR.E)</i>.

WRITING AND LANGUAGE USAGE | GRADE 5 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 5 Writing and Language Usage standards, review:

- [Progression Chart - Writing](#)
- [Progression Chart - Language Usage](#)
- [Grades 4-6 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Writing and Language Usage in the 2024 *English Standards of Learning*.

- [LINK- Grade 5 Understanding the Standards- Writing](#)
- [LINK- Grade 5 Understanding the Standards- Language Usage](#)

Teacher's Note:

- Use the Grade 5 Understanding the Standards.
- Recognize the difference between teaching writing and assigning writing.
- Students develop and build their reading and writing skills together.
- The Modes and Purposes of Writing focuses on students' ability to write in a variety of forms including narratives, explanatory, and persuasive pieces about topics, or texts, as well as reflectively in response to texts.
- Organization and Composition provides specific information on how students should engage in writing as a process to generate and compose well-developed paragraphs containing a clear topic sentence or sections centered on a central idea and ending a writing composition with a concluding statement, or section.
- Usage and Mechanics specifically addresses quality of ideas, organization, sentence fluency, and precise word choice.
- Language Usage standards focus on students' use of language when communicating their ideas both orally and in writing.
- Model the writing process for students and use mentor texts to support students' understanding of genre and writing techniques.
- Integrate grammar/language usage standards with writing standards for instruction, using student writing to teach editing and peer-editing skills.
- Writing conferences and portfolios are tools teachers can use to monitor student progress. Teachers provide opportunities for independent writing and options for student choice.

- Grammar instruction and practice are integrated during reading, writing, and discussion.
 - Address the features of the three domains of writing:
 - Composing — focusing on a clear, central idea; providing elaboration, organization, and unity
 - Written Expression—sentence variation, selected information, word choice, voice, and tone
 - Language Usage/Mechanics—grammar, punctuation, and usage as appropriate for the grade level
 - Model embedding narrative techniques in multiple forms of writing.
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Writing

5.W. The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.

5.W.1 Modes and Purposes for Writing

- A. Write personal or fictional narratives in prose or poetic form that organize the writing around a central problem, conflict, or experience using descriptions or dialogue to develop the experience(s).
- B. Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically.
- C. Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information.
- D. Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped.

5.W.2 Organization and Composition

- A. Engage in writing as a process to compose well-developed paragraphs. This includes:
 - i. Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing.
 - ii. Developing, selecting, and organizing ideas relevant to topic, purpose, and genre, using precise and descriptive language and tone-specific vocabulary to enhance the central idea, tone, and voice.
 - iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
 - iv. Providing a concluding statement or section.

5.W.3 Usage and Mechanics

- A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and precise word choice.
- B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

Language Usage

5.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

5.LU.1 Grammar

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.
- C. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.
- D. Recognize and correct inappropriate shifts in verb tense and number in writing.
- E. Use standard subject-verb agreement when speaking and writing.

5.LU.2 Mechanics

- A. Use commas correctly in compound sentences.
- B. Use colons to separate hours and minutes and to introduce a list.
- C. Use a hyphen to divide words at the end of a line in writing.
- D. Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words.
- E. Consult reference materials to check and correct spelling.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select an exemplar of the type of writing <i>5.DSR.A Read a variety of</i></p>	<ul style="list-style-type: none"> • Utilize model texts of the type of writing <ul style="list-style-type: none"> ○ texts from division 	<ul style="list-style-type: none"> • Introduce the genre and collaboratively brainstorm the key characteristics of the genre with students (e.g., narrative structure, expository facts and details,

<p><i>grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<p>adopted HQIM,</p> <ul style="list-style-type: none"> ○ texts from multiple sources, ○ student exemplar. 	<p>persuasive claims and evidence).</p> <ul style="list-style-type: none"> ● Use division-adopted HQIM to model examples to show genre-specific traits. ● Provide opportunities for students to engage with the genre characteristics through class discussions, analysis of mentor texts, and writing activities that encourage them to practice those traits in their own writing.
<p>Connect to previous knowledge <i>5.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> ● How does this writing instruction connect to previous instruction? <ul style="list-style-type: none"> ○ Educators will build writing instruction off previous steps in the writing process. 	<ul style="list-style-type: none"> ● Build upon learning from previous lessons by selecting texts that reinforce knowledge and vocabulary from earlier readings (5.RI, 5.RL, 5.RV. 1A). ● Make connections between previously read text from the division adopted HQIM and the exemplar of the type of writing to collaboratively brainstorm common characteristics (5.W.1). ● Use graphic organizers from division-adopted HQIM to support students in planning their writing, helping them organize ideas, evidence, and arguments logically (5.W.2A). ● Use graphic organizers to help students pull information from research on historical and cultural contexts related to the texts they have read, fostering deeper understanding in their writing (5.RI.3C). ● Students will respond to the text through a variety of writing tasks, such as summaries, personal reflections, and critiques, allowing them to demonstrate comprehension and analysis of the material. ● Combine, revise, and edit shorter pieces of writing (e.g., quick writes, reader’s responses) to develop extended

		<p>pieces, emphasizing that writing is a continuous process that builds on previous work.</p> <ul style="list-style-type: none"> • Link to previous instruction in division-adopted HQIM around the characteristics of identified writing and/or genre, referring back to previous lessons or texts that illustrate the genre in focus. • Use excerpts or paired passages to build background knowledge and prepare students for writing tasks, particularly when introducing new topics or themes (<i>5.DSR.D, 5.RL, 5.RI</i>).
<p>Skills in Practice <i>5.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging in the writing process (Modeled, Shared writing, Sentence level/sentence stems, Paragraph stems, Graphic organizers to support organization and thinking)? • How will the teacher ensure that all students can access the mentor or exemplar texts? 	<ul style="list-style-type: none"> • Introduce students to the genre they will be writing by linking literary and/or informational texts (<i>5.RL, 5.RI</i>). • Use sentence and paragraph frames to help students construct well-organized responses, focusing on clarity, cohesion, and the use of evidence from the text. • Provide opportunities for students to use newly learned words and phrases in oral discussions, then extend that practice into their written responses (<i>5.C.1, 5.W</i>). • Guide students through the revision process to ensure writing is organized around a central idea using elaboration, and transition words. • Guide students through the editing process to ensure appropriate use of punctuation, correct spelling, and sentence variety. • Model composing the introduction and body paragraphs using a graphic organizer, focusing on planning, drafting, and revising to ensure that key genre characteristics are included and that the writing is well-organized. • Combine, revise, and edit shorter pieces students

		previously wrote (e.g., reader’s response journals or quick writes) to develop extended pieces of writing to emphasize writing being a continuous process.
<p>Locate points to model author decision making <i>5.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</i></p>	<ul style="list-style-type: none"> • How can the teacher demonstrate how authors make purposeful decisions to make their writing clear to their readers? • How can the teacher model working through the writing process? 	<ul style="list-style-type: none"> • Model using a genre-specific graphic organizer to plan their writing, emphasizing the decision-making process authors use to structure their ideas effectively. • Use think alouds to demonstrate author decision-making, such as how to include genre characteristics, select words for clarity and impact, and structure sentences for flow and coherence. • Demonstrate how authors make decisions about transitions, sentence fluency, and word choice to guide the reader smoothly through the text (<i>5.LU.1</i>). • Show how authors revise to improve clarity, style, and mechanics, making decisions about sentence expansion, reduction, and variation to maintain reader interest (<i>5.LU.1A</i>).

COMMUNICATION & MULTIMODAL LITERACIES AND LANGUAGE USAGE | GRADE 5 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 5 Communication & Multimodal Literacies and Language Usage standards, review:

- [Progression Chart - Communications & Multimodal Literacies](#)
- [Progression Chart - Language Usage](#)
- [Grades 4-6 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Communication & Multimodal Literacies and Language Usage in the 2024 *English Standards of Learning*.

- [LINK- Grade 5 Understanding the Standards- Communication & Multimodal Literacies](#)

- [LINK- Grade 5 Understanding the Standards- Language Usage](#)

Teacher's Note:

- Use the Grade 5 Understanding the Standards.
- In Grade 5, students continue to enhance their oral communication and collaboration skills.
- Communication standards emphasize students' ability to engage in sustained discussions on Grade 5 topics with diverse partners, demonstrating respect and clarity in their communication. Focus on the development of skills necessary for effectively presenting ideas and opinions, with an emphasis on summarizing discussions and supporting ideas with evidence.
- Speaking and Presentation of Ideas expects students to deliver organized presentations and express their opinions using appropriate vocabulary and speaking techniques. Teachers should explicitly teach effective presentation skills, including audience engagement and using facial expressions and gestures to enhance communication.
- Integrating Multimodal Literacies involves creating presentations that incorporate multimedia components, utilizing multiple modes of communication to convey messages effectively. Teachers should provide opportunities for students to create interactive, multimodal presentations, fostering creativity and enhancing their ability to communicate complex ideas.
- Examining Media Messages focuses on critically analyze media messages, identifying purposes, audiences, and techniques used in various media formats. This includes understanding the influence of media on beliefs and behaviors.
- Encourage the development of these skills through a variety of activities, ensuring students are equipped to communicate effectively in diverse contexts.

Communication and Multimodal Literacies

5.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

5.C.1 Communication, Listening, and Collaboration

- A. Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:
- i. Listening actively and speaking using agreed-upon discussion rules.
 - ii. Respectfully demonstrating agreement or disagreement with others' ideas.
 - iii. Asking and answering relevant questions to build on others' ideas, clarify ideas, and acquire or confirm

- information.
 - iv. Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions.
- B. Share responsibility for the learning based on assigned roles and/or task expectations.

5.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text or present an opinion in an organized manner. This includes:
- i. Using content specific vocabulary, appropriate facts and relevant descriptive details to support themes or central ideas.
 - ii. Demonstrating appropriate speaking techniques (e.g., adequate volume and clear pronunciation) suitable to the audience, purpose, and situations.
 - iii. Using facial expressions and gestures to support, accentuate, or dramatize the message during oral presentations.
 - iv. Demonstrating awareness of and sensitivity to the appropriate use of words (e.g., avoiding stereotypes, multiple meanings of words).
 - v. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).

5.C.3 Integrating Multimodal Literacies

- A. Select, organize, and create engaging presentations that include multimedia components and visual displays.
- B. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes.

5.C.4 Examining Media Messages

- A. Deconstruct various types of media to identify the characteristics and determine the effectiveness of the intended messages.
- B. Identify the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented.
- C. Compare and contrast techniques used in a variety of media messages (e.g., animation, famous images and words, music and sound, photo-editing).

Language Usage

5.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

5.LU.1 Grammar

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.
- C. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.
- D. Recognize and correct inappropriate shifts in verb tense and number in writing.
- E. Use standard subject-verb agreement when speaking and writing.

5.LU.2 Mechanics

- A. Use commas correctly in compound sentences.
- B. Use colons to separate hours and minutes and to introduce a list.
- C. Use a hyphen to divide words at the end of a line in writing.
- D. Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words.
- E. Consult reference materials to check and correct spelling.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Reading Literary Texts	<ul style="list-style-type: none">• How will the teacher support students responding to text-dependent questions?• Plan for and/or structure literacy instruction for students to regularly	<ul style="list-style-type: none">• Use sentence frames to help students build academic language and structured responses to text, ensuring they can articulate their understanding clearly and effectively (<i>5.RL, 5.RV.1</i>).• Incorporate text-dependent questioning as a catalyst for meaningful discussions of grade-level texts, encouraging students to support their ideas with

	<p>engage in sustained, collaborative discussions about grade-level texts.</p>	<p>evidence from the text, and ask clarifying questions to expand the conversation <i>(5.RL)</i>.</p> <ul style="list-style-type: none"> • Guide students in using content-specific vocabulary and key details from the text to contribute thoughtfully to discussions, including summarizing main ideas, expressing agreement or disagreement respectfully, and building on others' ideas <i>(5.C.1)</i>. • Plan for students to collaborate in discussions on complex literary texts, encouraging them to engage actively and share responsibility for advancing the conversation by taking on assigned roles <i>(5.C.1)</i>. • Provide structured opportunities for peer feedback and collaborative reflection on how effectively students communicated their ideas and responded to others in discussions.
<p>Reading Informational Texts</p>	<ul style="list-style-type: none"> • How will the teacher support students responding to text-dependent questions? • Plan for and/or structure literacy instruction for students to regularly engage in sustained, collaborative discussions about grade-level texts. - Teachers will plan (and integrate with Research (R) and Informational Text (RI)) for students to 	<ul style="list-style-type: none"> • Use sentence frames to build academic language and responses around grade-level informational texts, ensuring students can articulate their understanding clearly and accurately <i>(5.RI, 5.RV.1)</i>. • Incorporate text-dependent questioning to guide deep, evidence-based discussions of informational texts, encouraging students to cite specific evidence from the text to support their ideas and conclusions <i>(5.RI)</i>. • Plan for students to collaborate during research activities, where they can discuss the relevance, credibility, and reliability of informational sources, integrating this analysis into their discussions <i>(5.R.1)</i>. • Provide opportunities for students to interpret information from diverse media formats, including

	<p>develop the ability to interpret information in media.</p>	<p>visual, auditory, and digital sources, and integrate this into collaborative discussions on informational texts <i>(5.C.4)</i>.</p> <ul style="list-style-type: none"> • Encourage students to compare and contrast informational texts and media sources, leading to deeper understanding and critical thinking during group discussions <i>(5.RI.3, 5.C.4)</i>. • Ensure students are using content-specific vocabulary and precise language when discussing informational texts, helping them communicate complex ideas effectively during discussions <i>(5.C.2)</i>.
<p>Reading and Vocabulary</p>	<ul style="list-style-type: none"> • How is the teacher supporting students to learn, use, and develop their general academic and content specific vocabulary? 	<ul style="list-style-type: none"> • Explicitly teach vocabulary related to Grade 5 texts and topics, focusing on both general academic and content-specific words, ensuring students understand how to use these words in various contexts <i>(5.RV.1)</i>. • Model the use of taught vocabulary during daily instruction, both in speaking and writing, to help students understand how vocabulary enhances communication and comprehension <i>(5.RV.1)</i>. • Provide opportunities for students to use new vocabulary in discussions, presentations, and written work, reinforcing their understanding and promoting retention <i>(5.C.2, 5.W.1)</i>. • Encourage students to integrate learned vocabulary into multimodal presentations, ensuring that they use precise, content-specific language to communicate their ideas effectively across different modes of communication <i>(5.C.3)</i>. • Offer structured activities, such as word maps or

		<p>vocabulary journals, to help students track, practice, and apply their growing vocabulary knowledge in various tasks <i>(5.RV.1)</i>.</p> <ul style="list-style-type: none"> • Support students in analyzing how word choice impacts meaning during discussions about media messages and texts, helping them develop critical thinking and communication skills <i>(5.C.4)</i>.
<p>Writing and Language Usage</p>	<ul style="list-style-type: none"> • How will the teacher instruct and/or provide feedback on oral language usage in order to support classroom instruction and student response? 	<ul style="list-style-type: none"> • Model and guide respectful discussions where students ask clarifying questions, paraphrase, and summarize ideas. This will help students synthesize information and confidently use it in their writing <i>(5.W, 5.C.1)</i>. • Provide opportunities for students to use the vocabulary and concepts they've discussed orally in their writing, ensuring they can confidently transfer their understanding into written form <i>(5.W.1)</i>. • Encourage students to summarize and paraphrase key ideas from discussions and use them as evidence or examples in their writing, helping them develop well-supported written arguments or explanations <i>(5.C.1, 5.W.1)</i>. • Incorporate activities where students collaboratively refine ideas through discussion, then use those ideas to compose structured, coherent writing pieces <i>(5.W.2)</i>. • Model the process of taking ideas from discussions and organizing them in writing, showing students how to structure their thoughts clearly and provide evidence and details to support their points <i>(5.W.1, 5.C.2)</i>. • Encourage students to ask questions and share ideas during peer writing workshops, helping them refine their

		<p>work through feedback and clarification <i>(5.C.1, 5.W.3)</i>.</p> <ul style="list-style-type: none"> • Use purposeful partnerships to partner students to engage in collaborative writing tasks that allow them to support each other’s understanding of genre structure and content <i>(5.C.1)</i>. • Model appropriate language usage during classroom discussions and presentations, ensuring students observe and practice correct grammar, vocabulary, and formal language structures when necessary <i>(5.C.1, 5.LU.1)</i>. • Provide immediate feedback on students’ oral language usage during discussions, helping them to self-correct and use more precise vocabulary and language structures <i>(5.C.2, 5.LU.1)</i>. • Incorporate peer review and group discussions where students can evaluate each other’s language usage and offer constructive feedback, supporting each other in using appropriate language <i>(5.C.1, 5.LU.1)</i>. • Guide students in understanding the context in which formal and informal language is appropriate, reinforcing the differences between the two and ensuring they are equipped to adjust their language based on audience and purpose <i>(5.LU.1)</i>.
<p>Research</p>	<ul style="list-style-type: none"> • How will the teacher support effective speaking and the presentation of ideas in order for students to communicate research findings successfully? 	<ul style="list-style-type: none"> • Integrate opportunities for students to research and present their findings on various aspects of literary and informational texts in multiple formats, including oral, written, and visual presentations <i>(5.R.1E, 5.C.3)</i>. • Provide structured lessons that guide students through the process of presenting research findings clearly and

	<ul style="list-style-type: none"> • Plan for experiences where students are asked to present in an organized and concise manner, providing evidence to support their main ideas, as founded through research. 	<p>logically, ensuring they use content-specific vocabulary and cite relevant evidence to support their conclusions <i>(5.C.2)</i>.</p> <ul style="list-style-type: none"> • Encourage students to incorporate multimodal literacies into their research presentations, including multimedia components like images, video, charts, or digital tools, to enhance their message and engage their audience <i>(5.C.3)</i>. • Teach students how to organize research findings effectively, guiding them in selecting the most important information to present and ensuring they can explain the relevance of their findings with supporting details and evidence <i>(5.R.1, 5.W.1)</i>. • Model effective presentation skills, such as using facial expressions, gestures, and speaking techniques (e.g., appropriate volume, tone) to ensure students communicate their research clearly and confidently <i>(5.C.2)</i>. • Plan opportunities for students to engage in peer feedback sessions, where they present research to classmates and receive constructive suggestions on how to improve clarity, organization, and presentation style <i>(5.C.1)</i>.
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RESEARCH | GRADE 5 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 5 Research standards, review:

- [Progression Chart - Research](#)
- [Grades 4-6 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Research in the 2024 *English Standards of Learning*.

- [LINK- Grade 5 Understanding the Standards- Research](#)

Teacher’s Note:

- Use the Grade 5 Understanding the Standards.
 - Students deepen their comprehension of the research process by critically evaluating the relevance, reliability, and credibility of information collected to create comprehensive research products.
 - Students conduct research to expand knowledge and address complex problems.
 - Guide students in formulating precise questions to narrow their research focus and encourage them to evaluate the validity and reliability of information from diverse sources.
 - Integrate research findings into their writing and responses to texts.
 - Research activities can be collaborative, cross-curricular, and integrated throughout the academic year.
 - Leveraging the expertise of librarians and media specialists can enhance the teaching of the research process.
 - Instruct students to be aware of the potential consequences of plagiarism, with an emphasis on giving proper credit to all sources, including media such as music and graphics.
 - Model and promote the responsible use of the Internet, ensuring students understand ethical and legal guidelines in the digital age.
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Research

5.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-five content and texts, solve problems, and support cross-curricular learning.

5.R.1 Evaluation and Synthesis of Information

- A. Formulate questions that help narrow the topic and revise questions as needed based on research.
- B. Identify search terms to locate information and gather relevant information from various print and digital sources to address the research.
- C. Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.
- D. Develop notes that include important concepts, summaries, and identification of information sources.
- E. Organize and share information orally, in writing, or through visual display.
- F. Avoid plagiarism and give proper credit by providing citations whenever using another person’s media, facts, ideas,

graphics, music, and direct quotations.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select the purpose for research <i>5.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> Utilize themes from division-adopted HQIM. Utilize opportunities for cross-content connections when researching topics or themes from History and Social Science, and Science. 	<ul style="list-style-type: none"> Use a variety of literary and informational texts to provide opportunities for students to compare and contrast topics and ideas, expanding their understanding of the subject matter (<i>5.RL, 5.RI</i>). Provide opportunities for students to formulate research questions that help them narrow down their topic, with guidance on how to revise questions based on their findings (<i>5.R. 1</i>). Introduce students to search terms and teach them how to use both print and digital sources to gather relevant and reliable information for their research (<i>5.R. 1</i>). Encourage students to explore diverse sources, comparing and contrasting the relevance and reliability of each to better understand the topic and support their research goals (<i>5.R. 1</i>). Guide students in identifying and synthesizing key concepts from their research to organize their findings in a meaningful way, whether through writing, oral presentations, or visual displays (<i>5.R. 1</i>).
<p>Connect to previously read text to build knowledge and vocabulary understanding</p>	<ul style="list-style-type: none"> How does this research connect to the topics and themes students are learning? Plan for how students 	<ul style="list-style-type: none"> Use research findings to organize and share information through a variety of methods, such as oral presentations, writing, or visual displays (<i>5.R. 1E, 5.W. 1</i>). Encourage students to use research to build background knowledge on grade-level content and texts, supporting

<p><i>5.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.</i></p>	<p>will share new knowledge garnered from research and continue to ask questions to deepen understanding.</p>	<p>their understanding of complex concepts (5.RL, 5.RI).</p> <ul style="list-style-type: none"> • Plan for students to engage in research that is conceptually linked to previously read texts, helping them synthesize new information by connecting it to their prior understanding (5.RL.3A, 5.RI.3A). • Provide opportunities for students to engage in collaborative discussions to share their research findings and raise additional questions that promote critical thinking and deeper exploration (5.R.1, 5.C.1A). • Guide students in using prior knowledge as a springboard to approach new research topics, encouraging them to make connections between texts and build upon previous work to enhance their understanding and research outcomes.
<p>Skills in Practice <i>5.DSR.C When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences from texts, including quoting or paraphrasing accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</i></p>	<ul style="list-style-type: none"> • Plan for integrating student research with expository writing (W, L) instruction and student reading of informational text (RI, RV). 	<ul style="list-style-type: none"> • Provide opportunities during reading and writing instruction for students to formulate research questions based on specific literary or informational texts (5.R.1). • Guide students through the process of revising and refining their research questions as their understanding of the topic deepens and new information is gathered (5.R.1). • Teach students to determine and use effective search terms when gathering information from various sources (print and digital) related to their research topics (5.R.1B). • Provide opportunities for students to research historical periods or scientific concepts related to their texts to gain a deeper understanding and enrich their writing and presentations (5.R.1).

		<ul style="list-style-type: none"> • Offer structured peer feedback sessions where students share and refine their research questions, writing, and synthesis of information, reinforcing the collaborative nature of research.
<p>Modeling <i>5.DSR.C When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences from texts, including quoting or paraphrasing accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</i></p> <p><i>5.DSR.E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the</i></p>	<ul style="list-style-type: none"> • How can the teacher model working through the research process? • Utilize examples of finished research products (papers, multimodal presentations). 	<ul style="list-style-type: none"> • Model how to synthesize information from multiple sources by writing responses to texts, incorporating details, examples, and evidence from the research (5.W.1D). • Model how to respond to research topics using notes and information from both print and digital sources, guiding students in synthesizing information from literary and informational nonfiction texts (5.R.1C, 5.R.1D). • Demonstrate the process of evaluating sources, gathering relevant information, organizing and synthesizing data, and citing sources appropriately (5.R.1). • Use mentor texts to show students how authors present research in a clear and organized manner, highlighting how to use evidence from multiple sources effectively (5.R.1F, 5.DSR.C). • Model how to avoid plagiarism by paraphrasing, quoting sources correctly, and citing all types of media (e.g., text, graphics, music) used in research (5.R.1F). • Demonstrate how to navigate the research process, including developing and revising research questions, selecting credible sources, and organizing findings into coherent responses (5.R.1).

<i>text, and others (Reading Strategies 3-12).</i>		
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GRADE 5 CROSS CONTENT CONNECTIONS

Developed in collaboration with the Virginia Department of Education's History and Science Department

Teacher's Note about Lexile Levels and Pairing Text: The Virginia English *Standards of Learning* focus on building student ability to read and understand grade-level complex text and express that understanding clearly through writing and speaking. The English *Standards of Learning* emphasize the role of close engagement with text in students building knowledge about the world. A coherent sequence of texts around a clear topic or line of inquiry will support students in building vocabulary and background knowledge. In addition to educators utilizing their division, adopted HQIM, text sets are one tool for educators in planning units of instruction to help students meet the demands of the standards. Additionally, Virginia K-5 educators will utilize HQIM throughout the entirety of the core literacy instructional time. Educators should seek opportunities to reinforce the English *Standards of Learning* throughout the instructional day. While there is no single process for developing text sets, students should be anchored in grade-level complex text. Grade level complex text is both a quantitative and qualitative decision-making process. In the sample text sets below, organized around grade level science and/or social studies content, students will be engaged in grade level, complex text for the bulk of instructional time. However, teachers may decide to introduce a topic and/or build understanding around a theme or area of knowledge by reading a text that is below the quantitative grade band outlined in the Appendix of the English *Standards of Learning* with the intent of utilizing the knowledge/vocabulary/topics in that text to scaffold students in accessing grade-level text and expressing comprehension of what they've read in both writing and speaking.

Note: The included texts are intended to serve as a suggested sample for compiling text variety within a suggested topic. When determining texts and materials to utilize in the classroom, it is key that all educators adhere to and follow the guidance of their local school board and division.

Science

Grade 5 Quantitative Range 740 – 1010 from Appendix of the 2024 English Standards of Learning

Theme	Literary Text(s) + Lexile	Informational Text(s) + Lexile
<p style="text-align: center;">Force, Motion, and Energy</p>	<ul style="list-style-type: none"> • <i>The Illuminating World of Light with Max Axiom, Super Scientist</i> by Emily Sohn (760L) • <i>The Powerful World of Energy with Max Axiom, Super Scientist</i> by Agnieszka Biskup (740L) • <i>The Attractive Story of Magnetism with Max Axiom, Super Scientist</i> by Andrea Gianopoulos (830L) • <i>Trombone Shorty</i> by Troy Andrews (760L) 	<ul style="list-style-type: none"> • <i>Energy Island: How One Community Harnessed the Wind and Changed Their World</i> by Allan Drummond (920L) • <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer (Young Readers Edition) (850L) • <i>Energy: Physical Science in Action</i> by Matt Mullins (770L) • <i>What Are Newton's Laws of Motion?</i> by Denyse O'Leary (930L) • <i>Investigating Forces and Motion</i> by Jane Weir (810) • <i>Clang! Ernst Chladni's Sound Experiments</i> by Darcy Pattison (840L) • <i>The Science of Hitting a Home Run: Forces and Motion in Action</i> by Jim Whiting (860L) • <i>Wired</i> by Anastasia Suen (820L)
<p style="text-align: center;">Matter</p>	<ul style="list-style-type: none"> • <i>Science Verse</i> by Jon Scieszka (Lexile: NP) • <i>Atoms and Molecules</i> by Cassie Meyer (750L) • <i>Mixtures and Solutions</i> by Cassie Meyer (920L) • <i>Chemistry and Matter</i> by Cassie Meyer (770L) • <i>Matter and How it Changes</i> by 	<ul style="list-style-type: none"> • <i>States of Matter</i> by Matt Mullins (760L) • <i>Mixtures and Solutions</i> by Hugh Westrup (740L) • <i>Matter, Matter Everywhere</i> by Stephen M. Tomecek (870L) • <i>What Are the Properties of Matter?</i> by Elise Tobler (780L) • <i>What Are Solutions?</i> by Elise Tobler (880L)

	<p>Joseph Midthun</p> <ul style="list-style-type: none"> • <i>The Dynamic World of Chemical Reactions with Max Axiom, Super Scientist</i> by Agnieszka Biskup (790L) • <i>Ghosts and Atoms</i> by Jodi Wheeler-Toppen (770L) 	
<p>Earth and Space Systems</p>	<ul style="list-style-type: none"> • <i>The Street Beneath My Feet</i> by Charlotte Guillain (820L) • <i>Mountain Dance</i> by Thomas Locker (890L) • <i>Solving the Puzzle Under the Sea: Marie Tharp Maps the Ocean Floor</i> by Robert Burleigh (750L) • <i>Fossil Huntress: Mary Leakey, Paleontologist</i> by Andi Diehn (760L) • <i>Grand Canyon</i> by Jason Chin (1000L) • <i>The Earth-Shaking Facts about Earthquakes with Max Axiom, Super Scientist</i> by Katherine Krohn (790L) • <i>Explosive World of Volcanoes with Max Axiom, Super Scientist</i> by Christopher L. Harbo (880L) • <i>The Whirlwind World of Hurricanes with Max Axiom, Super Scientist</i> by Katherine Krohn 	<ul style="list-style-type: none"> • <i>The Rock Factory: A Story About the Rock Cycle</i> by Jacqui Bailey (880L) • <i>Rocks: Hard, Soft, Smooth, and Rough</i> by Natalie M. Rosinsky (890L) • <i>The Rock Cycle</i> by Melanie Ostopowich (800L) • <i>Volcanoes</i> by Seymour Simon (880L) • <i>Fossils</i> by Ann O. Squire (1010L) • <i>What is the Theory of Plate Tectonics?</i> by Craig Saunders (920L) • <i>Weathering and Erosion</i> by Caitie McAneney (810L)

	(750L)	
Earth Resources	<ul style="list-style-type: none"> • <i>Zero Waste</i> by Allan Drummond (760L) • <i>Planting the Trees of Kenya: The Story of Wangari Maathai</i> by Claire A. Nivola (870L) • <i>Iqbal and His Ingenious Idea: How a Science Project Helps One Family and the Planet</i> by Elizabeth Sunebly (760L) • <i>Redwoods</i> by: Jason Chin (920L) • <i>Where the River Begins</i> by: Thomas Locker (760L) • <i>A Refreshing Look at Renewable Energy with Max Axiom, Super Scientist</i> by Katherine Krohn (770L) • <i>Understanding Global Warming with Max Axiom, Super Scientist</i> by: Agnieszka Biskup (930L) 	<ul style="list-style-type: none"> • <i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i> by Allan Drummond (770L) • <i>The Boy Who Grew a Forest: The True Story of Jadav Payeng</i> by Sophia Gholz (790L) • <i>Renewable Energy: Discover the Fuel of the Future</i> by Joshua Sneiderman (940L) • <i>The Story of Fossil Fuels</i> by William B. Rice (740L) • <i>Oil Spill! Disaster in the Gulf of Mexico</i> by Elaine Landau (780L) • <i>Recycling (Cool Science)</i> by Charlotte Wilcox (900L) • <i>Oil, Gas, and Coal (Energy for Today)</i> by Tea Benduhn (7950L)

Social Studies		
<i>Grade 5 Quantitative Range 740 – 1010 from Appendix of the 2024 English Standards of Learning</i>		
Theme	Literary Text(s) + Lexile	Informational Text(s) + Lexile
Geography of North America	<ul style="list-style-type: none"> • <i>Clean Getaway</i> by Nic Stone (780L) • <i>Watson’s Go to Birmingham</i> by Christopher Paul Curtis (920L) 	<ul style="list-style-type: none"> • <i>The 50 States</i> by Gabrielle Balkan (1010L)

<p>Early Cultures of North America</p>	<ul style="list-style-type: none"> • <i>Buffalo Bird Girl</i> by S. D. Nelson (890L) 	<ul style="list-style-type: none"> • <i>The Very First Americans</i> by Cara Ashrose (760L) • <i>The First Americans: Prehistory–1600</i> by Joy Hakim (810L) • <i>Ancient Mound Builders: The Mississippian Culture</i> by E. Barr (970L)
<p>Colonial America and the American Revolution</p>	<ul style="list-style-type: none"> • <i>Phillis Sings Out Freedom: The Story of George Washington and Phillis Wheatley</i> by Ann Malaspina (780L) • <i>The Sign of the Beaver</i> by Elizabeth George Speare (770L) 	<ul style="list-style-type: none"> • <i>The Iroquois: The Six Nations Confederacy</i> by Mary L. Englar • <i>A Spy Called James</i> by Anne Rockwell (940L)
<p>A New Nation and its Expansion</p>	<ul style="list-style-type: none"> • <i>Shh! We're Writing the Constitution</i> by Jean Fritz (950L) • <i>The Journey of the One and Only Declaration of Independence</i> by Judith St. George (820L) • <i>A More Perfect Union: The Story of Our Constitution</i> by Betsy Maestro (920L) 	<ul style="list-style-type: none"> • <i>The Trail of Tears</i> by Joseph Bruchac (740L) • <i>The Journey of York: The Unsung Hero of the Lewis and Clark Expedition</i> by Hasan Davis (870L) • <i>I Am: Sacagawea</i> by Grace Norwich (1010) • <i>Long May She Wave: The True Story of Caroline Pickersgill and Her Star-Spangled Creation</i> by Kristen Fulton (770L) • <i>Following the Great Herds: The Plains Indians and the American Buffalo</i> by Ryan P. Randolph (900-1000L) • <i>The Buffalo Are Back</i> by Jean Craighead George (800L)

<p>The Civil War</p>	<ul style="list-style-type: none"> • <i>Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life</i> by Ashley Bryan (730L) • <i>Aunt Harriet’s Underground Railroad in the Sky</i> by Faith Ringgold (850L) • <i>The Mostly True Adventures of Homer P. Figg</i> by Rodman Philbrick (950L) 	<ul style="list-style-type: none"> • <i>A Boy Called Slow</i> by Joseph Bruchac (760L) • <i>Dancing Hands: How Teresa Carreño Played the Piano for President Lincoln</i> by Margarita Engle (880L)
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