

Main Criteria: Frontiers in Writing

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grade: 5

Frontiers in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND /
TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
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STRAND /
TOPIC

Reading Informational Text

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details

INDICATOR	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).
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STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR	B.	Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing

INDICATOR	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.
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STRAND / TOPIC Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition

INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR	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.
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PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar

INDICATOR B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR B. Share responsibility for the learning based on assigned roles and/or task expectations.

Lesson 03: Unit 2 Writing from Notes, p. 29-34

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details
INDICATOR	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).

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR B. Share responsibility for the learning based on assigned roles and/or task expectations.

STRAND / TOPIC **Research**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information

INDICATOR D. Develop notes that include important concepts, summaries, and identification of information sources.

Lesson 04: Unit 2 Writing from Notes, p. 35-42

Virginia Standards of Learning

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Grade 5 - Adopted: 2024

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INDICATOR / STANDARD	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).
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INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details
INDICATOR	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).

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).

STRAND / TOPIC

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STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	B.	Discuss meanings of complex words and phrases acquired through conversations and literature.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.
INDICATOR	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.

STRAND / TOPIC

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INDICATOR / STANDARD	5.RL.2.	Craft and Style

INDICATOR	A.	Describe how an author develops a character through what characters say, think, do, and how other characters respond.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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PROGRESS INDICATOR	iv.	Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR	B.	Share responsibility for the learning based on assigned roles and/or task expectations.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion in an organized manner. This includes:

PROGRESS INDICATOR	i.	Using content specific vocabulary, appropriate facts and relevant descriptive details to support themes or central ideas.
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	J.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS INDICATOR 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.

PROGRESS INDICATOR iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

PROGRESS INDICATOR iv. Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.LU.1.	Grammar
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INDICATOR B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.LU.2.	Mechanics
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INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:
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PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
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INDICATOR B. Share responsibility for the learning based on assigned roles and/or task expectations.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

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INDICATOR / STANDARD	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).
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STRAND / TOPIC

Reading and Vocabulary

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INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
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INDICATOR	B.	Discuss meanings of complex words and phrases acquired through conversations and literature.
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INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
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INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
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INDICATOR	I.	Use strategies to infer word meanings.
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INDICATOR	J.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
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INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.RL.1.	Key Ideas and Plot Details

INDICATOR	B.	Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.
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INDICATOR	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.
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INDICATOR / STANDARD	5.RL.2.	Craft and Style

INDICATOR A. Describe how an author develops a character through what characters say, think, do, and how other characters respond.

STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS INDICATOR 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.

PROGRESS INDICATOR iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

PROGRESS INDICATOR iv. Providing a concluding statement or section.

STRAND / TOPIC Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
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INDICATOR	B.	Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.
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STRAND / TOPIC

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INDICATOR / STANDARD	5.LU.2.	Mechanics
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INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
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INDICATOR	B.	Share responsibility for the learning based on assigned roles and/or task expectations.
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD	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).
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INDICATOR	A.	Describe how an author develops a character through what characters say, think, do, and how other characters respond.
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STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR	B.	Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS INDICATOR	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.
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PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar

INDICATOR	B.	Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.
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STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR B. Share responsibility for the learning based on assigned roles and/or task expectations.

Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
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INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
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INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
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INDICATOR	I.	Use strategies to infer word meanings.
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INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details

INDICATOR	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).
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STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR	B.	Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
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INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing
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INDICATOR 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.

STRAND / TOPIC Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
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INDICATOR / STANDARD	5.W.2.	Organization and Composition
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INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR 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.

PROGRESS INDICATOR iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

PROGRESS INDICATOR iv. Providing a concluding statement or section.

STRAND / TOPIC Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
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INDICATOR / STANDARD	5.W.3.	Usage and Mechanics
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INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.LU.1.	Grammar
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INDICATOR B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.LU.2.	Mechanics
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INDICATOR E. Consult reference materials to check and correct spelling.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	B.	Share responsibility for the learning based on assigned roles and/or task expectations.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information
INDICATOR	C.	Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.
INDICATOR	D.	Develop notes that include important concepts, summaries, and identification of information sources.

Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

Virginia Standards of Learning**Language Arts**

Grade 5 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).

INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	J.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details
INDICATOR	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).

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR B. Share responsibility for the learning based on assigned roles and/or task expectations.

STRAND / TOPIC

Research

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information

INDICATOR C. Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.

INDICATOR D. Develop notes that include important concepts, summaries, and identification of information sources.

Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	J.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details
INDICATOR	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).

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing

INDICATOR 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.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS INDICATOR 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.

PROGRESS INDICATOR iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

PROGRESS INDICATOR iv. Providing a concluding statement or section.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
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Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	J.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details

INDICATOR 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).

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing

INDICATOR 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.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition

INDICATOR A. Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS INDICATOR 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.

PROGRESS INDICATOR iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

PROGRESS INDICATOR iv. Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar
INDICATOR	B.	Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

INDICATOR	C.	Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR	E.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	B.	Share responsibility for the learning based on assigned roles and/or task expectations.

STRAND / TOPIC		Research
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

**STRAND /
TOPIC** **Reading and Vocabulary**

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC** **Foundations for Writing**

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling
INDICATOR	B.	Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	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.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
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INDICATOR / STANDARD	5.W.3.	Usage and Mechanics
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INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.LU.1.	Grammar
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INDICATOR B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

INDICATOR C. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.LU.2.	Mechanics
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INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
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INDICATOR A. Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
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INDICATOR B. Share responsibility for the learning based on assigned roles and/or task expectations.

STRAND / TOPIC **Research**

STANDARD / STRAND	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.
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PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar

INDICATOR	B.	Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.
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INDICATOR	C.	Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR B. Share responsibility for the learning based on assigned roles and/or task expectations.

STRAND / TOPIC

Research

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information

INDICATOR C. Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.

INDICATOR D. Develop notes that include important concepts, summaries, and identification of information sources.

Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD 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).

INDICATOR / STANDARD 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).

INDICATOR / STANDARD 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).

INDICATOR / STANDARD 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).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
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INDICATOR	I.	Use strategies to infer word meanings.
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INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details

INDICATOR	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).
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STRAND / TOPIC **Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing

INDICATOR	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.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR	B.	Share responsibility for the learning based on assigned roles and/or task expectations.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion in an organized manner. This includes:

PROGRESS INDICATOR	i.	Using content specific vocabulary, appropriate facts and relevant descriptive details to support themes or central ideas.
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Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-level content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details

INDICATOR 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).

**STRAND /
TOPIC**

Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing

INDICATOR 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.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS INDICATOR	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.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar

INDICATOR B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

INDICATOR C. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR B. Share responsibility for the learning based on assigned roles and/or task expectations.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information

INDICATOR C. Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.

INDICATOR D. Develop notes that include important concepts, summaries, and identification of information sources.

Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
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INDICATOR / STANDARD 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).

INDICATOR / STANDARD 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).

INDICATOR / STANDARD 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).

INDICATOR / STANDARD 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).

INDICATOR	B.	Share responsibility for the learning based on assigned roles and/or task expectations.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion in an organized manner. This includes:

PROGRESS INDICATOR	i.	Using content specific vocabulary, appropriate facts and relevant descriptive details to support themes or central ideas.
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Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-level content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	J.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details

INDICATOR 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).

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing

INDICATOR 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.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition

INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	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.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar

INDICATOR B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

INDICATOR C. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR	B.	Share responsibility for the learning based on assigned roles and/or task expectations.
STRAND / TOPIC		Research

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information

INDICATOR	C.	Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.
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INDICATOR	D.	Develop notes that include important concepts, summaries, and identification of information sources.
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Lesson 20: Unit 7 Inventive Writing, p. 165-172

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC		Foundations for Writing
STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR

i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR

B. Share responsibility for the learning based on assigned roles and/or task expectations.

Lesson 21: Unit 7 Inventive Writing, p. 173-180

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD

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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis

INDICATOR

H. Distinguish shades of meaning among verbs and adjectives.

INDICATOR

K. Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Informational Text

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar
INDICATOR	B.	Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

INDICATOR	C.	Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR	E.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	B.	Share responsibility for the learning based on assigned roles and/or task expectations.

STRAND / TOPIC		Research
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Identify search terms to locate information and gather relevant information from various print and digital sources to address the research.
INDICATOR	C.	Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.
INDICATOR	D.	Develop notes that include important concepts, summaries, and identification of information sources.
INDICATOR	F.	Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.

Lesson 22: Unit 7 Inventive Writing, p. 181-188

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC **Foundations for Writing**

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling
INDICATOR	B.	Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC **Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS INDICATOR	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.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar

INDICATOR B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

INDICATOR C. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR B. Share responsibility for the learning based on assigned roles and/or task expectations.

Lesson 23: Unit 7 Inventive Writing, p. 189-196

Virginia Standards of Learning**Language Arts**

Grade 5 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
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INDICATOR /
STANDARD 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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis

INDICATOR H. Distinguish shades of meaning among verbs and adjectives.

INDICATOR K. Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.2.	Craft and Style

INDICATOR B. Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
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INDICATOR / STANDARD	5.FFW.2.	Spelling
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INDICATOR B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC **Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
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INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing
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INDICATOR 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.

STRAND / TOPIC **Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
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INDICATOR / STANDARD	5.W.2.	Organization and Composition
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INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR 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.

PROGRESS INDICATOR iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

PROGRESS INDICATOR iv. Providing a concluding statement or section.

STRAND / TOPIC **Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
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INDICATOR / STANDARD	5.W.3.	Usage and Mechanics
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INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.LU.1.	Grammar
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INDICATOR B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

INDICATOR	C.	Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR	B.	Share responsibility for the learning based on assigned roles and/or task expectations.
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STRAND / TOPIC

Research

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Identify search terms to locate information and gather relevant information from various print and digital sources to address the research.
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INDICATOR	C.	Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.
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INDICATOR	D.	Develop notes that include important concepts, summaries, and identification of information sources.
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INDICATOR	F.	Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.
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Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details

INDICATOR	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).
STRAND / TOPIC		Reading Informational Text
STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.2.	Craft and Style
INDICATOR	B.	Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found.
STRAND / TOPIC		Foundations for Writing
STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling
INDICATOR	B.	Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.
STRAND / TOPIC		Writing
STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing
INDICATOR	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.
INDICATOR	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.
STRAND / TOPIC		Writing
STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	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.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar

INDICATOR	B.	Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.
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INDICATOR	C.	Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.
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STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR	B.	Share responsibility for the learning based on assigned roles and/or task expectations.
STRAND / TOPIC		Research
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Identify search terms to locate information and gather relevant information from various print and digital sources to address the research.
INDICATOR	C.	Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.
INDICATOR	D.	Develop notes that include important concepts, summaries, and identification of information sources.
INDICATOR	F.	Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.

Lesson 25: Unit 8 Formal Essay Models, p. 207-216

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	J.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.
STRAND / TOPIC		Reading Informational Text
STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.2.	Craft and Style
INDICATOR	B.	Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing

INDICATOR 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.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS INDICATOR 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.

PROGRESS INDICATOR iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

PROGRESS INDICATOR iv. Providing a concluding statement or section.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar

INDICATOR B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.LU.2.	Mechanics
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INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:
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PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
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INDICATOR B. Share responsibility for the learning based on assigned roles and/or task expectations.

STRAND / TOPIC **Research**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information
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INDICATOR B. Identify search terms to locate information and gather relevant information from various print and digital sources to address the research.

INDICATOR C. Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.

INDICATOR D. Develop notes that include important concepts, summaries, and identification of information sources.

INDICATOR E. Organize and share information orally, in writing, or through visual display.

INDICATOR F. Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
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**INDICATOR /
STANDARD**

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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
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INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR

H.

Distinguish shades of meaning among verbs and adjectives.

INDICATOR

K.

Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
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INDICATOR / STANDARD	5.FFW.2.	Spelling
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INDICATOR

B.

Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
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INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing
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INDICATOR

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.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
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INDICATOR / STANDARD	5.W.2.	Organization and Composition
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INDICATOR

A.

Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS INDICATOR	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.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar

INDICATOR B. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

INDICATOR C. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR A. Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR B. Share responsibility for the learning based on assigned roles and/or task expectations.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information

INDICATOR C. Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility.

INDICATOR D. Develop notes that include important concepts, summaries, and identification of information sources.

INDICATOR F. Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.

Lesson 27: Unit 9 Formal Critique, p. 223-232

Virginia Standards of Learning**Language Arts**

Grade 5 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
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INDICATOR /
STANDARD 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).

INDICATOR /
STANDARD 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).

INDICATOR /
STANDARD 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).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	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.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar
INDICATOR	B.	Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.
INDICATOR	C.	Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics
INDICATOR	E.	Consult reference materials to check and correct spelling.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR

- i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR

- B. Share responsibility for the learning based on assigned roles and/or task expectations.

Lesson 28: Unit 9 Formal Critique, p. 233-240

Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD

- 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).

INDICATOR / STANDARD

- 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).

INDICATOR / STANDARD

- 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).

INDICATOR / STANDARD

- 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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
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INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details.
INDICATOR	B.	Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.
INDICATOR	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.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.RL.2.	Craft and Style
INDICATOR	A.	Describe how an author develops a character through what characters say, think, do, and how other characters respond.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details
INDICATOR	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).

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing

INDICATOR 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.

INDICATOR 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.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition

INDICATOR A. **Engage in writing as a process to compose well-developed paragraphs. This includes:**

PROGRESS INDICATOR 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.

PROGRESS INDICATOR iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

PROGRESS INDICATOR iv. Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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Virginia Standards of Learning

Language Arts

Grade 5 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	B.	Discuss meanings of complex words and phrases acquired through conversations and literature.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details.

INDICATOR	B.	Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.
INDICATOR	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.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fairy tales, with a focus on fantasy.
INDICATOR / STANDARD	5.RL.2.	Craft and Style

INDICATOR A. Describe how an author develops a character through what characters say, think, do, and how other characters respond.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS INDICATOR 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.

PROGRESS INDICATOR iii. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.

PROGRESS INDICATOR iv. Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar
INDICATOR	B.	Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.

INDICATOR	C.	Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics
INDICATOR	E.	Consult reference materials to check and correct spelling.

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	B.	Share responsibility for the learning based on assigned roles and/or task expectations.

Lesson 30: Unit 9 Formal Critique, p. 249-261

Virginia Standards of Learning

Language Arts

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	5.RV.	The student will systematically build vocabulary and word knowledge based on grade-five content and texts.
INDICATOR / STANDARD	5.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.
INDICATOR	H.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	I.	Use strategies to infer word meanings.
INDICATOR	K.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details.

INDICATOR	B.	Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution.
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INDICATOR	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.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fairy tales, with a focus on fantasy.
INDICATOR / STANDARD	5.RL.2.	Craft and Style

INDICATOR	A.	Describe how an author develops a character through what characters say, think, do, and how other characters respond.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	5.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	5.RI.1.	Key Ideas and Confirming Details

INDICATOR	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).
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STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	5.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	5.FFW.2.	Spelling

INDICATOR	B.	Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.1.	Modes and Purposes for Writing

INDICATOR	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.
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INDICATOR	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.
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STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	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.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	5.W.	The student will compose various works for diverse audiences and purposes, linked to grade five content and texts.
INDICATOR / STANDARD	5.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.1.	Grammar
INDICATOR	B.	Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing.
INDICATOR	C.	Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.LU.2.	Mechanics
INDICATOR	E.	Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes:

PROGRESS INDICATOR

- i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.C.1.	Communication, Listening, and Collaboration

INDICATOR

- B. Share responsibility for the learning based on assigned roles and/or task expectations.

STRAND / TOPIC

Research

STANDARD / STRAND	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.
INDICATOR / STANDARD	5.R.1.	Evaluation and Synthesis of Information

INDICATOR

- D. Develop notes that include important concepts, summaries, and identification of information sources.

INDICATOR

- F. Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.