During this 9 week period, students will focus on argumentative writing. Students will read both informational and narrative texts, examining how authors use reasons and evidence to support opinions and points. Students will identify how the narrator's or speaker's point of view influences how events are described in literary texts. While reading these texts, students will think carefully about how to integrate information from multiple texts to write opinion/argumentative pieces in which they support a point of view with logically ordered reasons and information.

CCRS Standards	Skills
Report Card Analyzes multiple accounts of the same topic of event Describes how point of view influences description **CCSR Standard** [RL.5.6] Describe how a narrator's or speaker's point of view influences how events are described.	Students are able to: describe how the point of view of the narrator or speaker influenced the description of the events of a story
Report Card Analyzes multiple accounts of the same topic of event Describes how point of view influences description **CCSR Standard** [RI.5.6] Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Students are able to: analyze the point of view represented in varying accounts of the same event or topic
Report Card Uses text and visual features **CCSR Standard** [RI.5.7] Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Students are able to use print and digital sources to: - locate an answer in a text quickly - use a text to solve a problem efficiently - synthesize information from multiple sources
Report Card Explains how an author uses reasons and evidence to support points **CCSR Standard** [RI.5.8] Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Students are able to: - identify an author's point(s) - identify the reasons an author gives to support point(s) - identify evidence used to support particular points - describe the relationship between main points, reasons, and evidence
Report Card Compares and contrasts similar themes or topics Integrates information from two texts **CCSR Standard** [RI.5.9] Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Students are able to write or speak knowledgeably about a topic by: - identifying important points from two texts - identifying key details from two texts - integrating information about a single topic from several texts

Report Card	Students are able to:
Knows and applies grade-level phonics and word analysis skills in decoding **CCSR Standards** [RF.5.3] Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	• apply letter sound correspondences • apply syllabication patterns • use knowledge of morphology (e.g. roots and affixes) • accurately read unfamiliar multisyllabic words in and out of context
Report Card Reads text with purpose and understanding at expected grade level Reads text fluently at expected grade level Reads with accuracy at expected grade level [RF.5.4] Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Students are able to: • read with purpose and understanding • read orally with accuracy • read orally at an appropriate rate • ready orally with expression • use context to aid in word recognition • break text up into meaningful groups of words (phrases) • recover if they make a mistake (self-correct) • make appropriate changes in voice, pitch, and expression while reading orally
Report Card Uses the writing process to communicate ideas and information effectively **CCSR Standard** [W.5.1] Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to opinion presented.	Students are able to: • identify qualities of opinion pieces • develop a point of view • supply reasons, information, facts, and details to support the opinion • use linking words, phrases, and clauses to connect opinion and reasons • write with a predictable structure (e.g. introduction with statement of topic and opinion, reasons to support, logical organizational structure, and concluding statement related to opinion)
Report Card	Students are able to:

Produces writing in which the development and organization are appropriate to task, purpose, and audience **CCSR Standard** [W.5.9] Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *Grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *Grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	• compose an analytical, reflective, or research-based piece in response to a literature and informational text • analyze a prompt about a text to determine what is being asked • form ideas in response to a prompt about a text • support ideas with evidence from a text
Report Card Demonstrates a command of the grade-level conventions of standard English grammar and usage **CCSR Standard** [L.5.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	Students are able to: • use punctuation to separate items in a series • use a comma to separate an introductory element • use a comma to set off the words yes or no • use a comma to set off a tag question • use a comma to indicate direct address • use underlining to indicate titles of works • use quotation marks to indicate titles of works • use italics to indicate titles of works • spell grade-appropriate words • consult word reference materials to check and correct spellings