

## COURSE OVERVIEW

### 5th Grade English Language Arts

#### BUILDING CONTENT KNOWLEDGE

Our English Language Arts units focus on building content knowledge. The Essential Questions of each unit, listed below, highlight the key understandings students learn across the 5<sup>th</sup> grade course. In-depth answers to the Essential Questions can be found in the Unit Launch for each unit.

	LITERATURE	SCIENCE AND SOCIAL STUDIES
<b>UNIT 1</b>	<ul style="list-style-type: none"> <li>• How can one person impact a community?</li> <li>• In what ways can prejudice impact the way people treat one another?</li> <li>• What steps can be taken to overcome prejudice?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we have a plastic pollution problem?</li> <li>• How is plastic pollution hurting the world's oceans?</li> <li>• What steps can be taken to lessen the amount of plastic pollution in the ocean?</li> </ul>
<b>UNIT 2</b>	<ul style="list-style-type: none"> <li>• How can family relationships and dynamics influence a person's actions?</li> <li>• How did the Taliban regime impact life for residents of Kabul?</li> <li>• Feminism advocates for women's rights and equality of the sexes. What can be done to improve women's rights and equality in Afghanistan and Pakistan?</li> <li>• How can one person impact a community?</li> </ul>	<ul style="list-style-type: none"> <li>• What was life like for migrant farm workers in the 1960s? What barriers did they face in order to obtain better working conditions? Wages?</li> <li>• What were some of the key moments in the migrant farm workers' fight for justice?</li> <li>• Who were Cesar Chavez and Dolores Huerta? What strategies did they use to make meaningful, long-lasting change?</li> <li>• How did the farm workers use different types of nonviolent protest to educate the public and push for change?</li> </ul>
<b>UNIT 3</b>	<ul style="list-style-type: none"> <li>• How do people develop stereotypical ideas? How can stereotypes lead to prejudice and discrimination?</li> <li>• How can friendships and learning across lines of difference help build empathy and stop the spread of stereotypes?</li> <li>• What is life like for undocumented Mexican laborers and their families?</li> </ul>	<ul style="list-style-type: none"> <li>• What role did children and teens play in the civil rights movement?</li> <li>• What nonviolent tactics and strategies were used during the civil rights movement to influence change and overturn systems of oppression?</li> <li>• What types of violence, racism, oppression, and opposition did place people and other civil rights activists face during the civil rights movement?</li> <li>• What were some of the key events of the civil rights movement?</li> <li>• How did the persistence of racism and racists attitudes fuel the opposition to the civil rights movement?</li> </ul>
<b>UNIT 4</b>	<ul style="list-style-type: none"> <li>• What steps can be taken to prepare for a wilderness emergency?</li> <li>• What strategies are necessary for surviving a wilderness emergency?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the engineering and design process? How do scientists use the engineering and design process to plan for and execute missions to Mars?</li> <li>• What challenges did the rovers face on Mars? How did scientists and the rovers respond?</li> <li>• What goals did scientists have for the rover expeditions? Were the goals met?</li> </ul>

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<b>UNIT 5</b>	<ul style="list-style-type: none"><li>• Who were the Black Panthers? What did they believe in?</li><li>• How can relationships cause people to change and grow?</li><li>• How can names and labels influence our identities?</li></ul>	N/A
<b>UNIT 6</b>	<ul style="list-style-type: none"><li>• What characteristics and traits help people succeed in the face of challenge?</li><li>• What are the characteristics of sci-fi/fantasy texts and how do these apply to a <i>Wrinkle in Time</i>?</li></ul>	N/A

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## READING STANDARDS KEY UNDERSTANDINGS

Understanding the core text(s) and building content knowledge are the most important goals of any Fishtank ELA unit. For each Literature and Science and Social Studies unit, we have identified a few reading standards and key understandings that help readers fully understand the core text(s) and content. The key understandings build from unit to unit, often matching the increase in text complexity. These understandings should not be taught in isolation, rather they should be used to help students unpack and explore the different features of complexity found in the core text(s). The key reading standards and understandings work in conjunction with the unit's spiral reading standards, standards that students use every time they read and interact with a text, and the additional unit reading standards, standards that are new to the particular unit but are not key standards. Guidance on the key understandings can be found in the Unit Launch and Enhanced Lesson Plans for each unit.

	LITERATURE	SCIENCE AND SOCIAL STUDIES
<b>UNIT 1</b>	<ul style="list-style-type: none"> <li>• Every character has a distinct purpose. Stories can have multiple characters with distinct purposes. (RL.5.3)</li> <li>• Comparing characters helps readers develop a deeper and more nuanced understanding of the text. (RL.5.3)</li> <li>• How characters respond to challenges is important to understand plot and theme. (RL.5.2)</li> <li>• (Spiral: RL.5.1, RL.5.4, RL.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors use description, sequence, or cause and effect paragraph and sentence structure to help readers notice and explain connections between ideas. (RI.5.3)</li> <li>• Authors use a variety of reasons and evidence to support their points. The type of evidence an author uses depends on the author's purpose. (RI.5.8)</li> <li>• (Spiral: RI.5.1, RI.5.4, RI.5.7, RI.5.9, RI.5.10)</li> </ul>
<b>UNIT 2</b>	<ul style="list-style-type: none"> <li>• Comparing and contrasting characters helps readers develop a deeper, more nuanced understanding of the text. (RL.5.3)</li> <li>• Authors reveal the theme of a story by using predictable patterns and pathways. (RL.5.2)</li> <li>• The setting of a story influences the way characters behave, foreshadows events, and provides a window into the society where the character lives. (RL.5.3)</li> <li>• (Spiral: RL.5.1, RL.5.4, RL.5.5, RL.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>• To explain the relationship or interaction between two or more individuals, events, ideas or concepts, readers need to think about the chronological order of events. (RI.5.3)</li> <li>• To explain the relationship or interaction between two or more individuals, events, ideas or concepts, readers need to think about what happened and why. (RI.5.3)</li> <li>• The purpose and point of view of a text influence the type of information presented. (RI.5.6)</li> <li>• (Spiral: RI.5.1, RI.5.4, RI.5.7, RI.5.9, RI.5.10)</li> </ul>
<b>UNIT 3</b>	<ul style="list-style-type: none"> <li>• Comparing and contrasting character perspectives helps the reader to build a deeper more well-rounded understanding of who a character is. (RL.5.3)</li> <li>• Observing the way characters respond to events illuminates the similarities and differences between characters. (RL.5.3)</li> <li>• Characters grow and change through relationships with others. (RL.5.3, RL.5.2)</li> <li>• (Spiral: RL.5.1, RL.5.4, RL.5.5, RL.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose and point of a text influence the type of information presented. (RI.5.6)</li> <li>• A main is a central point or big picture understanding that the reader should get from the text. (RI.5.2)</li> <li>• Authors use a variety of reasons and evidence to support particular points in a text. (RI.5.8)</li> <li>• (Spiral: RI.5.1, RI.5.4, RI.5.7, RI.5.9, RI.5.10)</li> </ul>

<b>UNIT 4</b>	<ul style="list-style-type: none"> <li>• Scenes in a story fit together to provide the overall structure of a story. (RL.5.5)</li> <li>• Summaries can be used as a way to describe how the theme of a story is conveyed. (RL.5.2)</li> <li>• When comparing and contrasting stories in the same genre, readers should look for nuanced similarities and differences between the texts. (RL.5.9)</li> <li>• (Spiral: RL.5.1, RL.5.4, RL.5.5, RL.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>• To explain the relationship or interaction between two or more individuals, events, ideas or concepts, readers use cause and effect, sequence, and chronology. (RI.5.3)</li> <li>• Authors use a variety of strategies to engage a reader and communicate particular points. (RI.5.8)</li> <li>• Integrating information from multiple texts on the same topic helps readers build a deeper understand of the topic. (RI.5.9)</li> <li>• (Spiral: RI.5.1, RI.5.4, RI.5.7, RI.5.10)</li> </ul>
<b>UNIT 5</b>	<ul style="list-style-type: none"> <li>• Comparing and contrasting the way different characters respond to the same event helps a reader build a deeper understanding of events. (RL.5.3)</li> <li>• Authors use predictable pathways and structures to reveal a theme of a text. (RL.5.2)</li> <li>• (Spiral: RL.5.1, RL.5.4, RL.5.5, RL.5.10)</li> </ul>	N/A
<b>UNIT 6</b>	<ul style="list-style-type: none"> <li>• Science fiction and fantasy have predictable genre features that influence the characters, setting, and plot of a story. (RL.5.3)</li> <li>• Authors can use setting to elicit a particular mood or to build suspense. (RL.5.3)</li> <li>• Comparing and contrasting visual and text versions of the same text can help the reader build a deeper understanding of the text. (RL.5.7)</li> <li>• Authors reveal the theme of a story using predictable patterns and pathways. (RL.5.2)</li> <li>• (Spiral: RL.5.1, RL.5.4, RL.5.10)</li> </ul>	N/A

## SENTENCE-LEVEL AND PARAGRAPH-LEVEL FOCUS AREAS

Fishtank ELA units focus on teaching students how to write coherent sentences and cohesive paragraphs and essays. In both Literature and Science and Social Studies units, students learn how to construct coherent sentences in order to show a deeper understanding of texts and content. As the year progresses, students learn how to use more complex and nuanced types of sentences in craft opinion and informational paragraphs and essays. These Writing Focus Areas work in conjunction with the unit’s spiral writing standards, standards that students use every time they write paragraphs and essays, and the additional unit language standards, language standards that are new to the particular unit but are not key standards. Guidance on how to teach sentence-level and paragraph-level writing is included in the Enhanced Lesson Plans of each unit.

	LITERATURE		SCIENCE AND SOCIAL STUDIES	
	Sentence-Level Focus Areas	Paragraph-Level Focus Areas	Sentence-Level Focus Areas	Paragraph-Level Focus Areas
<b>UNIT 1</b>	<ul style="list-style-type: none"> <li>Write complete sentences. (L.5.1)</li> <li>Edit for complete sentences. (L.5.1)</li> <li>Use coordinating conjunctions. (L.5.1, L.5.1.a)</li> <li>(Spiral: L.5.1.a, L.5.2.e)</li> </ul>	<ul style="list-style-type: none"> <li>Use single-paragraph outlines to brainstorm cohesive paragraphs. (W.5.1.a)</li> <li>Write strong topic sentences. (W.5.1.a)</li> <li>Use coordinating conjunctions to explain supporting details. (W.5.1.c)</li> <li>Write concluding sentences. (W.5.1.d)</li> <li>(Spiral: W.5.9.a, W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Write complete sentences. (L.5.1)</li> <li>Edit for complete sentences. (L.5.1)</li> <li>Use coordinating conjunctions. (L.5.1)</li> <li>Use who, what, where, when and why details to expand simple sentences. (L.5.1.a, L.5.3.a)</li> </ul>	<ul style="list-style-type: none"> <li>Use single-paragraph outlines to brainstorm cohesive paragraphs. (W.5.2.a)</li> <li>Write strong topic sentences. (W.5.2.a)</li> <li>Determine which supporting evidence is important. (W.5.2.b)</li> <li>Elaborate on supporting details by including facts. (W.5.2.b)</li> <li>Write concluding sentences. (W.5.2.e)</li> <li>(Spiral: W.5.9.b, W.5.10)</li> </ul>
<b>UNIT 2</b>	<ul style="list-style-type: none"> <li>Write sentences with subordinating conjunctions. (L.5.1.a, L.5.2.b)</li> <li>Use appositives. (L.5.1.a)</li> <li>Edit for inappropriate shifts in verb tenses. (L.5.1.d)</li> <li>(Spiral: L.5.1.c, L.5.3.b)</li> </ul>	<ul style="list-style-type: none"> <li>Use single-paragraph outlines to brainstorm cohesive paragraphs. (W.5.1.a)</li> <li>Craft a variety of topic sentences. (W.5.1.a)</li> <li>Elaborate on supporting details by varying sentence structure. (W.5.1.c)</li> <li>Write concluding sentences. (W.5.1.d)</li> <li>(Spiral: W.5.9.a, W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with subordinating conjunctions. (L.5.1.a, L.5.2.b)</li> <li>Use appositives. (L.5.1.a)</li> <li>Combine sentences. (L.5.3.a)</li> <li>Edit for inappropriate shifts in verb tense. (L.5.1.d)</li> </ul>	<ul style="list-style-type: none"> <li>Use single-paragraph outlines to brainstorm cohesive paragraphs. (W.5.2.a)</li> <li>Craft a variety of topic sentences. (W.5.2.a)</li> <li>Use transition words and phrases to illustrate a particular idea. (W.5.2.c)</li> <li>Use transition words and phrases that show a change of direction. (W.5.2.c)</li> <li>(Spiral: W.5.9.b, W.5.10)</li> </ul>

<b>UNIT 3</b>	<ul style="list-style-type: none"> <li>• Write simple, compound, and complex sentences. (L.5.1)</li> <li>• Use correlating conjunctions. (L.5.1.e)</li> </ul>	<ul style="list-style-type: none"> <li>• Outline multiple paragraph essays. (W.5.1.a)</li> <li>• Create topic/introductory sentences. (W.5.1.a)</li> <li>• Organize ideas into paragraphs. (W.5.1.a)</li> <li>• Use transition words and phrases to connect paragraphs. (W.5.1.c)</li> <li>• Create concluding sentences. (W.5.1.d)</li> <li>• (Spiral: W.5.9.a, W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple, compound, and complex sentences. (L.5.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Outline and draft multiple paragraph essays. (W.5.2)</li> <li>• Create topic/introductory sentences. (W.5.2.a)</li> <li>• Organize ideas into paragraphs. (W.5.2.a)</li> <li>• Use direct quotations. (W.5.2.a)</li> <li>• Create concluding sentences. (W.5.2.a)</li> <li>• (Spiral: W.5.9.b, W.5.10)</li> </ul>
<b>UNIT 4</b>	<ul style="list-style-type: none"> <li>• Write simple, compound, and complex sentences. (L.5.1)</li> <li>• (Spiral: L.5.1.b, L.5.2.d, L.5.2.c, L.5.2.e, L.5.2.a)</li> </ul>	<ul style="list-style-type: none"> <li>• Outline and draft multiple paragraph essays. (W.5.1)</li> <li>• Craft topic and concluding sentences. (W.5.1.a, W.5.1.d)</li> <li>• Elaborate on details. (W.5.1.b)</li> <li>• Include details from multiple texts. (W.5.1.b)</li> <li>• (Spiral: W.5.9.a, W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple, compound, and complex sentences. (L.5.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Outline and draft multiple paragraph essays. (W.5.2)</li> <li>• Craft topic and concluding sentences. (W.5.2.e)</li> <li>• Elaborate on details. (W.5.2.b)</li> <li>• (Spiral: W.5.9.b, W.5.10)</li> </ul>
<b>UNIT 5</b>	<ul style="list-style-type: none"> <li>• Write simple, compound, and complex sentences. (L.5.1)</li> <li>• (Spiral: L.5.1.a, L.5.1.c, L.5.1.d)</li> </ul>	<ul style="list-style-type: none"> <li>• Outline and draft multiple paragraph essays. (W.5.1)</li> <li>• Craft topic and concluding sentences. (W.5.1.a, W.5.1.d)</li> <li>• Elaborate on details. (W.5.1.b)</li> <li>• (Spiral: W.5.9.a, W.5.10)</li> </ul>	N/A	N/A
<b>UNIT 6</b>	<ul style="list-style-type: none"> <li>• Write simple, compound, and complex sentences. (L.5.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Outline and draft multiple (W.5.1)</li> <li>• Craft topic and concluding sentences. (W.5.1.a, W.5.1.d)</li> <li>• Elaborate on details. (W.5.1.b)</li> <li>• (Spiral: W.5.9.a, W.5.10)</li> </ul>	N/A	N/A

## GENRE-BASED WRITING FOCUS AREAS

All Fishtank ELA units include longer, process-based writing assignments. These assignments challenge students to use what they learn about coherent sentence and paragraph construction while also exploring the different genres of writing. In Literature units, students engage with a range of narrative writing that builds from unit to unit. In Science and Social Studies units, students engage with a range of research projects and opinion writing that build from unit to unit. By the end of the year, students are able to write well-crafted informational and opinion pieces as a way of showing understanding of key unit content. All longer research and opinion projects also require students to present and share what they have learned with others.

	LITERATURE Narrative Writing	SCIENCE AND SOCIAL STUDIES Informational Writing	Opinion Writing
<b>UNIT 1</b>	N/A	N/A	<ul style="list-style-type: none"> <li>• State an opinion. (W.5.1.a)</li> <li>• Logically group reasons. (W.5.1.b)</li> <li>• Support reasons with facts and details. (W.5.1.b)</li> <li>• (Spiral: W.5.4, W.5.5, W.5.6, W.5.9, W.5.10, SL.5.4, SL.5.5)</li> </ul>
<b>UNIT 2</b>	<ul style="list-style-type: none"> <li>• Brainstorm a logical sequence of events. (W.5.3.a)</li> <li>• Use description to develop experiences, events, and characters. (W.5.3.b)</li> <li>• Use precise words and phrases to describe character actions and feelings. (L.5.6, W.5.3.d)</li> <li>• (Spiral: W.5.4, W.5.5, W.5.6, W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research on a topic. (W.5.7, W.5.8)</li> <li>• Organize facts and details. (W.5.2.a)</li> <li>• Outline and draft paragraphs using details. (W.5.2.b)</li> <li>• Develop and elaborate on facts and details. (W.5.2.b)</li> <li>• Add formatting and illustrations to aid comprehension. (W.5.2.a)</li> <li>• (Spiral: W.5.4, W.5.5, W.5.6, W.5.10, SL.5.4, SL.5.5)</li> </ul>	N/A
<b>UNIT 3</b>	N/A	<ul style="list-style-type: none"> <li>• Conduct research on a topic. (W.5.7, W.5.8)</li> <li>• Organize facts and details. (W.5.2.a)</li> <li>• Outline and draft paragraphs using details. (W.5.2.a)</li> <li>• Develop and elaborate on facts and details. (W.5.2.b)</li> <li>• Add formatting and illustrations to aid comprehension. (W.5.2.a)</li> <li>• (Spiral: W.5.4, W.5.5, W.5.6, W.5.10, SL.5.5, SL.5.4)</li> </ul>	<ul style="list-style-type: none"> <li>• State an opinion. (W.5.1.a)</li> <li>• Provide reasons and details to support an opinion. (W.5.5.b)</li> <li>• Include transition words and phrases. (L.5.6, W.5.1.c)</li> <li>• Provide a concluding statement. (W.5.1.d)</li> <li>• (Spiral: W.5.4, W.5.5, W.5.6, W.5.9, W.5.10, SL.5.5, SL.5.4)</li> </ul>

<b>UNIT 4</b>	<ul style="list-style-type: none"> <li>• Brainstorm a logical sequence of events. (W.5.3.a)</li> <li>• Orient the reader by introducing characters and setting. (W.5.3.a)</li> <li>• Use transition words and phrases to show the passing of time. (L.5.6, W.5.3.c)</li> <li>• Use description to develop experiences, events, and characters. (W.5.3.b)</li> <li>• Use precise words and phrases to describe character actions and feelings. (W.5.3.b, W.5.3.d)</li> <li>• Provide a logical conclusion. (W.5.3.e)</li> <li>• (Spiral: W.5.4, W.5.5, W.5.6, W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research on a topic. (W.5.7, W.5.8)</li> <li>• Organize facts and details. (W.5.2.b)</li> <li>• Outline and draft paragraphs using details. (W.5.2.b)</li> <li>• Develop and elaborate on facts and details. (W.5.2.b)</li> <li>• Use precise language. (W.5.2.d)</li> <li>• Link ideas across categories. (W.5.2.c)</li> <li>• Provide a concluding statement (W.5.2.e)</li> <li>• (Spiral: W.5.4, W.5.5, W.5.6, W.5.10, SL.5.5, SL.5.4)</li> </ul>	N/A
<b>UNIT 5</b>	<ul style="list-style-type: none"> <li>• Brainstorm a logical sequence of events. (W.5.3.a)</li> <li>• Orient the reader by introducing characters and setting. (W.5.3.a)</li> <li>• Use transition words and phrases to show the passing of time. (L.5.6, W.5.3.c)</li> <li>• Use description to develop experiences, events and characters. (W.5.3.b, W.5.3.d)</li> <li>• Use precise words and phrases to describe character actions and feelings. (W.5.3.d)</li> <li>• Provide a logical conclusion. (W.5.3.e)</li> <li>• (Spiral: W.5.4, W.5.5, W.5.6, W.5.10)</li> </ul>	N/A	N/A
<b>UNIT 6</b>	N/A	N/A	<ul style="list-style-type: none"> <li>• State an opinion. (W.5.1.a)</li> <li>• Provide reasons and details to support an opinion. (W.5.1.b)</li> <li>• Include transition words and phrases. (W.5.1.c)</li> <li>• Provide a concluding statement. (W.5.1.d)</li> <li>• (Spiral: W.5.4, W.5.5, W.5.6, W.5.9, W.5.10, SL.5.5, SL.5.4)</li> </ul>

## SPEAKING AND LISTENING FOCUS AREAS

All Fishtank ELA units require students to use discussions and oral discourse as a way of deepening content understandings. Learning how to have productive discussions, either in small groups, partners, or as a whole class, is something students need to be taught. All Fishtank Literature and Science and Social Studies units include Speaking and Listening Focus Areas that progress and build from unit to unit. More guidance on the different Speaking and Listening Focus Areas can be found in our Guide to Academic Discourse.

### LITERATURE AND SCIENCE AND SOCIAL STUDIES

<b>UNIT 1</b>	<ul style="list-style-type: none"> <li>• Prepare for a discussion. (SL.5.1.a)</li> <li>• Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. (SL.5.1.a)</li> <li>• Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts. (L.5.6)</li> <li>• (Spiral: SL.5.1.b, SL.5.6)</li> </ul>
<b>UNIT 2</b>	<ul style="list-style-type: none"> <li>• Prepare for a discussion. (SL.5.1.a)</li> <li>• Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. (SL.5.1.a)</li> <li>• Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts. (L.5.6)</li> <li>• (Spiral: SL.5.1.b, SL.5.6)</li> </ul>
<b>UNIT 3</b>	<ul style="list-style-type: none"> <li>• Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. (SL.5.1.a)</li> <li>• Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts. (L.5.6)</li> <li>• Build on to partner's ideas. Seek to genuinely understand what their peers are saying, and then build on. (SL.5.1.c)</li> <li>• (Spiral: SL.5.1, SL.5.6)</li> </ul>
<b>UNIT 4</b>	<ul style="list-style-type: none"> <li>• Build on to partner's ideas. Seek to genuinely understand what their peers are saying, and then build on. (SL.5.1.c)</li> <li>• Paraphrase to make meaning. Paraphrase what others are saying in order to keep track of key ideas in a discussion. (SL.5.1.d, SL.5.3)</li> <li>• Question and clarify. Seek to clarify a particular point a student makes by asking follow-up questions. (SL.5.1.c)</li> </ul>
<b>UNIT 5</b>	<ul style="list-style-type: none"> <li>• Question and clarify to build understanding. Seek to clarify a particular point a student makes by asking follow-up questions. (SL.5.1.c)</li> <li>• Build on and challenge partner's ideas. (SL.5.1.c)</li> <li>• Synthesize to build deeper meaning. Synthesize everything from the discussion into a coherent statement at the end of the discussion. (SL.5.1.d, SL.5.3)</li> </ul>
<b>UNIT 6</b>	<ul style="list-style-type: none"> <li>• Question and clarify to build understanding. Seek to clarify a particular point a student makes by asking follow-up questions. (SL.5.1.c)</li> <li>• Build on and challenge partner's ideas. (SL.5.1.c)</li> <li>• Synthesize to build deeper meaning. Synthesize everything from the discussion into a coherent statement at the end of the discussion. (SL.5.1.d, SL.5.3)</li> </ul>

## FLUENCY FOCUS AREAS

Reading fluency is essential for reading comprehension. All Fishtank Literature units include targeted Fluency Focus Areas. Guidance on how to model and reinforce the Fluency Focus Areas is included in the Enhanced Lesson Plans and the Fluency Package of each unit. In 5<sup>th</sup> grade, the majority of fluency focus areas are a review.

### LITERATURE

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- UNIT 1**
- Use proper intonation to show interpretation of the passage. (RF.5.4.b)
  - Read with a rate appropriate to the task. (RF.5.4.b)
  - Use proper expression and volume. (RF.5.4.b)
- 
- UNIT 2**
- Read smoothly and with accuracy. (RF.5.4.c, RF.5.3.a)
  - Use proper intonation to show interpretation of the passage. (RF.5.4.a, RF.5.4.b)
  - Read with a rate appropriate to task and purpose. (RF.5.5.b)
- 
- UNIT 3**
- Self-correct when reading difficult words and sentence structures. (RF.5.4.c, RF.5.3.a)
  - Read smoothly and with accuracy. (RF.5.4.c, RF.5.3.a)
  - Use proper intonation to show interpretation of the passage. (RF.5.4.a, RF.5.4.b)
  - Read with a rate appropriate to task and purpose. (RF.5.5.b)
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- UNIT 4**
- Read with proper intonation and expression to show understanding of a text. (RF.5.4.a, RF.5.4.b)
  - Read verse with rhythm and flow. (RF.5.4.a)
  - Self-correct when reading difficult words and sentence structures. (RF.5.4.c, RF.5.3.a)
  - Read with a rate appropriate to task and purpose. (RF.5.5.b)
- 
- UNIT 5**
- Self-correct when reading difficult words and sentence structures. (RF.5.4.c, RF.5.3.a)
  - Read smoothly and with accuracy. (RF.5.4.c, RF.5.3.a)
  - Use proper intonation to show interpretation of the passage. (RF.5.4.a, RF.5.4.b)
  - Read with a rate appropriate to task and purpose. (RF.5.5.b)
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- UNIT 6**
- Self-correct when reading difficult words and sentence structures. (RF.5.4.c, RF.5.3.a)
  - Read smoothly and with accuracy. (RF.5.4.c, RF.5.3.a)
  - Use proper intonation to show interpretation of the passage. (RF.5.4.a, RF.5.4.b)
  - Read with a rate appropriate to task and purpose. (RF.5.5.b)

## VOCABULARY FOCUS AREAS

Vocabulary development is an essential part of all Fishtank ELA units. The vocabulary focus of a unit varies depending on the vocabulary demands of the particular text(s). We do not identify priority focus areas for vocabulary in each unit; all of the following vocabulary focus areas are spiraled across all Fishtank ELA units.

### LITERATURE AND SCIENCE AND SOCIAL STUDIES

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**ALL  
UNITS**

- Determine the meaning of words and phrases as they are used in a text (RL.5.4, RI.5.4)
- Use context as a clue to the meaning of a word or phrase (L.5.4.a)
- Use common Greek and Latin affixes and roots as clues to the meaning of a word (L.5.4.b, RF.5.3)
- Consult reference materials to determine and clarify the meaning of a word (L.5.4.c)
- Interpret figurative language, including similes and metaphors (L.5.5.a)
- Use the relationship between particular words to better understand words (L.5.5.c)
- Use grade-appropriate vocabulary orally and in writing (L.5.6)