



# Coming of Age

**How do dramatic events influence the people we will become?  
How do life experiences shape our journey from childhood into adolescence?**

**This six-week unit focuses on the genre of the novel, and uses “coming of age” as a unifying theme.**

**FOCUS standards are in black text**

**CONTINUOUS standards are in gray text**

## Reading Standards for Literature

### Craft and Structure

**RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**RL.5.6** Describe how a narrator's or speaker's point of view and/or perspective influence how events are described.

### Integration of Knowledge and Ideas

**RL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.

## Reading Standards for Informational Text

### Craft and Structure

**RI.5.4** Determine the meaning of general academic words and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.

### Integration of Knowledge and Ideas

**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.

**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).

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

## Reading Standards: Foundational Skills K-5

### Phonics and Word Recognition

**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.*

### Fluency

**RF.5.4** Read grade-level text with sufficient accuracy and fluency to support comprehension.

*a. Read grade-level text with purpose and understanding.*

*b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*

*c. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.*

**Writing Standards****Text Types and Purposes**

**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).*
- e. *Provide a concluding statement or section related to the opinion presented.*

**Production and Distribution of Writing**

**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5** Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.

**W.5.6** Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.

**Speaking and Listening Standards****Comprehension and Collaboration**

**SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Presentation of Knowledge and Ideas**

**SL.5.4** Report on a topic or text or present an opinion to support main ideas or themes.

- Sequence ideas logically.
- Use appropriate facts.
- Use relevant, descriptive details.
- Speak clearly at an understandable pace.

**SL.5.5** Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Language Standards

**Conventions of Standard English**

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 5.

c. Use verb tense to convey various times, sequences, states, and conditions.

- Recognize and correct inappropriate shifts in verb tense.

h. Produce complex sentences using dependent clauses and subordinating conjunctions.

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.

d. Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language**

**L.5.3** Use knowledge of language and its conventions as appropriate for Grade 5 when writing, speaking, reading, or listening.

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**Vocabulary Acquisition and Use**

**L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a. *Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.*

b. *Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).*

c. *Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.*

d. *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.*

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

a. *Interpret figurative language, including similes and metaphors, in context.*

b. *Recognize and explain the meaning of common idioms, adages, and proverbs.*

c. *Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.*

**L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).