



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

## Reading Standards for Literature

### Key Ideas and Details

**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### 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.

### Integration of Knowledge and Ideas

**RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

## Reading Standards for Informational Text

### Key Ideas and Details

**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Craft and Structure

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

**RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### Integration of Knowledge and Ideas

**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 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.*

**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).*

*d. 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** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Research to Build and Present Knowledge**

**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]").*

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

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*
- b. *Follow agreed-upon rules for discussions and carry out assigned roles.*
- c. *Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.*
- d. *Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.*

**SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**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, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**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.

- a. *Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.*
- e. *Use correlative conjunctions (e.g., either/or, neither/nor).*

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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?).*
- e. *Spell grade-appropriate words correctly, consulting references as needed.*

**Knowledge of Language**

**L.5.3** Use knowledge of language and its conventions 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.*

**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).