



Unit 6: The Renaissance	Lessons																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Explain how the Renaissance movement affected women, fashion, and family life										✓	✓								
Describe the cultural norms set for women during the Renaissance movement										✓	✓								
Identify ways some women challenged the cultural norms for women during the Renaissance movement										✓	✓								
Explain how the Renaissance movement impacted artists in northern Europe												✓							
Describe the depictions found in the paintings of artists from northern Europe												✓							
Identify Cervantes and Shakespeare as important writers from the Renaissance period													✓	✓					
Explain how Cervantes and Shakespeare embody the ideals of the Renaissance movement													✓						
Explain the meaning of famous Shakespearean lines														✓					

## Reading Standards for Informational Text

### Key Ideas and Details

<b>STD RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
<b>STD RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
<b>STD RI.5.3</b>	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.	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓				

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<b>Craft and Structure</b>																				
<b>STD RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
<b>STD RI.5.5</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	✓							✓	✓			✓							
<b>STD RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			✓			✓													
<b>Integration of Knowledge and Ideas</b>																				
<b>STD RI.5.7</b>	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.	✓					✓				✓									
<b>STD RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	✓		✓			✓								✓					
<b>STD RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	✓											✓	✓			✓	✓		✓

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<b>Range of Reading and Level of Text Complexity</b>																				
<b>STD RI.5.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
<b>Reading Standards for Foundational Skills</b>																				
<b>Phonics and Word Recognition</b>																				
<b>STD RF.5.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		
<b>STD RF.5.3a</b>	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.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		
<b>Fluency</b>																				
<b>STD RF.5.4</b>	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		
<b>STD RF.5.4a</b>	Read grade-level text with purpose and understanding.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		
<b>STD RF.5.4b</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	✓		✓	✓	✓	✓		✓	✓	✓		✓		✓		✓	✓		
<b>STD RF.5.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		

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<b>Writing Standards</b>																				
<b>Text Types and Purposes: Opinion</b>																				
<b>STD W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		✓		✓					✓										✓
<b>STD W.5.1a</b>	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>STD W.5.1b</b>	Provide logically ordered reasons that are supported by facts and details.																			
<b>STD W.5.1c</b>	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).																			
<b>STD W.5.1d</b>	Provide a concluding statement or section related to the opinion presented.																			
<b>Text Types and Purposes: Informative/Explanatory</b>																				
<b>STD W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			✓		✓			✓		✓		✓	✓		✓	✓	✓		
<b>STD W.5.2a</b>	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			✓		✓			✓		✓		✓	✓		✓	✓	✓		



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<b>STD W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.																			
<b>STD W.5.3e</b>	Provide a conclusion that follows from the narrated experiences or events.																			
<b>Production and Distribution of Writing</b>																				
<b>STD W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3.)		✓	✓	✓	✓		✓	✓		✓		✓	✓		✓	✓	✓	✓	✓
<b>STD W.5.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including Grade 5.)			✓		✓		✓		✓		✓	✓			✓	✓	✓		
<b>STD W.5.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.																		✓	
<b>Research to Build and Present Knowledge</b>																				
<b>STD W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.								✓		✓		✓	✓			✓	✓	✓	✓

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<b>STD W.5.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		✓	✓	✓	✓			✓		✓		✓	✓			✓	✓	✓	✓
<b>STD W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓		✓			✓		✓		✓	✓			✓	✓		
<b>STD W.5.9a</b>	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>STD W.5.9b</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]”).			✓		✓			✓		✓		✓	✓			✓	✓		
<b>STD W.5.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		✓	✓	✓	✓			✓	✓		✓		✓	✓		✓	✓	✓	✓





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<b>Presentation of Knowledge and Ideas</b>																				
<b>STD SL.5.4</b>	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.							✓												✓
<b>STD SL.5.5</b>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.																			
<b>STD SL.5.6</b>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language Standards 1 and 3 for specific expectations.)							✓												✓
<b>Language Standards</b>																				
<b>Conventions of Standard English</b>																				
<b>STD L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							✓								✓			✓	✓
<b>STD L.5.1a</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.						✓			✓						✓				
<b>STD L.5.1b</b>	Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.																			
<b>STD L.5.1c</b>	Use verb tense to convey various times, sequences, states, and conditions.		✓		✓											✓				

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<b>STD L.5.1d</b>	Recognize and correct inappropriate shifts in verb tense.		✓		✓											✓				
<b>STD L.5.1e</b>	Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).											✓			✓	✓				
<b>STD L.5.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.															✓			✓	
<b>STD L.5.2a</b>	Use punctuation to separate items in a series.																			
<b>STD L.5.2b</b>	Use a comma to separate an introductory element from the rest of the sentence.																			
<b>STD L.5.2c</b>	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).																			
<b>STD L.5.2d</b>	Use underlining, quotation marks, or italics to indicate titles of works.									✓		✓								✓
<b>STD L.5.2e</b>	Spell grade-appropriate words correctly, consulting references as needed.						✓			✓	✓	✓			✓	✓				✓
<b>Knowledge of Language</b>																				
<b>STD L.5.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD L.5.3a</b>	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.												✓	✓			✓	✓		

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<b>STD L.5.3b</b>	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.																✓			
<b>Vocabulary Acquisition and Use</b>																				
<b>STD L.5.4</b>	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.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		
<b>STD L.5.4a</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	✓	✓		✓									✓	✓					
<b>STD L.5.4b</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	✓	✓		✓		✓		✓		✓			✓	✓					
<b>STD L.5.4c</b>	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.	✓	✓	✓		✓	✓		✓				✓	✓						
<b>STD L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				✓	✓								✓	✓					
<b>STD L.5.5a</b>	Interpret figurative language, including similes and metaphors, in context.					✓		✓		✓				✓	✓					
<b>STD L.5.5b</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.				✓									✓	✓					

