



ELA Curriculum Map 2018-2019

Grade 5

Quarter 1	Strand	Focus Standards	Essential Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
Unit One Unit Two	RL	<p>RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>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).</p> <p>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.</p>	<p>RL.5.1 -Demonstrates student’s ability to quote or reference from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.</p> <p>RL.5.2 -Provides a statement of a theme of the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic.</p> <p>RL.5.3 -Provides a comparison and contrast of two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact). -Provides a comparison and contrast of two or more settings in a story or drama, drawing on specific details in the text. -Provides a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text.</p> <p>RL5.4 -Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Unit One Week One “A Fresh Idea” “One Hen” <i>Realistic Fiction</i> “Banks: Their Business and Yours” <i>Expository Text</i></p> <p>Week Two “Whitewater Adventure” “Second Day, First Impression” “Lost in the Museum Wings” <i>Realistic Fiction</i></p> <p>Week Three “A Life in the Woods” “Camping with the</p>	<p>Unit One Weeks 1-3 Unit Project T28, T92, T156 Autobiographical Sketch</p> <p>Week One Weekly Prompts T30-31 Day 4</p> <p>Week Two Weekly Prompts T94-95 Day 4</p> <p>Week Three Weekly Prompts T158-159 Day 4</p> <p>Weeks 4-5 Unit Project</p>	<p>Formal Assessments Selection Test (on-line)</p> <p>Weekly Assessment (resource book)</p> <p>Informal Assessment Research/Listening/Collaboration (TE)</p> <p>Oral Reading Fluency (resource book)</p> <p>Unit One Week One Character, Setting, Plot, Sequence</p>	<p>Curriculum I-station Intervention Lessons EngageNY Novel/Chapter Book Sets Wonder’s Leveled Readers ReadWorks Story Works Newsela Teacher Tube Teacher Channel</p> <p>Assessment I-station On-Demand Tests PARCC Practice Tests</p>

		<p>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.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are</p> <p>RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>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.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>RL.5.5 -Provides an explanation of how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6. -Provides a description of how a narrator’s or speaker’s point of view influences how events are described</p> <p>RL.5.7 -Provides an analysis of how visual elements contribute to the meaning, tone, or beauty of a text -Provides an analysis of how multimedia presentation contributes to the meaning, tone or beauty of a text</p> <p>RL.5.9 -Provides a comparison and contrast of stories in the same genre on their approaches to similar themes and topics.</p> <p>RL.5.10 -Read and demonstrate comprehension of grade level complex literacy text.</p>	<p>President” Narrative Nonfiction “A Walk with Teddy” Autobiography</p> <p>Week Four “Fantasy Becomes Fact” “The Boy Who Invented TV” Biography “Time to Invent” Realistic Fiction</p> <p>Week Five “An Electronic Devices Good for Us” Close Read “The Future of Transportation” Persuasive Article “Getting from Here to There” Technical Text</p> <p>Unit Two Week One “Crating a Nation” “Who Wrote the US Constitution?” “Parchment & Ink” Expository Text</p>	<p>T220, T284 Personal Narrative</p> <p>Week Four Weekly Prompts T222-223 Day 4</p> <p>Week Five Weekly Prompts T286-287 Day 4</p> <p>Unit Two Weeks 1-3 Unit Project T28, T92, T156 Invitation with Directions</p> <p>Week One Weekly Prompts T30-31 Day 4</p> <p>Week Two Weekly Prompts T94-95 Day 4</p> <p>Week Three Weekly Prompts T158-159 Day 4</p>	<p>Week Two Character, Setting, Plot, Problem/Solution</p> <p>Week Three Text Structure/Cause & Effect</p> <p>Week Four Text Structure/Sequence</p> <p>Week Five Author’s Point of View</p> <p>Unit Two Week One Text Structure/Problem & Solution</p> <p>Week Two Character, Setting, Plot, Compare/Contrast</p> <p>Week Three Sequence</p>	
	RI.	<p>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p>	<p>RI.5.1 - Demonstrates the ability to quote from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.</p> <p>RI.5.3 -Provides an explanation of the relationships or interactions between two or more individuals in a historical, scientific, or technical text. -Provides an explanation of the relationships or interactions between two or more events in a historical, scientific, or technical text. -Provides an explanation of the relationships or interactions between two or more ideas or</p>				

		<p>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.</p> <p>RI.5.5. 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.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>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).</p> <p>RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>concepts in a historical, scientific, or technical text.</p> <p>RI.5.4 -Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to grade 5 topics or subject area. - Demonstrates the ability to determine the meaning of domain-specific words or phrases in a text relevant to grade 5 topics or subject area.</p> <p>RI.5.5 -Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 -Provides an analysis of multiple accounts of the same event, noting important similarities and/or differences in the point of view they represent. -Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent.</p> <p>RI.5.7 - Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources.</p> <p>RI.5.8 - Provides an explanation of how an author uses reasons to support particular points in a text. - Provides an explanation of how an author uses evidence to support particular points in a text. - Identifies which reasons and/or evidence support which points.</p> <p>RI.5.9 - Provides a statement that integrates information from several texts on the same topic.</p>	<p>Week Two “A Modern Cinderella” “Where the Mountain Meets the Moon” “The Princess & the Pee” Fairy Tail</p> <p>Week Three “Growing in Place the Story of E. Lucy Braun” “The Boy Who Drew Birds” Biography “Daedalus & Icarus” Myth</p> <p>Week Four “The Magical Lost Brocade” “Blanca flor” Folktale “From Tale to Table” Expository Text</p> <p>Week Five “A Simple Plan, “Rescue” Stage Fight, Catching Quite” “Foul Shot”</p>	<p>Weeks 4-5 Unit Project T220, T284 Explanatory Essay</p> <p>Week Four Weekly Prompts T222-223 Day 4</p> <p>Week Five Weekly Prompts T286-287 Day 4</p>	<p>Week Four Theme</p> <p>Week Five Theme</p>	
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		<p>RI.5.10. 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.</p>	<p>RI.5.10 -Read and demonstrate comprehension of grade-level complex informational texts.</p>	Poetry			
RF.	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF5.3 Apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>					
W.	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective</p>	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> -Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. -Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. -Link ideas within and across categories of information using words, phrases, and clauses (in contrast, especially, etc.) -use precise language and domain-specific vocabulary to inform about or explain the topic. -Provide a concluding statement or section related to the information or explanation presented. <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective</p>					

		<p>technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>W.5.4. 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 above.)</p> <p>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.</p> <p>W.5.6. 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.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> -orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. -Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. -use a variety of transitional words, phrases, and clauses to manage the sequence of events. -Use concrete words and phrases and sensory details to convey experiences and events precisely. -Provide a conclusion that follows from the narrated experiences or events. <p>W.5.4 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 above.)</p> <p>W.5.5 With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 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.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>				
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	<p>W.5.8. 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.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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]”). <ul style="list-style-type: none"> • W.5.10. 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. 	<p>W.5.8 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 identifying reasons and evidence support which point(s))</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>-Apply grade5 Reading standards to literature (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}”).</p> <p>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.)</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
<p>SL.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. 	<p>SL.5.1</p> <ul style="list-style-type: none"> - Demonstrates ability to effectively engage in a range of collaborative discussions on grade 5 topics and texts, building on others’ ideas and expressing own ideas clearly. - Demonstrates readiness for discussions by drawing on required reading or study of material and other information known about the topic to explore ideas under discussion. - Demonstrates ability to follow agreed-upon rules 				

		<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>for discussions.</p> <ul style="list-style-type: none"> - Demonstrates ability to carry out assigned roles - Demonstrates ability to pose and respond to specific questions by making comments that contribute to the discussion. - Demonstrates ability to elaborate on the remarks of others in order to contribute to the discussion. - Determines key ideas expressed and draws conclusions in light of information and knowledge gained from the discussion. <p>SL.5.2</p> <ul style="list-style-type: none"> -Demonstrates ability to summarize a written text read aloud. -Demonstrates ability to summarize text presented in diverse media formats. <p>SL.5.3</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL.5.4</p> <ul style="list-style-type: none"> -Demonstrates ability to report on a topic or text, sequencing ideas logically. - Demonstrates ability to use appropriate facts and relevant, descriptive details to support main ideas and/or themes. -Demonstrates ability to speak clearly at an understandable pace. <p>SL.5.5</p> <ul style="list-style-type: none"> -Provides multimedia components (e.g., graphics, sound) in presentations when appropriate to enhance development of main ideas or themes. -Provides visual displays in presentations when appropriate to enhance development of main ideas or themes <p>SL.5.6</p> <ul style="list-style-type: none"> -Adapts speech to a variety of contexts and tasks. -uses formal English when appropriate to task and situation. 				
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<p>L.</p>	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. 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>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed. <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 	<p>L.5.1.</p> <p>Observe conventions of grammar when writing or speaking</p> <ul style="list-style-type: none"> -Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences -form and use the perfect verb tense -Use verb tense to convey various times sequences states and conditions. -Recognize and correct inappropriate shifts in verb tense -Use correlative conjunctions <p>L.5.2</p> <p>Observe conventions of capitalization, punctuation and spelling when writing</p> <ul style="list-style-type: none"> -Use punctuation to separate items in a series -Use a comma to separate an introductory element from the rest of the sentence. -Use a comma to separate an introductory element from the rest of the sentence -Use underlining, quotation marks, or italics to indicate titles of works. - Spelling grade appropriate words correctly, consulting references as needed <p>L.5.3</p> <p>Use language to enhance meaning, convey style and achieve particular effects when writing or speaking.</p> <ul style="list-style-type: none"> -Expand, combine and reduce sentences for meaning, reader/listener interest, and style. 				
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		<p>b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p> <p>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.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). 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. <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>-Compare and contrast the varieties of English used in stories, dramas, or poems.</p> <p>L.5.4</p> <ul style="list-style-type: none"> - Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. - FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). <p>L.5.5</p> <ul style="list-style-type: none"> - Demonstrates the ability to determine the meaning of simple similes and metaphors in context. -Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs. -FOR DIAGNOSTIC ONLY: Demonstrates the ability to use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>L.5.6</p> <p>Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases including those that signal contrast, addition and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>				
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ESPAÑOLA PUBLIC SCHOOLS

REACHING FOR EXCELLENCE

5th Grade ELA Map Year at a Glance 2018-2019

5th Grade ELA Map Year at a Glance 2018-2019									
		Weeks 1-3			Weeks 4-6			Assessments	
Q1	RL		Resources Unit One Week 1 Unit One Week 2 Unit One Week 3		Resources Unit One Week 4 Unit One Week 5 Unit Two Week 1		Resources Unit Two Week 2 Unit Two Week 3 Unit Two Week 4 Unit Two Week 5	Required	Other
	RI								
	RF								
	W								
	SL								
	L								
		Weeks 1-3			Weeks 4-6			Assessments	
Q2	RL		Resources Unit Three Week 1 Unit Three Week 2 Unit Three Week 3		Resources Unit Three Week 4 Unit Three Week 5 Unit Four Week 1		Resources Unit Four Week 2 Unit Four Week 3 Unit Four Week 4 Unit Four Week 5	Required	Other
	RI								
	RF								
	W								
	SL								
	L								

		Weeks 1-3		Weeks 4-6		Weeks 7-9		Assessments	
Q3	RL		Resources Unit Five Week 1 Unit Five Week 2		Resources Unit Five Week 3 Unit Five Week 4		Resources Unit Five Week 5	Required	Other
	RI								
	RF								
	W								
	SL								
	L								
		Weeks 1-3		Weeks 4-6		Weeks 7-9		Assessments	
Q4	RL		Resources Unit Six Week 1 Unit Six Week 2		Resources Unit Six Week 3 Unit Six Week 4		Resources Unit Six Week 5	Required	Other
	RI								
	RF								
	W								
	SL								
	L								