



**ELA Curriculum Map 2018-2019**

**Grade 5**

Quarter 3	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
Unit Five	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</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. -Provides a summary of the text.</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>RL.5.4 -Determine the meaning of words and phrases as</p>	<p><b>Unit Five</b> <b>Week One</b> “Miguel in the Middle” “Ida B... &amp; her Plans to Maximize Fun...” “A Dusty Ride” <b>Realistic Fiction</b></p> <p><b>Week Two</b> “The Day the Rollets Got Their Moxie Back?” “Bud, Not Buddy” <b>Historical Fiction</b> “Musical Impressions of the Great Depression” <b>Expository Text</b></p> <p><b>Week Three</b> “Forests on Fire”</p>	<p><b>Unit Five</b> <b>Weeks 1-3</b> Unit Project T28, T92, T156 <b>Informational Article</b></p> <p><b>Week One</b> Weekly Prompts T30-31 Day 4</p> <p><b>Week Two</b> Weekly Prompts T94-95 Day 4</p> <p><b>Week Three</b> Weekly Prompts T158-159 Day 4</p>	<p><b>Formal Assessments</b> Selection Test (on-line)</p> <p>Weekly Assessment (resource book)</p> <p><b>Informal Assessment</b> Research/Listening/Collaboration (TE)</p> <p>Oral Reading Fluency (resource book)</p> <p><b>Unit Five</b> <b>Week One</b> Comparison</p>	<p><b>Curriculum</b> Istation Intervention Lessons EngageNY Novel/Chapter Book Sets Wonder’s Leveled Readers ReadWorks Story Works Newsela Teacher Tube Teacher Channel</p> <p><b>Assessments</b> Istation On-Demand Tests PARCC Practice Tests</p>

	<p>similes.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</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>they are used in a text, including figurative language such as metaphors and similes.</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>RL5.9 -Provides a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>“Global Warming” “When Volcanoes Erupt” <b>Expository Text</b></p> <p><b>Week Four</b> “Changing Views of Earth” “When Is a Planet Not a Planet” <b>Expository Text</b> “New Moon” <b>Science Fiction</b></p>	<p><b>Weeks 4-5</b> Unit Project T220, T284 <b>Research Report</b></p> <p><b>Week Four</b> Weekly Prompts T222-223 Day 4</p> <p><b>Week Five</b> Weekly Prompts T286-287 Day 4</p>	<p><b>Week Two</b> Character, Setting, Plot, Compare/Contrast</p> <p><b>Week Three</b> Compare/Contrast</p> <p><b>Week Four</b> Cause and Effect</p> <p><b>Week Five</b> Author’s Point of View</p>	
<p><b>RI.</b></p>	<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.5.4. 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 5.1 -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 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><b>Week Five</b> “Should Plants &amp; Animal from Other Places Life Here” <b>Close Read</b> “The Case of the Missing Bees” “Busy, Beneficial Bees” <b>Persuasive Article</b></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>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.5.5 -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>RI.5.10 -Read and demonstrate comprehension of grade level complex informational texts.</p>				
	<b>RF.</b>	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. -Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multi-syllabic words in context and out of context.				

	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.          -Read on level text with purpose and understanding.          -Read on level prose and poetry orally with accuracy, appropriate rate, and expression.          -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>				
<p><b>W.</b></p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section</p>	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>-Introduce a topic or text clearly, stat an opinion and crate an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>-Provide logically ordered reasons that are supported by facts and details.</p> <p>-Link opinion and reasons using words, phrases, and clauses (consequently specifically, etc.)</p> <p>-Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>-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.</p> <p>-Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>-Link ideas within and across categories of information using words, phrases, and clauses (in contrast, especially, etc.)</p> <p>-use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>-Provide a concluding statement or section</p>				

	<p>related to the information or explanation presented.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <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</p>	<p>related to the information or explanation presented.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>-orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>-Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>-use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>-Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>-Provide a conclusion that follows from the narrated experiences or events.</p> <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</p>				
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		<p>several sources to build knowledge through investigation of different aspects of a topic.</p> <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> <p>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]”).</p> <p>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]”).</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 a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>several sources to build knowledge through investigation of different aspects of a topic.</p> <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, reflections, and research</p> <p>-Apply grade 5 Reading standards to literature</p> <p>-Apply grade 5 Reading standards to information texts.</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>				
	<b>SL.</b>	<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>	<p>SL.5.1</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Demonstrates ability to follow agreed-upon rules for discussions.</li> </ul>				

		<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.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> <li>- Demonstrates ability to carry out assigned roles</li> <li>- Demonstrates ability to pose and respond to specific questions by making comments that contribute to the discussion.</li> <li>- Demonstrates ability to elaborate on the remarks of others in order to contribute to the discussion.</li> <li>- Determines key ideas expressed and draws conclusions in light of information and knowledge gained from the discussion.</li> </ul> <p>SL.5.2</p> <ul style="list-style-type: none"> <li>-Demonstrates ability to summarize a written text read aloud.</li> <li>-Demonstrates ability to summarize text presented in diverse media formats.</li> </ul> <p>SL.5. 3</p> <ul style="list-style-type: none"> <li>- Demonstrates ability to summarize the points a speaker makes.</li> <li>- Demonstrates ability to explain how each claim is supported by reasons and evidence.</li> </ul> <p>SL.5.5</p> <ul style="list-style-type: none"> <li>-Provides multimedia components (e.g., graphics, sound) in presentations when appropriate to enhance development of main ideas or themes.</li> <li>-Provides visual displays in presentations when appropriate to enhance development of main ideas or themes.</li> </ul>				
	<b>L.</b>	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect verb tenses.</p> <p>c. Use verb tense to convey various times,</p>	<p>L5.1</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Demonstrates ability to follow agreed-upon rules for discussions.</li> <li>- Demonstrates ability to carry out assigned roles</li> </ul>				

		<p>sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</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>	<p>- Demonstrates ability to pose and respond to specific questions by making comments that contribute to the discussion.</p> <p>- Demonstrates ability to elaborate on the remarks of others in order to contribute to the discussion.</p> <p>- Determines key ideas expressed and draws conclusions in light of information and knowledge gained from the discussion.</p> <p>L.5.2</p> <p>-Demonstrates ability to summarize a written text read aloud.</p> <p>-Demonstrates ability to summarize text presented in diverse media formats.</p> <p>L.5.3</p> <p>- Demonstrates ability to summarize the points a speaker makes.</p> <p>- Demonstrates ability to explain how each claim is supported by reasons and evidence.</p> <p>L.5.4</p> <p>- Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons</p>				
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		<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <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>in text) as a clue to the meaning of a word or phrase.</p> <p>- 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., photograph, photosynthesis).</p> <p>L.5.5</p> <p>- Demonstrates the ability to determine the meaning of simple similes and metaphors in context.</p> <p>-Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs.</p> <p>-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> <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., however, although, nevertheless, similarly, moreover, in addition).</p>				
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**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		<b>Resources</b> Unit One Week 1 Unit One Week 2 Unit One Week 3		<b>Resources</b> Unit One Week 4 Unit One Week 5 Unit Two Week 1		<b>Resources</b> Unit Two Week 2 Unit Two Week 3 Unit Two Week 4 Unit Two Week 5	<b>Required</b>	<b>Other</b>
	RI								
	RF								
	W								
	SL								
	L								
		Weeks 1-3			Weeks 4-6			Assessments	
Q2	RL		<b>Resources</b> Unit Three Week 1 Unit Three Week 2 Unit Three Week 3		<b>Resources</b> Unit Three Week 4 Unit Three Week 5 Unit Four Week 1		<b>Resources</b> Unit Four Week 2 Unit Four Week 3 Unit Four Week 4 Unit Four Week 5	<b>Required</b>	<b>Other</b>
	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								