



ELA Curriculum Map 2018-2019

Grade 5

Quarter 2	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
Unit Three Unit Four	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.5.4. 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.5.5. 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.5.1 -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.5.4 -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.5.5 -Provides an explanation of 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 -Provides a description of how a narrator’s or</p>	<p>Unit Three Week One “A Reluctant Traveler” “They Don’t Mean It” Realistic Fiction “Where Did That Come from” Expository Text</p> <p>Week Two “Survival land” “Weslandia” Fantasy “Plants with a Purpose” Expository Text</p> <p>Week Three “Patterns of Change”</p>	<p>Unit Three Weeks 1-3 Unit Project T28, T92, T156 Book Review</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</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 Three Week One Theme</p>	<p>Curriculum Istation Intervention Lessons EngageNY Novel/Chapter Book Sets Wonder’s Leveled Readers ReadWorks Story Works Newsela Teacher Tube Teacher Channel</p> <p>Assessment Istation On-Demand Tests PARCC Practice Tests</p>

		<p>described.</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>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 (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). -Provides an analysis of how a multimedia presentation contributes 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 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>RL.5.10 -Read and demonstrate comprehension of grade-level complex literary text.</p>	<p>“The Story of Snow” “Fibonacci’s Amazing Find” Expository Text</p> <p>Week Four “Gulf Spill Super heroes” “Winter’s Tale” “Helping Hands” Expository Text</p> <p>Week Five “What Was the Purpose of the Inca’s Strange Strings” Close Reading “Machu Picchu Ancient City” Persuasive Article “Dig This Technology” Expository Text</p> <p>Unit Four Week One “How Mighty Kate Stopped the Train” “Davy Crockett Saves the World” Tall Tale “How Grandmother Spider Stole the Sun”</p>	<p>Unit Project T220, T284 Opinion Essay</p> <p>Week Four Weekly Prompts T222-223 Day 4</p> <p>Week Five Weekly Prompts T286-287 Day 4</p> <p>Unit Four Weeks 1-3 Unit Project T28, T92, T156 Fictional Narrative</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 Theme</p> <p>Week Three Main Idea and Key Details</p> <p>Week Four Main Idea and Key Details</p> <p>Week Five Author’s Point of View</p> <p>Unit Four Week One Point of View</p> <p>Week Two Point of View/Theme</p> <p>Week Three Point of View</p> <p>Week Four Author’s Point of View</p> <p>Week Five Point of View/Theme</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.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize 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</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.5.2 -Provides a statement of two or more main ideas of a text. - Provides an explanation of how two or more main ideas are supported by key details. -Provides a summary of the text.</p> <p>RI.5.3 -Provides an explanation of the relationships or interactions between two or more individuals in a</p>				

	<p>text based on specific information in the text.</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>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>R5.6 -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>	<p>Legend</p> <p>Week Two “Where’s Brownie?” “A Window into History: The Mystery of the Cellar Window” Drama “A Second Chance for Chip: The Case of the Curious Canine” Realistic Fiction</p> <p>Week Three “Fredrick Douglas Freedom’s Voice” “Rosa” Biography “Our voices, Our Votes” Expository Text</p> <p>Week Four “Power from Nature” “One Well” “The Dirt on Dirt” Expository Text</p> <p>Week Five</p> <p>“How Do I Hold the Summer?”</p>	<p>Weeks 4-5 Unit Project T220, T284 Poetry</p> <p>Week Four Weekly Prompts T222-223 Day 4</p> <p>Week Five Weekly Prompts T286-287 Day 4</p>		
RF.	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.				

	<p>a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in contexts.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a..Read on-level text with purpose and understanding.</p> <p>b. Read on-level text with prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self correct word recognition and understanding, rereading as necessary.</p>	<p>-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> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>-Read on level text with purpose and understanding.</p> <p>-Read on level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>and “Catching a Fly, When I Dance”</p> <p>Close Reading</p> <p>“Words Free as Confetti Dreams”</p> <p>“A Story of How a Wall Stands”</p> <p>Poetry</p>			
<p>W.</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</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</p>				

		<p>observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> 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 technique, descriptive details, and clear event sequences.</p> <ol 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</p>	<p>observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> -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</p> <p>Write narratives to develop real or imagined experiences or events using effective 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 narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. -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</p>				
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	<p>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>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]”). 	<p>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> <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>				
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	<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>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> <hr/> <p>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> <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>S.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 for discussions. - 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> <ul style="list-style-type: none"> - Demonstrates ability to summarize the points a speaker makes. - Demonstrates ability to explain how each claim 				

		<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>is supported by reasons and evidence.</p> <p>SL.5.4 -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> <p>SL.5.5 -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> <p>SL.5.6 - Adapts speech to a variety of contexts and tasks. - Uses formal English when appropriate to task and situation.</p>				
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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> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>L.5.1. Observe conventions of grammar when writing or speaking -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> <p>L.5.2 Observe conventions of capitalization, punctuation and spelling when writing -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> <p>L.5.3 Use language to enhance meaning, convey style and achieve particular effects when writing or speaking.</p>				
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		<p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English 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> <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,</i></p>	<p>-Expand, combine and reduce sentences for meaning, reader/listener interest, and style. -Compare and contrast the varieties of English used in stories, dramas, or poems</p> <p>L.5.4 - 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., photograph, photosynthesis).</p> <p>L.5.5 - 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> <p>L.5.6 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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		<i>nevertheless, similarly, moreover, in addition).</i>					
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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								