

School City of East Chicago

Grade 5 Quarter 2 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 2	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, weeks 1-6 through Unit 3, weeks 1-3					
Constant Standards *Taught every quarter	5.RF.4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in context. 5.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. 5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. 5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RV.2.1 Select and apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features to determine the meanings of unknown words. 5.RV.2.5 Consult reference materials, both print and digital (e.g., <i>dictionary, thesaurus</i>), to find the pronunciation and clarify the precise meanings of words and phrases 5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.	5.W.4 Apply the writing process to – <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents. 5.W.6.1 Demonstrate command of English grammar and usage, focusing on: 5.W.6.1a Nouns/Pronouns <i>Students are expected to build upon and continue applying conventions learned previously.</i> 5.W.6.1b Verbs Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses. Correctly using verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>).	5.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. 5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources. 5.SL.2.3 Establish and follow agreed-upon rules for discussion. 5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions

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					<p>5.W.6.1c Adjectives/Adverbs <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p>5.W.6.1d Prepositions Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p> <p>5.W.6.1e Usage Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>5.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>5.W.6.2a Capitalization Applying correct usage of capitalization in writing.</p> <p>5.W.6.2b Punctuation Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address</p>	<p>5.ML.2.1 Review claims made in various types of media and evaluate evidence used to support these claims.</p> <p>5.ML.2.2 Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</p>

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					5.W.6.2c Spelling Applying correct spelling patterns and generalizations in writing.	
Spiral Standards *Reviewed Quarterly	N/A	5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot. 5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem. 5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. 5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	5.W.3.3 Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> • Develop the exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>). • Develop an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally, connecting ideas and events using transitions. • Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Use precise and expressive vocabulary and figurative language for effect. • Provide an ending that follows from the narrated experiences or events. 	N/A

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New (Focus) Standards *Introduced in a Quarter	N/A	<p>5.RL.3.2 Describe how a narrator’s or speaker’s point of view influences how events are portrayed.</p> <p>5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>5.RN.2.3 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>5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.</p>	<p>5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., <i>similes</i>, <i>metaphors</i>, <i>hyperbole</i>, or <i>allusion</i>).</p>	<p>5.W.3.1 Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Clearly present a position in an introductory statement to an identified audience. • Support the position with qualitative and quantitative facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented. <p>5.W.3.2 Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. 	N/A

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					<ul style="list-style-type: none"> • Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • Connect ideas within and across categories using transition words (e.g., <i>therefore, in addition</i>). • Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a concluding statement or section related to the information or explanation presented. <p>5.W.5 Conduct short research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> • With support, formulate a research question (e.g., <i>What were John Wooden's greatest contributions to college basketball?</i>). • Identify and acquire information through reliable primary and secondary sources. 	

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					<ul style="list-style-type: none"> Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. Present the research information, choosing from a variety of sources. 	
Essential Skills	<p>5.RF.4.6 *Know which letters and sounds are related *Be familiar with syllabication patterns *Use roots, affixes and base words to read unfamiliar multisyllabic words in context *Combine unfamiliar multisyllabic words out of context</p> <p>5.RF.5 *Set a purpose for reading</p>	<p>5.RL.2.1 *Use the author’s name or expressions like, the <i>author states</i>, or <i>in the author’s opinion</i> when quoting from texts *Identify and cite specific examples and details to support inferences *When inferring from the text, cite what the author said that led to that conclusion</p>	<p>5.RN.2.1 *Understand the points the author is trying to make *Decide what the author is saying that would help explain your belief *Use phrases such as: according to the author, <i>in the book the author says</i>, <i>on page six the author wrote</i>, when explaining what the text says *Cite specific textual examples and details to support your inferences</p>	<p>5.RV.2.1 *Use context clues to interpret the meaning of a word</p> <p>5.RV.2.2 *Understand what figurative language is and be able to recognize it in text (similes, metaphors, personification) *Recognize words that are synonyms, antonyms or homographs *Use the relationship between particular words</p>	<p>5.W.3.1 *Recognize facts from opinion *Use various organizational structures, such as cause and effect, chronological order, etc. to organize text *Understand the features of expository text *Know how to group related ideas *Recognize when ideas are not expressed logically *Use transitional words and phrases to help the reader follow information *Understand how to express an opinion effectively *Conclude by restating opinion</p>	<p>5.SL.2.1-2.5 *Be prepared when you come to group *Use what you have learned to help others *Respect the contributions made by others *Use the rules of conversation:</p> <ul style="list-style-type: none"> Everyone should contribute to the discussion Keep focused on the topic being discussed Don’t interrupt Be an attentive listener <p>*Help the group stay focused by posing questions that contribute to the discussion *Offer comments or responses that build on the remarks of others</p>

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	<ul style="list-style-type: none"> *Know when understanding has been lost *Use expression when reading *Self-monitor for understanding *Use strategies for self-correction *Read a variety of texts *Reread for fluency and comprehension *Skim and scan text for information and to confirm understanding 	<p>5.RL.2.2</p> <ul style="list-style-type: none"> *Identify universal themes in stories, dramas, or poetry *Locate details in text that support the theme *Understand that characters respond to challenges in different ways, such as internally or externally *Understand that poetry contains reflections of a speaker’s thoughts *Summarize the text <p>5.RL.2.3</p> <ul style="list-style-type: none"> *Identify the characters, setting, and major events in a story *Provide specific details when describing the interactions between characters *Understand how characters, setting or 	<p>5.RN.2.2</p> <ul style="list-style-type: none"> *Identify the main ideas of the text *Determine which details are key to the text *Analyze how the author supported the main ideas with those details *Know how to summarize text *Use key details and main ideas to summarize <p>5.RN.2.3</p> <ul style="list-style-type: none"> *Recognize the difference between an event, an idea, individual, or concept *Understand information read in historical, scientific, or technical text *Explain the connection between: people/ideas/events/concept and their impact on history/science/technology *Cite specific information from the text that supports observations about 	<p>(synonyms, antonyms, homographs, similes, metaphors, analogies) to better understand each of the words</p> <p>5.RV.2.5</p> <ul style="list-style-type: none"> *Consult reference materials, both print and digital, to find pronunciation and precise meaning of words and phrases <p>5.RV.3.1</p> <ul style="list-style-type: none"> *Use context clues to help determine the meaning of unknown words or phrase in text *Use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text *Understand that words and phrases often have literal and figurative meanings 	<p>5.W.3.2</p> <ul style="list-style-type: none"> *Write an introduction that includes a topic sentence *Understand how to develop a topic *Know that illustrations, headings, pictures, and graphs can make writing understandable *Logically group information so that the writing remains focused *Know the correct way to format and include facts, definitions, quotes and examples to help convey information *Support the topic with facts *Use appropriate vocabulary *Provide an effective conclusion <p>5.W.3.3</p> <ul style="list-style-type: none"> *Outline the major events and settings of the story *Let people know who is telling the story and what situation the characters find themselves in *Use the character’s words to help explain what is happening and what the character is thinking *Know and use a variety of temporal words to move the story from beginning to end 	<ul style="list-style-type: none"> *Listen with the intent to learn and build knowledge <p>5.ML.2.1-ML.2.2</p> <ul style="list-style-type: none"> *Identify and interpret information/claims presented in diverse media and formats *Explain how different media and formats contribute to how information is interpreted *Assess accuracy of evidence used to support claims presented in media formats

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		<p>events can impact the plot</p> <p>5.RL.3.2</p> <p>*Identify the person who is telling the story</p> <p>*Know that the way a person tells a story is influenced by their role and the outcomes of the story</p> <p>*Understand how the narrator’s point of view influences the description of events</p> <p>5.RL.4.1</p> <p>*Know that multimedia presentations may contain elements such as: text, animation, photos/graphics, video, or sound</p> <p>*Identify how visual and multimedia elements help increase the understanding of text</p> <p>*Explain how images, sounds and movements</p>	<p>relationships or interactions</p> <p>5.RN.3.1</p> <p>Know that information can be presented in various forms</p> <p>*Understand how to read charts, graphs, diagrams and timelines in print and digital media</p> <p>*Know that charts, graphs, timelines, animations or interactive elements can help a person understand text</p> <p>*Explain what the information means</p> <p>5.RN.3.2</p> <p>*Know that organizational structures are used to convey information: chronology, comparison, cause/effect, problem/solution</p> <p>*Know that some authors organize events, ideas, concepts or information in chronological order</p> <p>*Compare and contrast how two different authors wrote about the events, ideas,</p>	<p>*Know that similes and metaphors are words used to compare two objects</p> <p>*Recognize and understand imagery, symbolism, and figurative language</p> <p>*Understand how words and phrases contribute to meaning of literary text</p> <p>5.RV.3.2</p> <p>*Use strategies to solve for unknown words including: using roots and affixes; using context; using print and digital reference materials</p> <p>*Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize)</p> <p>*Understand content specific words: (constitution, immigration, legislature, natural resources)</p>	<p>*Use sensory and descriptive words to help the reader visualize the characters, experiences, and settings in the story</p> <p>*Use precise words to help the reader understand the feelings and thoughts of the characters</p> <p>5.W.4</p> <p>*Know how to use the stages of the writing process</p> <p>*Use brainstorming, webs, or clusters to help generate ideas for writing</p> <p>*Use graphic organizers to help organize thoughts and ideas</p> <p>*Write in a logical, sequential manner</p> <p>*Know how to choose words so that meaning is clear</p> <p>*Understand and use organizational structure such as comparing and contrasting, cause/effect, problem/solution, etc.</p> <p>*Understand the purpose for the writing task</p> <p>*Understand the audience</p> <p>*Know ways to expand, combine and vary sentences</p> <p>*Know and use the conventions of standard English including conjunctions and verb tenses</p>	

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		<p>contribute to the tone of the text</p> <p>*Explain how photos, animation, and sounds are used to enhance a multimedia presentation of a text</p> <p>5.RL.4.2</p> <p>*Be familiar with the characteristics of most genres: fables, folk tales, mysteries, poems, adventure stories</p> <p>*Identify similarities/differences in themes or topics</p>	<p>concepts or information in two or more texts</p> <p>5.RN.4.1</p> <p>*Distinguish between fact and opinion</p> <p>*Recognize claims the author is trying to make through his writing</p> <p>*Explain what evidence is used and how it supports what the author is claiming</p> <p>*Define the difference between reasons and evidence and fact and opinion</p> <p>*Identify facts and details the author has cited as evidence to support his points</p> <p>5.RN.4.2</p> <p>*Have access to several texts on the same topic</p> <p>*Know how to access digital information sources such as Google</p> <p>*Know how to use key terms to focus a search</p> <p>*Determine if a source is</p>	<p>*Understand that words may have multiple meanings</p>	<p>*Demonstrate correct usage of capital letters and punctuation, such as commas, quotations, underlining, and italics</p> <p>*Rearrange or edit unnecessary information</p> <p>*Be familiar with editing tools such as checklists and handbooks</p> <p>*Use a standard keyboard and know some of the basic functions</p> <p>*Access the Internet as part of a group task</p> <p>*Work collaboratively to complete a written project/document</p> <p>*Know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up</p> <p>*Know how to save and print documents</p> <p>*Be familiar with various computer programs like Word or PowerPoint and be able to use them efficiently</p> <p>5.W.5</p> <p>*Use the steps for writing a research paper: Define topic; make a list of questions/resources; make notes or create a graphic organizer; write the first draft; edit and revise; publish</p> <p>*Know how to use reference materials such as encyclopedias, search engines or databases</p>	

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			<p>credible</p> <ul style="list-style-type: none"> *Have a system for organizing information from several sources *Find common details about a topic when reading different from different sources *Compare the sources to find key details/ideas which are different *Combine the most important information *Write or speak about a subject knowledgeably 		<ul style="list-style-type: none"> *Use key words for Internet searches *Know the organizational structures used when writing a research project *Synthesize information from various perspectives and authors *Create a bibliography *Research topics using multiple sources both print and digital *Decide whether information discovered is relevant or important to the work *Cite sources both digital and print *Know how to use several note-taking strategies, such as the use of index cards, notebooks, graphic organizers *Know how to paraphrase the words of the author without copying *Summarize information from multiple sources <p>5.W.6.1 a-e</p> <ul style="list-style-type: none"> *Use the appropriate verb tenses *Know that verb tenses convey a sense of time and states of being *Monitor the use of verb tenses and correct when necessary *Use and explain the function of conjunctions and prepositions *Correctly use correlative conjunctions 	

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					<p>5.W.6.2 a-c</p> <ul style="list-style-type: none"> *Know and apply capitalization rules *Know the different uses for a comma including, separating 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>, 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 a direct address (e.g., <i>Is that you, Steve?</i>) *Know which of the several ways is the correct one for indicating titles of works (underlining, quotation marks, or italics) *Spell grade-appropriate words correctly 	
Instructional Strategies & Resources	<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ ELL Support http://www.colorincolorado.org/ <p>John Hattie</p> <ul style="list-style-type: none"> ❖ Top 10 High Impact Instructional Strategies http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/ <p>LD Online</p> <ul style="list-style-type: none"> ❖ SPED Support http://www.ldonline.org/ 			<p>Edutopia</p> <ul style="list-style-type: none"> ❖ Techniques for Teaching Vocabulary to Elementary Students https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo 	<p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Implementing the Writing Process http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Grammar Lessons http://www.ncte.org/lessons/grammar 	<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Oral Language Development and ELLS: 5 Challenges and Solutions http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions <p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Speaking & Listening Skills for ELLs http://www.colorincolorado.org/speaking-listening-skills-ells

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	<p>Robert Marzano</p> <ul style="list-style-type: none"> ❖ 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/ <p>Reading Horizons</p> <ul style="list-style-type: none"> ❖ Reading Strategies http://www.readinghorizons.com/reading-strategies/ <p>ReadWriteThink</p> <p>http://www.readwritethink.org/</p> <p>Tim Shanahan</p> <ul style="list-style-type: none"> ❖ Close Reading https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/ <p>Carol Ann Tomlinson</p> <ul style="list-style-type: none"> ❖ What is Differentiated Instruction? http://www.readingrockets.org/article/what-differentiated-instruction <p>WIDA</p> <p>https://www.wida.us/</p>	<p>Robert Marzano</p> <ul style="list-style-type: none"> ❖ 6 Step Process to Vocabulary Instruction http://www.teachthought.com/pedagogy/literacy/vocabulary-instruction-strategies-marzanos-6-step-process/ <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary 	<p>Scholastic</p> <ul style="list-style-type: none"> ❖ Grammar Lesson Plans and Activities https://www.scholastic.com/teachers/collections/teaching-content/grammar-lesson-plans-and-activities-resources-teachers/ <p>Teaching Ideas</p> <p>http://www.teachingideas.co.uk/</p>	<p>The Teaching Channel</p> <ul style="list-style-type: none"> ❖ Let's Talk! Five Strategies for Hitting the Speaking and Listening Standards https://www.teachingchannel.org/blog/2015/06/23/lets-talk-five-strategies-for-hitting-the-speaking-and-listening-standards/ 		

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Question Stems	<p>5.RF.4.6 *Can you make all the sounds in that word in order? *Are there any familiar parts in that word that you can use to help you? *Do you know any other words like that? 5.RF.5 *What is your reason for reading this selection? *Do you understand what you are reading? *What can you do when the story/text doesn't make sense? *What strategies can you use to help you understand what you are reading? *Did you scan the page/text before you started reading to get an idea about what you</p>	<p>5.RL.2.1 *What inferences and/or conclusions can you make from the passage? *Why do you think that? Can you give specific examples from the text that support your thinking? 5.RL.2.2 *What is the theme of the story? *What conflicts did you see and how did the characters solve their conflicts? *What was the main conflict? *What is the topic of the poem and how did the speaker seem to feel? Cite evidence to support your interpretation</p>	<p>5.RN.2.1 *What does the author explicitly state and what can you infer from his statements? *What textual evidence supports your conclusion? 5.RN.2.2 *What is the text about? *After reading the text, tell me which details support the main ideas? *What kind of details does the author use to support the main ideas? (facts, statistics, examples, quotes) 5.RN.2.3 *Explain the relationship between ____ and _____. What information did you use to determine the relationship? *What was the result of ____'s idea? *How has the interaction between these two people affected us today?</p>	<p>5.RV.2.1 *What strategies have you used to try to figure out that word? *Can you use the sentences around that word to help you discover what that word might mean? 5.RV.2.2 *Can you show me an example of some of the figurative language the author used in the text? *Why did the author choose this pair of words to put in the writing? *How does knowing how these two words are related help you understand the meaning of the text? 5.RV.2.5 *Can you use a dictionary to find definitions and keys to pronunciation?</p>	<p>5.W.3.1 *What is your writing about? *What reasons do you state to explain your opinion? *Which facts and details have you included that support your opinion? *Do you think your audience understands your opinion? *Should your reasons be placed in a specific order? Why, or why not? *Is your writing logical? *Does your concluding statement relate back to your opinion(s) you presented earlier in your writing? 5.W.3.2 *How will you introduce your topic? *How will you organize and group your information? *How will you narrow the focus of your writing? *Did you include examples, quotes and details about your topic? *Are there illustrations, or other media you can use as a source to make your text easier to understand? *What relevant facts support the topic?</p>	<p>WE WILL NOT BE INCLUDING QUESTIONS STEMS FOR SPEAKING/LISTENING and MEDIA STANDARDS</p>

School City of East Chicago

Grade 5 Quarter 2 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 2	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, weeks 1-6 through Unit 3, weeks 1-3					
	<p>will be reading? *After looking at the question, can you scan the page for an answer?</p>	<p>5.RL.2.3 *What can you tell me about the characters? *What is the setting? What is its influence on the plot? *What happens in the plot of this story? How would the plot change if ____? *How do the characters actions impact the plot? Cite specific examples. 5.RL.3.2 *Who is telling these events? *Is the narrator part of the story? Is this story being told in first-person? *What is the narrator's perspective? Is he in the story or is the story being told by an outside observer? *How does the narrator's point of view</p>	<p>*Where in the text do the author indicate what the result of these two events has been? 5.RN.3.1 *What does this chart mean? *Can you tell if this is increasing or decreasing? *When did this event happen on the time line? *How does this diagram help us understand what the topic is? *What does the illustration mean? Can you explain what the illustration is showing? *What helped you understand this chart? *Is there a legend that can help you figure out what this means? 5.RN.3.2 *Is this chapter (part of book) organized chronologically, by cause/effect or problem/solution? *If you compared these two</p>	<p>5.RV.3.1 *What does the word/phrase ____ mean in this sentence? *Are there any clues around the word that can help you determine its meaning? *How do the words/phrases contribute to the overall meaning of the passage? *Locate an example of figurative language. What type of figurative language is it? What does it mean? *Locate a simile or metaphor. What does the author compare? *What images do you see? What words/phrases did the author use to create these images? *Identify a symbol in the passage. What idea does it represent?</p>	<p>*What other details, facts, definitions can be added to your writing? 5.W.3.3 *Who, when and where will your story be about? *What is the problem in the story? *Who is telling the story? *Describe how ____ felt when ____. *What happened after ____? *Did you include dialogue amongst your characters? *What problems will the characters face and what will be the response their response to the events in the story? *How did the main character change throughout the story? *Did you use precise, descriptive words? *What events will lead to the conclusion/resolution of your story? 5.W.4 *What form of writing does the prompt call for? *Who is the audience? *Is there a thinking map or graphic organizer you can use to help organize your writing? *What facts, events, dialogue, examples are you including that will help make your</p>	

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Suggested Pacing	Pearson Reading Street Unit 2, weeks 1-6 through Unit 3, weeks 1-3					
		<p>influence how the events are described? *Why do you think the narrator described the events the way he/she did? *How would the story be different if another character was telling the story? 5.RL.4.1 *How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read? *How does adding photo images or video help increase your understanding of the text? *How can visual elements influence the audience's perspective?</p>	<p>books about _____, how are the ideas or concepts the same or different? 5.RN.4.1 *What is the author's purpose and message? *How does the author support his claims? Cite the author's claims. *Where in the text does the author show evidence to support the claim? *What evidence could the author have added to make the points stronger? 5.RN.4.2 *How do these sources relate to your topic? *How could you find credible and relevant sources to combine information about your topic? *What did you learn from this piece of text about your topic? *Were there important details in this text that were</p>	<p>5.RV.3.2 *How do the sentences around the word/phrase help you to determine its meaning? *What does this word/phrase mean in this sentence or selection? *Are there any parts of the word you know to help you figure out its meaning? *What does the prefix _____ mean in the word _____?</p>	<p>writing clearer? *Does your writing move the reader easily from one part to another? *Which would be the best opening sentence? *What is the best title for this selection? *What is your topic sentence? *Do you have a beginning, middle, and end? (introduction, body, conclusion) *You have organized your writing this way; have you thought of using another approach? *Does your conclusion relate back to your topic sentence? *What program will you use to create the document? *Where/how will you save your document? *How would you find _____ on the Internet? 5.W.5 *What print or digital sources could you use to investigate your topic? *What question does your research report answer? *Did you keep track of your sources? *Is this information important and does it support your topic? *How do you know the source is credible?</p>	

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		5.RL.4.2 *How are ____ and ____ alike or different? *What are the themes or topics of each story and how do they compare? *How does ____ from ____ culture compare to ____ from the ____ culture? *What is the genre of this writing? *What are some of the characteristics found in a fable? Mystery? Poem?	not in the other source? *How are you deciding what details are important enough that you need to include them when you are speaking or writing? *How are you keeping track of the information so that you can put it together when you are writing or speaking? *Does it sound like you know what you are talking about?		*How did you determine if this information is relevant to your topic? *How do you cite sources in a bibliography? *How is a digital source cited differently than a printed source? *What do you need to do if you are using the author's exact words? *How could you paraphrase the author's information? *How will you summarize the information found in this source? *What have you learned about your topic as a result of your research? WILL NOT BE INCLUDING QUESTION STEMS FOR GRAMMAR STANDARDS	
Academic Vocabulary	IDOE English/ Language Arts Glossary K-12 http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf ISTEP+ Standards & Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary					
District Assessments	*Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA					