

School City of East Chicago

Grade 5 Quarter 4 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 4	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 4, weeks 4-6 through Unit 5, weeks 1-3					
<p>Constant Standards</p> <p>*Taught every quarter</p>	<p>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.</p> <p>5.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p>5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>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.</p>	<p>5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>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.</p>	<p>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.</p> <p>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</p> <p>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.</p>	<p>5.W.4 Apply the writing process to –</p> <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. <p>5.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p> <p>5.W.6.1a Nouns/Pronouns <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p>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>).</p>	<p>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.</p> <p>5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.</p> <p>5.SL.2.3 Establish and follow agreed-upon rules for discussion.</p> <p>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.</p> <p>5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions</p>

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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.3.1 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem. 5.RL.3.2 Describe how a narrator’s or speaker’s point of view influences how events are portrayed.	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. 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.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies. 5.RV.2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins, common Greek and Latin affixes and roots, parts of speech</i>). 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, metaphors, hyperbole, or allusion</i>).	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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		<p>5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</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.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.</p> <p>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.</p> <p>5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.</p>	<p>5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context.</p>		
New (Focus) Standards	N/A	N/A	N/A	N/A	N/A	N/A
*Introduced in a Quarter						

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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 *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</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.RL.2.2 *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</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.RN.2.2 *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>	<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 (synonyms, antonyms, homographs, similes, metaphors, analogies) to better understand each of the words</p> <p>5.RV.2.4 *Use context as a clue to word meaning *Know how to use Greek and Latin affixes and roots as clues to determine the meaning of a word/phrase</p>	<p>5.W.3.3 *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 *Use sensory and descriptive words to help the reader visualize the characters, experiences, and settings in the story *Use precise words to help the reader understand the feelings and thoughts of the characters</p> <p>5.W.4 *Know how to use the stages of the writing process *Use brainstorming, webs, or clusters to help generate ideas for writing *Use graphic organizers to help organize thoughts and ideas *Write in a logical, sequential manner *Know how to choose words so that meaning is clear</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 *Listen with the intent to learn and build knowledge</p> <p>5.ML.2.1-ML.2.2 *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</p>

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	<p>*Skim and scan text for information and to confirm understanding</p>	<p>*Summarize the text 5.RL.2.3 *Identify the characters, setting, and major events in a story *Provide specific details when describing the interactions between characters *Understand how characters, setting or events can impact the plot 5.RL.3.1 *Understand that stories, poems and drama have different organizational elements *Follow the message of the story, poem, or drama across chapters, stanzas, or scenes *Understand that dramas have scenes, cast of characters, setting, and narrator *Understand that stories have beginnings,</p>	<p>5.RN.2.3 *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 relationships or interactions 5.RN.3.1 Know that information can be presented in various forms *Understand how to read charts, graphs, diagrams and timelines in print and digital media *Know that charts, graphs, timelines, animations or interactive elements can help a person understand text *Explain what the information means</p>	<p>5.RV.2.5 *Consult reference materials, both print and digital, to find pronunciation and precise meaning of words and phrases 5.RV.3.1 *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 *Know that similes and metaphors are words used to compare two objects *Recognize and understand imagery, symbolism, and figurative language</p>	<p>*Understand and use organizational structure such as comparing and contrasting, cause/effect, problem/solution, etc. *Understand the purpose for the writing task *Understand the audience *Know ways to expand, combine and vary sentences *Know and use the conventions of standard English including conjunctions and verb tenses *Demonstrate correct usage of capital letters and punctuation, such as commas, quotations, underlining, and italics *Rearrange or edit unnecessary information *Be familiar with editing tools such as checklists and handbooks *Use a standard keyboard and know some of the basic functions *Access the Internet as part of a group task *Work collaboratively to complete a written project/document *Know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up *Know how to save and print documents *Be familiar with various computer programs like Word or PowerPoint and be able to use them efficiently</p>	

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		<p>conflicts/problems and conclusions</p> <p>*Know that often poems have stanzas or verses that provide additional details for the reader</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</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, concepts or information in two or more texts</p> <p>5.RN.3.3</p> <p>*Understand that the word <i>account</i> is a synonym for a description of an event or experience</p> <p>*Understand that multiple accounts might include both firsthand and secondhand accounts</p> <p>*Describe similarities and differences between two accounts of the same event or topic</p> <p>*Explain an author’s</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>*Understand that words may have multiple meanings</p> <p>5.RV.3.3</p> <p>*Understand that words may have multiple meanings</p>	<p>5.W.6.1 a-e</p> <p>*Use the appropriate verb tenses</p> <p>*Know that verb tenses convey a sense of time and states of being</p> <p>*Monitor the use of verb tenses and correct when necessary</p> <p>*Use and explain the function of conjunctions and prepositions</p> <p>*Correctly use correlative conjunctions</p> <p>5.W.6.2 a-c</p> <p>*Know and apply capitalization rules</p> <p>*Know the different uses for a comma including, separating items in a series</p> <p>*Use a comma to separate an introductory element from the rest of the sentence</p> <p>*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>)</p> <p>*Know which of the several ways is the correct one for indicating titles of works (underlining, quotation marks, or italics)</p> <p>*Spell grade-appropriate words correctly</p>	

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		help increase the understanding of text *Explain how images, sounds and movements contribute to the tone of the text *Explain how photos, animation, and sounds are used to enhance a multimedia presentation of a text 5.RL.4.2 *Be familiar with the characteristics of most genres: fables, folk tales, mysteries, poems, adventure stories *Identify similarities/differences in themes or topics	perspective/point of view 5.RN.4.1 *Distinguish between fact and opinion *Recognize claims the author is trying to make through his writing *Explain what evidence is used and how it supports what the author is claiming *Define the difference between reasons and evidence and fact and opinion *Identify facts and details the author has cited as evidence to support his points 5.RN.4.2 *Have access to several texts on the same topic *Know how to access digital information sources such as Google *Know how to use key terms to focus a search *Determine if a source is credible *Have a system for organizing information from	*Recognize common idioms, adages and proverbs *Recognize when a phrase is being used as an idiomatic expression		

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			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			
Instructional Strategies & Resources	Colorin Colorado ❖ ELL Support http://www.colorincolorado.org/ John Hattie ❖ Top 10 High Impact Instructional Strategies http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/ Robert Marzano ❖ 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/ LD Online ❖ SPED Support http://www.ldonline.org/			Edutopia ❖ Techniques for Teaching Vocabulary to Elementary Students https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo	ReadWriteThink ❖ Implementing the Writing Process http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html ReadWriteThink ❖ Grammar Lessons http://www.ncte.org/lessons/grammar Scholastic ❖ Grammar Lesson Plans and Activities https://www.scholastic.com/teachers/collections/teaching-content/grammar-lesson-plans-and-activities-resources-teachers/	Colorin Colorado ❖ Oral Language Development and ELLS: 5 Challenges and Solutions http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions Colorin Colorado ❖ Speaking & Listening Skills for ELLs http://www.colorincolorado.org/speaking-listening-skills-ells

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	<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-a-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>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/
Question Stems	<p>5.RF.4.6</p> <ul style="list-style-type: none"> *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 	<p>5.RL.2.1</p> <ul style="list-style-type: none"> *What inferences and/or conclusions can you make from the passage? *Why do you think that? Can you give specific examples from 	<p>5.RN.2.1</p> <ul style="list-style-type: none"> *What does the author explicitly state and what can you infer from his statements? *What textual evidence supports your conclusion? 	<p>5.RV.2.1</p> <ul style="list-style-type: none"> *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? 	<p>5.W.3.3</p> <ul style="list-style-type: none"> *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? 	<p>WE WILL NOT BE INCLUDING QUESTION STEMS FOR SPEAKING/ LISTENING and MEDIA LITERACY STANDARDS</p>

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	<p>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 will be reading? *After looking at the question, can you scan the page for an answer?</p>	<p>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. 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 _____?</p>	<p>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? *Where in the text does 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</p>	<p>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.2.4 *Are there any parts of the word that you know? *Are there roots or suffixes and prefixes that you know and can use to help you figure out what the word means? 5.RV.2.5 *Can you use a dictionary to find definitions and keys to pronunciation? 5.RV.3.1 *What does the word/phrase _____ mean in this sentence?</p>	<p>*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 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</p>	

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		<p>*How do the characters actions impact the plot? Cite specific examples. 5.RL.3.1 *How is this text organized? *This selection can best be described as a ____. *Can you explain the difference between a chapter in a book and a scene in a play? *How many stanzas or verses does this poem have? *How would this change if we took out the ____ stanza/chapter/scene? *What is the key event/idea in this chapter/stanza? *Why do you think the author wrote this as a ____ instead of as a ____?</p>	<p>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 books about ____, how are the ideas or concepts the same or different? 5.RN.3.3 *What are the sources for the different accounts of the event or topic? *What is each author's perspective or point of view? *Are these first or secondhand accounts?</p>	<p>*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? 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</p>	<p>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?</p> <p style="text-align: center;">WILL NOT BE INCLUDING QUESTION STEMS FOR GRAMMAR STANDARDS</p>	

School City of East Chicago

Grade 5 Quarter 4 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 4	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 4, weeks 4-6 through Unit 5, weeks 1-3					
		<p>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 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?</p> <p>5.RL.4.1 *How do the images, sounds, and movements contribute to a video or live presentation of a</p>	<p>*Describe similarities and/or differences between the two accounts. *Why do you think the authors describe or tell about the events or topics differently? 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?</p>	<p>word you know to help you figure out its meaning? *What does the prefix _____ mean in the word _____? 5.RV.3.3 *The author wrote _____, what does he/she really mean? *How does this proverb or adage express a universal truth?</p>		

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Suggested Pacing	<i>Pearson Reading Street Unit 4, weeks 4-6 through Unit 5, weeks 1-3</i>					
		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? 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?	*Were there important details in this text that were 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?			

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Suggested Pacing	<i>Pearson Reading Street Unit 4, weeks 4-6 through Unit 5, weeks 1-3</i>					
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					