

School City of East Chicago

Grade 5 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
Constant Standards *Taught every quarter	<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>

School City of East Chicago

**Grade 5
Quarter 1 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
					<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>

School City of East Chicago

Grade 5 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
					5.W.6.2c Spelling Applying correct spelling patterns and generalizations in writing.	
Spiral Standards *Reviewed Quarterly	N/A	N/A	N/A	N/A	N/A	N/A
New (Focus) Standards *Introduced in a Quarter	N/A	<p>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.</p> <p>5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</p>	<p>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.</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.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p>	<p>5.W.3.3 Write narrative compositions in a variety of forms that –</p> <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. 	

School City of East Chicago

Grade 5 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
			5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.		<ul style="list-style-type: none"> Use precise and expressive vocabulary and figurative language for effect. Provide an ending that follows from the narrated experiences or events. 	
Essential Skills	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 5.RF.5 *Set a purpose for reading *Know when understanding has been lost	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 5.RL.2.2 *Identify universal themes in stories, dramas, or poetry	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 5.RN.2.2 *Identify the main ideas of the text *Determine which details are	5.RV.2.1 *Use context clues to interpret the meaning of a word 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	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	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: <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 *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

School City of East Chicago

Grade 5 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 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 	<ul style="list-style-type: none"> 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 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 5.RN.4.1 *Distinguish between fact and opinion *Recognize claims the author is trying to make through his writing 	<ul style="list-style-type: none"> better understand each of the words 5.RV.2.5 *Consult reference materials, both print and digital, to find pronunciation and precise meaning of words and phrases 5.RV.3.2 *Use strategies to solve for unknown words including: using roots and affixes; using context; using print and digital reference materials *Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize) *Understand content specific words: (constitution, immigration, legislature, natural resources) 	<ul style="list-style-type: none"> 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 *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 	<ul style="list-style-type: none"> 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

School City of East Chicago

**Grade 5
Quarter 1 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
		<p>5.RL.4.1 *Know that multimedia presentations may contain elements such as: text, animation, photos/graphics, video, or sound *Identify how visual and multimedia elements 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</p>	<p>*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 several sources *Find common details about a topic when reading different from different sources</p>	<p>*Understand that words may have multiple meanings</p>	<p>*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 5.W.6.1 a-e *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 *Recognize and be able to write and use a variety of sentence types 5.W.6.2 a-c *Know and apply capitalization rules *Know the different uses for a comma including, separating items in a series</p>	

School City of East Chicago

Grade 5 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
			<ul style="list-style-type: none"> *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 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>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>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

School City of East Chicago

Grade 5 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
	<p>LD Online</p> <ul style="list-style-type: none"> ❖ SPED Support http://www.ldonline.org/ <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-instructional-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/ 		

School City of East Chicago

**Grade 5
Quarter 1 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
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.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</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.3.3 *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 writing clearer? *Does your writing move the reader easily</p>	<p>WE WILL NOT BE INCLUDING QUESTION STEMS FOR SPEAKING/LISTENING and MEDIA LITERACY STANDARDS</p>

School City of East Chicago

**Grade 5
Quarter 1 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
	<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.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</p>	<p>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.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</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>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?</p> <p style="text-align: center;">WILL NOT BE INCLUDING QUESTION STEMS FOR GRAMMAR STANDARDS</p>	

School City of East Chicago

Grade 5 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
		audience's perspective?	topic? *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?			
Academic Vocabulary	<p>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</p> <p>ISTEP+ Standards & Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary</p>					
District Assessments	<p>*Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA</p>					