

## 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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>					
<p><b>Constant Standards</b></p> <p><b>*Taught every quarter</b></p>	<p><b>5.RF.4.6</b> 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><b>5.RF.5</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p><b>5.RL.2.1</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p><b>5.RL.2.2</b> 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><b>5.RN.2.1</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p><b>5.RN.2.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>5.RV.2.1</b> 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><b>5.RV.2.5</b> 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><b>5.RV.3.2</b> 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><b>5.W.4</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use technology to interact and collaborate with others to publish legible documents.</li> </ul> <p><b>5.W.6.1</b> Demonstrate command of English grammar and usage, focusing on:</p> <p><b>5.W.6.1a Nouns/Pronouns</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p><b>5.W.6.1b Verbs</b> 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><b>5.SL.2.1</b> 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><b>5.SL.2.2</b> Reflect on and contribute to ideas under discussion by drawing on readings and other resources.</p> <p><b>5.SL.2.3</b> Establish and follow agreed-upon rules for discussion.</p> <p><b>5.SL.2.4</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><b>5.SL.2.5</b> 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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>					
					<p><b>5.W.6.1c Adjectives/Adverbs</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p><b>5.W.6.1d Prepositions</b> Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p> <p><b>5.W.6.1e Usage</b> 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><b>5.W.6.2</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p><b>5.W.6.2a Capitalization</b> Applying correct usage of capitalization in writing.</p> <p><b>5.W.6.2b Punctuation</b> 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><b>5.ML.2.1</b> Review claims made in various types of media and evaluate evidence used to support these claims.</p> <p><b>5.ML.2.2</b> 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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>					
					<b>5.W.6.2c Spelling</b> 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	<b>5.RL.2.3</b> 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.  <b>5.RL.4.1</b> Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	<b>5.RN.3.1</b> Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.  <b>5.RN.4.1</b> Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	<b>5.RV.2.2</b> Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	<b>5.W.3.3</b> Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> <li>• Develop the exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>).</li> <li>• Develop an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally, connecting ideas and events using transitions.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> </ul>	

## 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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>					
			<b>5.RN.4.2</b> 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"> <li>Use precise and expressive vocabulary and figurative language for effect.</li> <li>Provide an ending that follows from the narrated experiences or events.</li> </ul>	
<b>Essential Skills</b>	<b>5.RF.4.6</b> *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 <b>5.RF.5</b> *Set a purpose for reading *Know when understanding has been lost	<b>5.RL.2.1</b> *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 <b>5.RL.2.2</b> *Identify universal themes in stories, dramas, or poetry	<b>5.RN.2.1</b> *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 <b>5.RN.2.2</b> *Identify the main ideas of the text *Determine which details are	<b>5.RV.2.1</b> *Use context clues to interpret the meaning of a word <b>5.RV.2.2</b> *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	<b>5.W.3.3</b> *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	<b>5.SL.2.1-2.5</b> *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"> <li>Everyone should contribute to the discussion</li> <li>Keep focused on the topic being discussed</li> <li>Don’t interrupt</li> <li>Be an attentive listener</li> </ul> *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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>					
	<ul style="list-style-type: none"> <li>*Use expression when reading</li> <li>*Self-monitor for understanding</li> <li>*Use strategies for self-correction</li> <li>*Read a variety of texts</li> <li>*Reread for fluency and comprehension</li> <li>*Skim and scan text for information and to confirm understanding</li> </ul>	<ul style="list-style-type: none"> <li>*Locate details in text that support the theme</li> <li>*Understand that characters respond to challenges in different ways, such as internally or externally</li> <li>*Understand that poetry contains reflections of a speaker’s thoughts</li> <li>*Summarize the text</li> <li><b>5.RL.2.3</b></li> <li>*Identify the characters, setting, and major events in a story</li> <li>*Provide specific details when describing the interactions between characters</li> <li>*Understand how characters, setting or events can impact the plot</li> </ul>	<ul style="list-style-type: none"> <li>key to the text</li> <li>*Analyze how the author supported the main ideas with those details</li> <li>*Know how to summarize text</li> <li>*Use key details and main ideas to summarize</li> <li><b>5.RN.3.1</b></li> <li>*Know that information can be presented in various forms</li> <li>*Understand how to read charts, graphs, diagrams and timelines in print and digital media</li> <li>*Know that charts, graphs, timelines, animations or interactive elements can help a person understand text</li> <li>*Explain what the information means</li> <li><b>5.RN.4.1</b></li> <li>*Distinguish between fact and opinion</li> <li>*Recognize claims the author is trying to make through his writing</li> </ul>	<ul style="list-style-type: none"> <li>better understand each of the words</li> <li><b>5.RV.2.5</b></li> <li>*Consult reference materials, both print and digital, to find pronunciation and precise meaning of words and phrases</li> <li><b>5.RV.3.2</b></li> <li>*Use strategies to solve for unknown words including: using roots and affixes; using context; using print and digital reference materials</li> <li>*Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize)</li> <li>*Understand content specific words: (constitution, immigration, legislature, natural resources)</li> </ul>	<ul style="list-style-type: none"> <li><b>5.W.4</b></li> <li>*Know how to use the stages of the writing process</li> <li>*Use brainstorming, webs, or clusters to help generate ideas for writing</li> <li>*Use graphic organizers to help organize thoughts and ideas</li> <li>*Write in a logical, sequential manner</li> <li>*Know how to choose words so that meaning is clear</li> <li>*Understand and use organizational structure such as comparing and contrasting, cause/effect, problem/solution, etc.</li> <li>*Understand the purpose for the writing task</li> <li>*Understand the audience</li> <li>*Know ways to expand, combine and vary sentences</li> <li>*Know and use the conventions of standard English including conjunctions and verb tenses</li> <li>*Demonstrate correct usage of capital letters and punctuation, such as commas, quotations, underlining, and italics</li> <li>*Rearrange or edit unnecessary information</li> <li>*Be familiar with editing tools such as checklists and handbooks</li> </ul>	<ul style="list-style-type: none"> <li><b>5.ML.2.1-ML.2.2</b></li> <li>*Identify and interpret information/claims presented in diverse media and formats</li> <li>*Explain how different media and formats contribute to how information is interpreted</li> <li>*Assess accuracy of evidence used to support claims presented in media formats</li> </ul>

## 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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>					
		<p><b>5.RL.4.1</b> *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 <b>5.RN.4.2</b> *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 <b>5.W.6.1 a-e</b> *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 <b>5.W.6.2 a-c</b> *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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>					
			*Compare the sources to find key details/ideas which are different *Combine the most important information *Write or speak about a subject knowledgeably		*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	
<b>Instructional Strategies &amp; Resources</b>	<b>Colorin Colorado</b> ❖ ELL Support <a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a>  <b>John Hattie</b> ❖ Top 10 High Impact Instructional Strategies <a href="http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/">http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/</a>  <b>Robert Marzano</b> ❖ 9 High Yield Instructional Strategies <a href="http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/">http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/</a>			<b>Edutopia</b> ❖ Techniques for Teaching Vocabulary to Elementary Students <a href="https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo">https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo</a>	<b>ReadWriteThink</b> ❖ Implementing the Writing Process <a href="http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html">http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html</a>  <b>ReadWriteThink</b> ❖ Grammar Lessons <a href="http://www.ncte.org/lessons/grammar">http://www.ncte.org/lessons/grammar</a>	<b>Colorin Colorado</b> ❖ Oral Language Development and ELLS: 5 Challenges and Solutions <a href="http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions">http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions</a>  <b>Colorin Colorado</b> ❖ Speaking & Listening Skills for ELLS <a href="http://www.colorincolorado.org/speaking-listening-skills-ells">http://www.colorincolorado.org/speaking-listening-skills-ells</a>

## 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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>							
	<p><b>LD Online</b></p> <ul style="list-style-type: none"> <li>❖ SPED Support <a href="http://www.ldonline.org/">http://www.ldonline.org/</a></li> </ul> <p><b>Reading Horizons</b></p> <ul style="list-style-type: none"> <li>❖ Reading Strategies <a href="http://www.readinghorizons.com/reading-strategies/">http://www.readinghorizons.com/reading-strategies/</a></li> </ul> <p><b>ReadWriteThink</b></p> <p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p><b>Tim Shanahan</b></p> <ul style="list-style-type: none"> <li>❖ Close Reading <a href="https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/">https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/</a></li> </ul> <p><b>Carol Ann Tomlinson</b></p> <ul style="list-style-type: none"> <li>❖ What is Differentiated Instruction? <a href="http://www.readingrockets.org/article/what-differentiated-instruction">http://www.readingrockets.org/article/what-differentiated-instruction</a></li> </ul> <p><b>WIDA</b></p> <p><a href="https://www.wida.us/">https://www.wida.us/</a></p>			<p><b>Robert Marzano</b></p> <ul style="list-style-type: none"> <li>❖ 6 Step Process to Vocabulary Instruction <a href="http://www.teachthought.com/pedagogy/literacy/vocabulary-instructional-strategies-marzanos-6-step-process/">http://www.teachthought.com/pedagogy/literacy/vocabulary-instructional-strategies-marzanos-6-step-process/</a></li> </ul> <p><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ Teaching Vocabulary <a href="http://www.readingrockets.org/article/teaching-vocabulary">http://www.readingrockets.org/article/teaching-vocabulary</a></li> </ul>		<p><b>Scholastic</b></p> <ul style="list-style-type: none"> <li>❖ Grammar Lesson Plans and Activities <a href="https://www.scholastic.com/teachers/collections/teaching-content/grammar-lesson-plans-and-activities-resources-teachers/">https://www.scholastic.com/teachers/collections/teaching-content/grammar-lesson-plans-and-activities-resources-teachers/</a></li> </ul> <p><b>Teaching Ideas</b></p> <p><a href="http://www.teachingideas.co.uk/">http://www.teachingideas.co.uk/</a></p>		<p><b>The Teaching Channel</b></p> <ul style="list-style-type: none"> <li>❖ Let's Talk! Five Strategies for Hitting the Speaking and Listening Standards <a href="https://www.teachingchannel.org/blog/2015/06/23/lets-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/</a></li> </ul>



## 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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>					
Question Stems	<p><b>5.RF.4.6</b> *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? <b>5.RF.5</b> *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><b>5.RL.2.1</b> *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? <b>5.RL.2.2</b> *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><b>5.RN.2.1</b> *What does the author explicitly state and what can you infer from his statements? *What textual evidence supports your conclusion? <b>5.RN.2.2</b> *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) <b>5.RN.3.1</b> *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><b>5.RV.2.1</b> *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? <b>5.RV.2.2</b> *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? <b>5.RV.2.5</b> *Can you use a dictionary to find definitions and keys to pronunciation?</p>	<p><b>5.W.3.3</b> *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? <b>5.W.4</b> *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><b>WE WILL NOT BE INCLUDING QUESTION STEMS FOR SPEAKING/LISTENING and MEDIA LITERACY STANDARDS</b></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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>					
	will be reading? *After looking at the question, can you scan the page for an answer?	<b>5.RL.2.3</b> *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 <b>5.RL.4.1</b> *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	the illustration is showing? *What helped you understand this chart? *Is there a legend that can help you figure out what this means? <b>5.RN.4.1</b> *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? <b>5.RN.4.2</b> *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	<b>5.RV.3.2</b> *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 ____?	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?  <b>WILL NOT BE INCLUDING QUESTION STEMS FOR GRAMMAR STANDARDS</b>	

## 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	<b>Pearson Reading Street Unit 1, weeks 1-6</b>					
		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><b>IDOE English/ Language Arts Glossary K-12</b>  <a href="http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf">http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf</a></p> <p><b>ISTEP+ Standards &amp; Assessment Vocabulary</b>  <a href="http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary">http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary</a></p>					
District Assessments	<p>*Pearson Reading Street Assessment Suite                      *Edgenuity/Compass Learning Hybridge                      *NWEA</p>					