

5th Grade ELA Curriculum Map

Grade 5 Content English Language Art Teacher(s) Mrs. Frink, Ms. Neadom, Mr. Williams

	Time period	Focus Standard	Assessment	Essential Question	Resources	Differentiation
Unit 1 Get to Know, strategies	2 weeks	Reading 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. Writing 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. 5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience. Language 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Classroom questions Written responses Small group reading NYS-2 and 4 point Rubric	What strategies do I need to use to be successful in 5th grade ELA? What is close reading? What is RADD?	Close reading packets RADD questions-short response Paragraph responses-long response Get to know activities NYS-2 and 4 point Rubric	Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters Accommodations per IEPs
Unit 2 Domain: Physical Science-Experiment Journey 1 Texts: A package for Mrs. Jewis Readers' Theater-Questioning Gravity	1 week	Reading 5RI: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension, meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fit	Classroom questions Written responses RADD Paragraph Small group reading End of unit test	How can an experiment clarify an idea?	Journey Text RADD questions-short response Paragraph responses-long response End of unit test	Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters

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<p>Comprehension story structure point of view Irony Summarize</p> <p>Grammar Complete Sentences</p> <p>Vocabulary Strategies</p> <p>Writing Informational Using evidence</p>		<p>together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims 5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.</p> <p>Writing 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. Speaking and Listening 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on. 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral); those of others. 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points. 5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.</p>	<p>NYS-2 and 4 point Rubric</p>	<p>How can art and performances help people understand a text?</p>	<p>Think Central Leveled readers NYS-2 and 4 point Rubric Supplement Materials</p>	<p>Accommodations per IEPs</p>
<p>Unit 3 Domain: The Arts-Performance and Visual arts</p> <p>Journey 2</p>	<p>1 week</p>	<p>Reading 5RI: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. 5R2: Determine a theme or central idea and explain how it is supported by key details;</p>	<p>Classroom questions Written responses RADD</p>	<p>Journey Text RADD questions- short response</p>	<p>Small group reading Sentence starters Reread</p>	

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<p>Texts: A Royal Mystery The Princess and the Pea</p> <p>Comprehension Theme Elements of Drama Characterization Question</p> <p>Grammar Kind of Sentences</p> <p>Vocabulary Prefixes</p> <p>Writing Informational Using evidence</p>	<p>summarize a text SR3: In literary texts, compare and contrast two or more characters, settings, and events; drawing on specific details in the text.SR5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story; drama, or poem. SR6: In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described.SR7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts SR8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.SR9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts; ideas, cultural perspectives, eras and personal experiences.SRF3: Know and apply grade-level phonics and word analysis skills in decoding words.SRF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. Writing SW1: Write an argument to support claims with clear reasons and relevant evidence.SW2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.SW5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.SW7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources Speaking and Listening SSL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively; and build on those of others.SCL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).SSL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and</p>	<p>Paragraph Small group reading End of unit test NYS-2 and 4 point Rubric</p>	<p>Paragraph responses-long response End of unit test Think Central Leveled readers NYS-2 and 4 point Rubric Supplement Materials</p>	<p>Listen to text Leveled text Sentence starters Testing Accommodations per IEPs</p>
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		<p>Volume appropriate for audience SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes SSL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p>Language Standards SL3: Use knowledge of language and its conventions when writing, speaking, reading, or listening SL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies SL6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>				
<p>Unit 4 Domain: Civics- Politics</p> <p>Journey 3 Texts: Off and Running</p> <p>Vote for me!</p> <p>Comprehension Compare and contrast Idioms Formal and informal language Infer/Predict</p> <p>Grammar Compound sentences</p> <p>Vocabulary Using context</p>	<p>1 week</p>	<p>Language SL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. SL3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Speaking and Listening SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience SSL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points. SSL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral) SSL1: Engage effectively in a range of collaborative discussions with diverse partners: express ideas clearly and persuasively, and build on those of others. SSL1a: Come to discussions prepared, having read or st SW7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources Writing</p>	<p>Classroom questions</p> <p>Written responses</p> <p>RADD</p> <p>Paragraph</p> <p>Small group reading</p> <p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>	<p>Why is determining a good quality for a politician to have?</p>	<p>Journey Text</p> <p>RADD</p> <p>questions- short response</p> <p>Paragraph responses- long response</p> <p>End of unit test</p> <p>Think Central</p> <p>Leveled readers</p> <p>NYS-2 and 4 point Rubric</p>	<p>Small group reading</p> <p>Sentence starters</p> <p>Reread</p> <p>Listen to text</p> <p>Leveled text</p> <p>Sentence starters</p> <p>Accommodations per IEPs</p>

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<p>Writing Informational Using evidence</p>	<p>5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p> <p>Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p> <p>5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W1: Write an argument to support claims with clear reasons and relevant evidence</p> <p>Reading</p> <p>5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5RF8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p>		<p>Supplement Materials</p>	
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<p>Unit 5 Domain: Health and Safety-Physical features</p>	<p>1 week</p>	<p>Speaking and Listening 5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes. 5SL4: Report on a topic or text; sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience. 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points. 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on.</p> <p>Writing 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources, those of others. 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W1: Write an argument to support claims with clear reasons and relevant evidence. Reading 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, and personal experiences. 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R5: In literary texts, explain how a series of</p>	<p>Classroom questions Written responses RADD Paragraph Small group reading End of unit test NYS-2 and 4 point Rubric</p>	<p>How can being active in sports improve someone's attitude?</p>	<p>Journey Text RADD questions-short response Paragraph responses-long response End of unit test Think Central Leveled readers NYS-2 and 4 point Rubric Supplement Materials</p>	<p>Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters Accommodations per IEPs</p>
<p>Journey 4 Texts: Double Dutch: A Celebration of Jump Rope, Rhyme and Sisterhood Score</p>		<p>5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points. 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on. Writing 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources, those of others. 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W1: Write an argument to support claims with clear reasons and relevant evidence. Reading 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, and personal experiences. 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R5: In literary texts, explain how a series of</p>				
<p>Comprehension Sequence of Events Narrative Pacing Rhythm Monitor/ Clarify</p>		<p>5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points. 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on. Writing 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources, those of others. 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W1: Write an argument to support claims with clear reasons and relevant evidence. Reading 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, and personal experiences. 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R5: In literary texts, explain how a series of</p>				
<p>Grammar Common and proper nouns Vocabulary Suffixes Writing Informational Using evidence</p>		<p>5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points. 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on. Writing 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources, those of others. 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W1: Write an argument to support claims with clear reasons and relevant evidence. Reading 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, and personal experiences. 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R5: In literary texts, explain how a series of</p>				

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	<p>chapters, scenes, or stanzas first together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.5R.4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.5R.3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. 5R.2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.5R.1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p>				<p>Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters Accommodations per IEPs</p>
<p>Unit 6 Domain: Culture-Language and Expression Journey 5 Texts: Elisa's Diary Words Free as Confetti Comprehension Theme Dialogue Sequence of Events Visualize Grammar Singular and plural nouns Vocabulary Suffixes</p>	<p>1 week</p> <p>Speaking and Listening 5SL.5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.5SL.4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience. 5SL.3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.5SL.2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).5SL.1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on.</p> <p>Writing 5W.7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources; those of others.5W.6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.5W.5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading</p>	<p>Classroom questions Written responses RADD Paragraph Small group reading End of unit test NYS-2 and 4 point Rubric</p>	<p>How can overcoming a challenge change someone's life?</p>	<p>Journey Text RADD questions- short response Paragraph responses- long response End of unit test Think Central Leveled readers NYS-2 and 4 point Rubric</p>	<p>Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters Accommodations per IEPs</p>

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<p>Writing Informational Using evidence</p>		<p>Standards: 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W1: Write an argument to support claims with clear reasons and relevant evidence.</p> <p>Reading 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p>		<p>Supplement Materials</p>		
<p>Unit 7 Domain: Life Science- Wild Animals Journey 6 Texts: Quest for the Tree Kangaroo</p>	<p>1 week</p>	<p>Reading 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. 5R4: Determine the meaning of words,</p>	<p>Classroom questions Written responses RADD Paragraph</p>	<p>Why is it important to research and protect endangered animals?</p>	<p>Journey Text RADD questions- short response Paragraph</p>	<p>Small group reading Sentence starters Reread Listen to text</p>

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<p>Why Koala Has No Tail</p>		<p>phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. Writing 5W1: Write an argument to support claims with clear reasons and relevant evidence. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject, notes and categorize information, and provide a list of sources. 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p>	<p>Small group reading End of unit test NYS-2 and 4 point Rubric</p>		<p>responses-long response End of unit test Leveled readers Think Central NYS-2 and 4 point Rubric Supplement Materials</p>	<p>Leveled text Sentence starters Accommodations per IEPs</p>	
<p>Comprehension Cause and effect Quotes and descriptions Domain specific vocabulary Question</p>	<p>Grammar verbs</p>	<p>Vocabulary Synonyms and antonyms</p>	<p>Writing Informational Using evidence</p>	<p>Speaking and Language SSL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively; and build on those of others. 5CL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). Language 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 5L4: Determine or clarify the meaning of unknown and</p>			

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	1 week	<p>multiple-meaning words and phrases, choosing flexibly from a range of strategies. 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>				<p>Small group reading Sentence starters</p>
<p>Unit 8 Domain: Values-Responsibility</p> <p>Journey 7 Texts: Old Yeller</p> <p>What Makes it Good?</p> <p>Comprehension Understanding character Authors word choice Dialect visualization</p> <p>Grammar Direct and indirect object</p> <p>Vocabulary Adages and proverbs</p> <p>Writing Informational Compare and contrast</p>		<p>Reading 5RI: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, cras and personal experiences.5RF3: Know and apply grade-level phonics and word analysis skills in decoding words 5RF4: Read gradc-level text with sufficient accuracy and fluency to support comprehension</p> <p>Writing 5W1: Write an argument to support claims with clear reasons and relevant evidence.5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject, notes and categorize information, and provide a list of sources.</p>	<p>Classroom questions Written responses RADD Paragraph Small group reading End of unit test NYS-2 and 4 point Rubric</p>	<p>How can dangerous situations bring people closer together?</p>	<p>Journey Text RADD questions-short response Paragraph responses-long response End of unit test Think Central Leveled readers NYS-2 and 4 point Rubric Supplement Materials</p>	<p>Reread Listen to text Leveled text Sentence starters Accommodations per IEPS</p>

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<p>Unit 9 Domain: Life Science- Conservation</p> <p>Journey 8 Texts: Everglades Forever</p> <p>National Parks of the West</p> <p>Comprehension Author's Purpose Explain scientific ideas Domain specific vocabulary analyze/evaluate</p> <p>Grammar conjunctions</p>	<p>1 week</p>	<p>5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p> <p>Speaking and Language</p> <p>5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively; and build on those of others</p> <p>5CL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p> <p>Language</p> <p>5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Classroom questions</p> <p>Written responses</p> <p>RADD</p> <p>Paragraph</p> <p>Small group reading</p> <p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>	<p>What reasons do people have for protecting the environment?</p>	<p>Journey Text</p> <p>RADD questions- short response</p> <p>Paragraph responses- long response</p> <p>End of unit test</p> <p>Think Central</p> <p>Leveled readers</p> <p>NYS-2 and 4</p>	<p>Small group reading</p> <p>Sentence starters</p> <p>Reread</p> <p>Listen to text</p> <p>Leveled text</p> <p>Sentence starters</p> <p>Accommodations per IEPs</p>
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<p>Vocabulary prefixes</p> <p>Writing Informational Cause and effect</p>		<p>claims. SR9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, class and personal experiences. SRF3: Know and apply grade-level phonics and word analysis skills in decoding words. SRF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>Writing SW/1: Write an argument to support claims with clear reasons and relevant evidence. SW2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject, notes and categorize information, and provide a list of sources. SW7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p> <p>Speaking and Language SSL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. SCL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p> <p>Language SL3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. SL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. SL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>point Rubric Supplement Materials</p>	<p>How can an act of courage reveal a person's true nature?</p>	<p>Journey Text RADD questions- short response Paragraph</p>	<p>Small group reading Sentence starters Reread Listen to text</p>
<p>Unit 10 Domain: Values- Courage</p> <p>Journey 9 Texts: Storm Warriors Pea Island's</p>	<p>1 week</p>	<p>Reading SR1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. SR2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. SR4: Determine the meaning of words,</p>	<p>Classroom questions Written responses RADD Paragraph</p>	<p>Journey Text RADD questions- short response Paragraph</p>	<p>Small group reading Sentence starters Reread Listen to text</p>	

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<p>Forgotten Heroes</p> <p>Comprehension Conclusions and generalizations Point of view Characterization infer/predict</p> <p>Grammar Complex sentences</p> <p>Vocabulary Greek and latin roots</p> <p>Writing Informational Research</p>		<p>phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5R3: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>Writing 5W1: Write an argument to support claims with clear reasons and relevant evidence. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject, notes and categorize information, and provide a list of sources. 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p> <p>Speaking and Language 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. 5CL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p> <p>Language 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 5L4: Determine or clarify the meaning of unknown and</p>	<p>Small group reading</p> <p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>		<p>responses-long response</p> <p>End of unit test</p> <p>Think Central</p> <p>Leveled readers</p> <p>NYS-2 and 4 point Rubric</p> <p>Supplement Materials</p>	<p>Leveled text</p> <p>Sentence starters</p> <p>Accommodations per IEPs</p>
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		<p>multiple-meaning words and phrases, choosing flexibly from a range of strategies.5L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>				<p>Small group reading Sentence starters Reread</p>
<p>Unit 11 Domain: Life Science-Animal Behaviors Journey 10 Texts: Cougars Purr-Faction</p> <p>Comprehension Main idea and details Explain scientific ideas Domain specific vocabulary Monitor/ clarify</p> <p>Grammar Direct quotes and interjections</p> <p>Vocabulary Shades of meaning</p> <p>Writing Informational Research</p>	<p>1 week</p>	<p>Speaking and Listening 5SL.5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.5SL.4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience. 5SL.3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.5SL.2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).5SL.1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on Writing 5W.7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources; those of others.5W.6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.5W.5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.5W.2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.5W.1: Write an argument to support claims with clear reasons and relevant evidence. Reading 5RF.4: Read grade-level text with sufficient accuracy and fluency to support comprehension.5RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.5R.9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas,</p>	<p>Classroom questions Written responses RADDD Paragraph Small group reading End of unit test NYS-2 and 4 point Rubric</p>	<p>What can a scientist learn by observing the behavior of a particular animal?</p>	<p>Journey Text RADDD questions-short response Paragraph responses-long response End of unit test Think Central Leveled readers NYS-2 and 4 point Rubric Supplement Materials</p>	<p>Listen to text Leveled text Sentence starters Accommodations per IEPS</p>

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		<p>cultural perspectives, bias and personal experiences.5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text.5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p>				
<p>Unit 12 Domain:Civics- Early American Government Journey 11 Texts: Dangerous Crossing Revolution and Rights Comprehension Cause and effect Vida elementas Primary source visualize Grammar Subject and object Pronouns</p>	<p>1 week</p>	<p>Reading 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.5R8: Explain</p>	<p>Classroom questions Written responses RADD Paragraph Small group reading End of unit test NYS-2 and 4 point Rubric</p>	<p>What can individuals do to help shape a new government?</p>	<p>Journey Text RADD questions- short response Paragraph responses- long response End of unit test Think Central Leveled readers</p>	<p>Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters Accommodations per IEPs</p>

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<p>Vocabulary Reference materials</p> <p>Writing Informational Research-taking a side</p>			<p>how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.5R.9. Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts; ideas, cultural perspectives; eras and personal experiences.5RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.5RF.4. Read grade-level text with sufficient accuracy and fluency to support comprehension</p> <p>Writing 5W.1. Write an argument to support claims with clear reasons and relevant evidence.5W.2. Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject, notes and categorize information, and provide a list of sources.5W.7. Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p> <p>Speaking and Language 5SL.1. Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others 5CL.2. Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p> <p>Language 5L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.5L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.5L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Classroom questions</p> <p>Written responses RADD</p>	<p>How can people's differences of opinion lead to a revolution?</p>	<p>NYS-2 and 4 point Rubric</p> <p>Supplement Materials</p> <p>Journey Text</p> <p>RADD questions-short response</p>	<p>Small group reading</p> <p>Sentence starters</p> <p>Reread</p>
<p>Unit 13 Domain: American History-Independence Domain: Journey 12</p>	<p>1 week</p>	<p>Reading 5R.1. Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.5R.2. Determine a theme or central idea and explain how it is supported by key details; summarize a text. In informational texts, explain the relationships or interactions between two or</p>					

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<p>Texts: Can't You Make Them Behave, King George? Tea Time!</p> <p>Comprehension Fact and opinion Tone Similes question</p> <p>Grammar Verb tense</p> <p>Vocabulary Figurative language</p> <p>Writing Informational Research-problem and solution</p>		<p>more individuals, events, ideas, or concepts based on specific evidence from the text. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, arts and personal experiences. 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text.</p> <p>Writing 5W1: Write an argument to support claims with clear reasons and relevant evidence. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject; notes and categorize information, and provide a list of sources. 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p> <p>Speaking and Language 5SL1: Engage effectively in a range of collaborative discussions with diverse</p>	<p>Paragraph</p> <p>Small group reading</p> <p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>		<p>Paragraph responses-long response</p> <p>End of unit test</p> <p>Think Central</p> <p>Leveled readers</p> <p>NYS-2 and 4 point Rubric</p> <p>Supplement Materials</p>	<p>Listen to text</p> <p>Leveled text</p> <p>Sentence starters</p> <p>Accommodations per IEPS</p>
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	<p>partners: express ideas clearly and persuasively, and build on those of others</p> <p>5.CL.2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p> <p>Language</p> <p>5.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>5.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Classroom questions</p> <p>Written responses</p> <p>RADD</p> <p>Paragraph</p> <p>Small group reading</p> <p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>	<p>How can individual acts of bravery shape history?</p>	<p>Journey Text</p> <p>RADD questions- short response</p> <p>Paragraph responses- long response</p> <p>End of unit test</p> <p>Think Central</p> <p>Leveled readers</p> <p>NYS-2 and 4 point Rubric</p> <p>Supplement Materials</p>	<p>Small group reading</p> <p>Sentence starters</p> <p>Reread</p> <p>Listen to text</p> <p>Leveled text</p> <p>Sentence starters</p> <p>Accommodations per IEPs</p>
<p>Unit 14</p> <p>Domain: American History-Life on the Battlefield</p> <p>Journey 13</p> <p>Texts:</p> <p>Molly Pitcher</p> <p>A Spy for Freedom</p> <p>Comprehension</p> <p>Conclusions and generalizations</p> <p>Domain specific vocabulary</p> <p>Text structure</p> <p>analyze/Evaluate</p> <p>Grammar</p> <p>Regular and irregular verbs</p> <p>Vocabulary</p> <p>Reference materials</p> <p>Writing</p> <p>Informational writing-</p>	<p>1 week</p> <p>Reading</p> <p>5R.1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences</p> <p>5R.2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.</p> <p>In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.</p> <p>5R.4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.</p> <p>In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.</p> <p>In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>5R.8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.</p> <p>5R.9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.</p> <p>5RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5RF.4: Read</p>	<p>Classroom questions</p> <p>Written responses</p> <p>RADD</p> <p>Paragraph</p> <p>Small group reading</p> <p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>	<p>How can individual acts of bravery shape history?</p>	<p>Journey Text</p> <p>RADD questions- short response</p> <p>Paragraph responses- long response</p> <p>End of unit test</p> <p>Think Central</p> <p>Leveled readers</p> <p>NYS-2 and 4 point Rubric</p> <p>Supplement Materials</p>	<p>Small group reading</p> <p>Sentence starters</p> <p>Reread</p> <p>Listen to text</p> <p>Leveled text</p> <p>Sentence starters</p> <p>Accommodations per IEPs</p>

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<p>Answering questions</p>		<p>grade-level text with sufficient accuracy and fluency to support comprehension Writing SW1: Write an argument to support claims with clear reasons and relevant evidence. SW2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject; notes and categorize information, and provide a list of sources. SW7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. Speaking and Language SSL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. SSL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). Language SL3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. SL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. SL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>				
<p>Unit 15 Domain: American History-African American History Journey 14 Texts: Now is Your Time! Modern Minute Man Comprehension Sequence of events Explain historical</p>	<p>1 week</p>	<p>Reading RI1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. RI2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. RI3: Analyze how informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. RI4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. RI5: Analyze how informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. RI6: Analyze how informational texts, analyze multiple</p>	<p>Classroom questions Written responses RADD Paragraph Small group reading End of unit test</p>	<p>What events or feelings would lead someone to fight for freedom?</p>	<p>Journey Text RADD questions- short response Paragraph responses- long response End of unit test</p>	<p>Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters</p>

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<p>events Main ideas and details summarize</p> <p>Grammar Commas and semicolons</p> <p>Vocabulary Greek and Latin Roots</p> <p>Writing Informational writing- compare and contrast</p>	<p>1 week</p>	<p>accounts of the same event or topic, noting important similarities and differences in the point of view they represent. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension</p> <p>Writing 5W1: Write an argument to support claims with clear reasons and relevant evidence. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject; notes and categorize information, and provide a list of sources. 5W7: Recall relevant information from experiences or gather relevant information from multiple sources, summarize or paraphrase; avoid plagiarism and provide a list of sources.</p> <p>Speaking and Language 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. 5CL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p> <p>Language 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>NYS-2 and 4 point Rubric</p>	<p>How are</p>	<p>Think Central Leveled readers NYS-2 and 4 point Rubric Supplement Materials</p>	<p>Accommodations per IEPs</p>
<p>Unit 16</p>	<p>1 week</p>	<p>Reading 5RI: Locate and refer to relevant details</p>	<p>Classroom</p>	<p>Journey Text</p>	<p>Small group reading</p>	

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<p>Domain: American History-Patriotism</p> <p>Journey 15 Texts: We were There, Too!</p> <p>Patriotic Poetry</p>		<p>and evidence when explaining what a text says explicitly/implicitly and make logical inferences.5R.2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.5R.4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.5R.8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.5R.9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, oral and personal experiences.5RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.5RF.4: Read grade-level text with sufficient accuracy and fluency to support comprehension</p> <p>Writing 5W.1: Write an argument to support claims with clear reasons and relevant evidence.5W.2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject; notes and categorize information, and provide a list of sources.5W.7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p> <p>Speaking and Language SSL.1: Engage effectively in a range of collaborative discussions with diverse</p>	<p>questions</p> <p>Written responses</p> <p>RADD</p> <p>Paragraph</p> <p>Small group reading</p> <p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>	<p>patriotism and courage related?</p>	<p>RADD questions-short response</p> <p>Paragraph responses</p> <p>-long response</p> <p>End of unit test</p> <p>Think Central</p> <p>Leveled readers</p> <p>NYS-2 and 4 point Rubric</p> <p>Supplement Materials</p>	<p>Sentence starters</p> <p>Reread</p> <p>Listen to text</p> <p>Leveled text</p> <p>Sentence starters</p> <p>Accommodations per IEPs</p>
<p>Comprehension Compare and contrast actions</p> <p>Text and graphic features</p> <p>Text structure monitor/clarity</p> <p>Grammar transitions</p> <p>Vocabulary prefixes</p> <p>Writing Informational Writing-answering question and using transitions</p>		<p>and evidence when explaining what a text says explicitly/implicitly and make logical inferences.5R.2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.5R.4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.5R.8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.5R.9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, oral and personal experiences.5RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.5RF.4: Read grade-level text with sufficient accuracy and fluency to support comprehension</p> <p>Writing 5W.1: Write an argument to support claims with clear reasons and relevant evidence.5W.2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject; notes and categorize information, and provide a list of sources.5W.7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p> <p>Speaking and Language SSL.1: Engage effectively in a range of collaborative discussions with diverse</p>	<p>questions</p> <p>Written responses</p> <p>RADD</p> <p>Paragraph</p> <p>Small group reading</p> <p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>	<p>patriotism and courage related?</p>	<p>RADD questions-short response</p> <p>Paragraph responses</p> <p>-long response</p> <p>End of unit test</p> <p>Think Central</p> <p>Leveled readers</p> <p>NYS-2 and 4 point Rubric</p> <p>Supplement Materials</p>	<p>Sentence starters</p> <p>Reread</p> <p>Listen to text</p> <p>Leveled text</p> <p>Sentence starters</p> <p>Accommodations per IEPs</p>

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		<p>partners; express ideas clearly and persuasively; and build on those of others</p> <p>5CL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p> <p>Language</p> <p>5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			
<p>Unit 17</p> <p>State Test Review</p>	<p>2 weeks</p>	<p>Reading</p> <p>5RI: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences</p> <p>5RK2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.</p> <p>5R3: In literary texts, compare and contrast two or more characters, settings, and events; drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.</p> <p>5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.</p> <p>5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fit together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.</p> <p>5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.</p> <p>5R8: Explain how claims in a text are supported by relevant reasons and evidence.</p>	<p>Classroom questions</p> <p>Written responses</p> <p>RADD</p> <p>Paragraph</p> <p>Small group reading</p> <p>NYS-2 and 4 point Rubric</p>	<p>How do I apply all my strategies to do my best on the state test?</p>	<p>Past State Test Bubble Sheets Activities to reinforce skills</p> <p>Small group reading</p> <p>Sentence starters</p> <p>Reread</p> <p>Listen to text</p> <p>Leveled text</p> <p>Sentence starters</p> <p>Accommodations per IEPs</p>

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		<p>identifying which reasons and evidence support which claims.5R.9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.5R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.5R.F.3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.5R.F.4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p><i>Writing</i></p> <p>5W.1: Write an argument to support claims with clear reasons and relevant evidence.5W.2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.5W.5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.5W.7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p> <p><i>Speaking and Listening</i></p> <p>5SL.1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.5CL.2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).5SL.3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.5SL.4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.5SL.5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.5SL.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p><i>Language</i></p>			
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		<p>SL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.SL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.SL6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>				
<p>Unit 18 Domain: The Arts-Visual Arts Journey 16 Texts: Lunch Money Zapi! Pow! A History of Comics Comprehension Author's purpose Voice Visual Elements monitor/ clarify Grammar adjectives Vocabulary Word origins Writing Informational Writing-answering question</p>	<p>1 week</p>	<p>Reading SR1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.SR2: Determine a theme or central idea and explain how it is supported by key details: summarize a text.SR3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text.SR4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.SR5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem.SR6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described.SR4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.SR5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem.SR6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described.SR7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.SR8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.ions.SR9: Use established criteria to categorize texts and make informed judgements about quality: make connections to other texts, ideas,</p>	<p>Classroom questions Written responses RADD Paragraph Small group reading End of unit test NYS-2 and 4 point Rubric</p>	<p>In what ways can illustrations enhance a reader's experience?</p>	<p>Journey Text RADD questions-short response Paragraph responses- long response End of unit test Think Central Leveled readers NYS-2 and 4 point Rubric Supplement Materials</p>	<p>Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters Accommodations per IEPs</p>

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		<p>cultural perspectives, eras and personal experiences.</p> <p>Writing SW1: Write an argument to support claims with clear reasons and relevant evidence.SW2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.SW5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.SW7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.SW6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p> <p>Speaking and Language SSL: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. 5CL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p>Language 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.5L6: Acquire and accurately use general</p>			
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<p>Unit 19 Domain: Technology and Innovation: Creative inventions</p>	<p>1 week</p>	<p>academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly; moreover, in addition).</p>	<p>Classroom questions Written responses RADD Paragraph Small group reading End of unit test</p>	<p>What role does imagination play in the invention process?</p>	<p>Journey Text RADD questions-short response Paragraph responses-long response End of unit test</p>	<p>Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters</p>
<p>Journey 17 Texts: Best Shorts From Dream to Reality Comprehension Story structure Literary devices Point of view: first person Infer/predict Grammar adverbs Vocabulary Context clues Writing Informational Writing-character traits</p>		<p>Reading 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fit together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fit together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, cras and personal experiences. Writing 5W1: Write an argument to support claims with clear reasons and relevant evidence. 5W2: Write</p>	<p>NYS-2 and 4 point Rubric</p>		<p>Think Central Leveled readers NYS-2 and 4 point Rubric Supplement Materials</p>	<p>Accommodations per IEPS</p>

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		<p>informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p> <p>Speaking and Language</p> <p>SSL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points. 5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience. 5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes. 5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p>Language</p> <p>5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>			
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<p>Unit 20 Journey 18 Domain: Media and Communication: Creative Writing Texts: A Dog Newspaper</p> <p>Poetry about Poetry</p> <p>Comprehension Fact and opinion Main idea and details Narrative pacing analyze/evaluate</p> <p>Grammar Prepositions and prepositional phrases</p> <p>Vocabulary Use context clues</p> <p>Writing Informational Writing-autobiography</p>	<p>1 week</p>	<p>Reading 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. 5R3: In literary texts, compare and contrast two or more characters, settings, and events; drawing on specific details in the text. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, arts and personal experiences. Writing 5W1: Write an argument to support claims with clear reasons and relevant evidence. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W7: Recall relevant information from experiences or gather</p>	<p>Classroom questions</p> <p>Written responses</p> <p>RADD</p> <p>Paragraph</p> <p>Small group reading</p> <p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>	<p>What do facts and opinions contribute to a story?</p>	<p>Journey Text</p> <p>RADD questions-short response</p> <p>Paragraph responses-long response</p> <p>End of unit test</p> <p>Think Central</p> <p>Leveled readers</p> <p>NYS-2 and 4 point Rubric</p> <p>Supplement Materials</p>	<p>Small group reading</p> <p>Sentence starters</p> <p>Reread</p> <p>Listen to text</p> <p>Leveled text</p> <p>Sentence starters</p> <p>Accommodations per IEPs</p>
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		<p>relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p> <p>Speaking and Language</p> <p>SSL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others</p> <p>5CL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.5SL4: Report on a topic or text; sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p>Language</p> <p>5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>				
<p>Unit 21 Domain: Community- Community Involvement</p>	<p>1 week</p>	<p>Reading</p> <p>5RI: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.5RI2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.5RI3: In</p>	<p>Classroom questions</p> <p>Written responses</p>	<p>Why is it important to be aware of your community's</p>	<p>Journey Text</p> <p>RADD</p> <p>questions-</p>	<p>Small group reading</p> <p>Sentence starters</p>

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<p>Journey 19</p> <p>Texts: Darnell Rock Reporting</p> <p>Volunteer</p>		<p>literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.</p> <p>Writing 5W1: Write an argument to support claims with clear reasons and relevant evidence. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple</p>	<p>RADD Paragraph</p> <p>Small group reading</p> <p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>	<p>needs?</p>	<p>short response</p> <p>Paragraph responses- long response</p> <p>End of unit test</p> <p>Think Central</p> <p>Leveled readers</p> <p>NYS-2 and 4 point Rubric</p> <p>Supplement Materials</p>	<p>Reread</p> <p>Listen to text</p> <p>Leveled text</p> <p>Sentence starters</p> <p>Accommodations per IEPs</p>
<p>Comprehension</p> <p>Author's purpose</p> <p>Dialogue</p> <p>Characterization</p> <p>summarize</p> <p>Grammar</p> <p>pronouns</p> <p>Vocabulary</p> <p>Greek and Latin</p> <p>suffixes</p> <p>Writing</p> <p>Informational</p> <p>Writing-answering question and using transition</p>		<p>End of unit test</p>				

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		<p>Sources. Speaking and Language 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others 5CL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral) 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points 5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume 5SL5: Include appropriate for audience. 5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes. 5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate. Language 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>				
<p>Unit 22 Domain: Life Science: Human-Animal Interaction Journey 20 Texts: The Black Stallion Horse Power</p>	<p>1 week</p>	<p>Reading 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In</p>	<p>Classroom questions Written responses RADDD Paragraph Small group</p>	<p>What can a person learn by building a relationship with an animal?</p>	<p>Journey Text RADDD questions- short response- Paragraph responses-</p>	<p>Small group reading Sentence starters Reread Listen to text</p>

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<p>Comprehension Story structure Characterization Theme questions Grammar Poor mechanics and writing titles Vocabulary Figurative language Writing Informational Writing-answering question- using transition</p>		<p>literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R9: Use established criteria to categorize texts and make informed judgements about quality: make connections to other texts, ideas, cultural perspectives, eras and personal experiences. Writing 5W1: Write an argument to support claims with clear reasons and relevant evidence. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. Speaking and Language SSL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others 5CL2: Summarize information presented in</p>	<p>reading End of unit test NYS-2 and 4 point Rubric</p>	<p>long response End of unit test Think Central Leveled readers NYS-2 and 4 point Rubric Supplement Materials</p>	<p>Leveled text Sentence starters Accommodations per IEPS</p>
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		<p>diverse formats (e.g., including visual, quantitative, and oral). 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points. 5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience. 5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes. 5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p>Language</p> <p>5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>				
<p>Unit 23 Domain: Earth Science: extreme Environment Journey 21 Texts: Tucker's travels Wild Weather Comprehension Sequence of Events Figurative Language Author's Word</p>	<p>1 week</p>	<p>Reading</p> <p>5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. 5R3: In literary texts, compare and contrast two or more characters, settings, and events; drawing on specific details in the text. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fit together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R4: Determine the meaning of</p>	<p>Classroom questions Written responses RADD Paragraph Small group reading End of unit test</p>	<p>What does it mean to have good instincts?</p>	<p>Journey Text RADD questions- short response Paragraph responses- long response End of unit test</p>	<p>Small group reading Sentence starters Reread Listen to text Levelled text Sentence starters</p>

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<p>choice Visualize</p> <p>Grammar Verbs be and have</p> <p>Vocabulary Shades of meaning</p> <p>Writing Informational Writing-answering question</p>		<p>words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Writing 5W1: Write an argument to support claims with clear reasons and relevant evidence. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p> <p>Speaking and Language</p>	<p>NYS-2 and 4 point Rubric</p>	<p>Think Central Leveled readers</p> <p>NYS-2 and 4 point Rubric</p> <p>Supplement Materials</p>	<p>Accommodations per IEPS</p>
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5th Grade ELA Curriculum Map

		<p>SSL1: Engage effectively in a range of collaborative discussions with diverse partners: express ideas clearly and persuasively, and build on those of others</p> <p>SSL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p> <p>SSL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p> <p>SSL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume</p> <p>SSL5: Include appropriate for audience.</p> <p>SSL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p>Language</p> <p>SL3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>SL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>SL6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>				
<p>Unit 24 Domain:Cultures-Traditions</p> <p>Journey 22</p> <p>Texts: The Birchbark House</p> <p>Four Seasons of Food</p>	<p>1 week</p>	<p>Reading</p> <p>SR1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p> <p>SR2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.</p> <p>SR3: In literary texts, compare and contrast two or more characters, settings, and events; drawing on specific details in the text.</p> <p>SR4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.</p> <p>SR5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to</p>	<p>Classroom questions</p> <p>Written responses</p> <p>RADD</p> <p>Paragraph</p> <p>Small group reading</p>	<p>How can traditions influence a person's thoughts and feelings?</p>	<p>Journey Text</p> <p>RADD questions-short response</p> <p>Paragraph responses-long response</p>	<p>Small group reading</p> <p>Sentence starters</p> <p>Reread</p> <p>Listen to text</p> <p>Leveled text</p>

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<p>Comprehension Theme Author's word choice Visual Elements infer/predict</p> <p>Grammar Perfect tense</p> <p>Vocabulary Reference material</p> <p>Writing Opinion writing</p>		<p>determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fit together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. 5R8: Explain how claims in a text are supported by relevant reasons and evidence. Identifying which reasons and evidence support which claims. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, arts and personal experiences.</p> <p>Writing 5W1: Write an argument to support claims with clear reasons and relevant evidence. 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p> <p>Speaking and Language 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. 5CL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). 5SL3: Identify and</p>	<p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>	<p>End of unit test</p> <p>Think Central</p> <p>Leveled readers</p> <p>NYS-2 and 4 point Rubric</p> <p>Supplement Materials</p>	<p>Sentence starters</p> <p>Accommodations per IEPs</p>
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5th Grade ELA Curriculum Map

		<p>evaluate the reasons and evidence a speaker provides to support particular points.5SL.4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.5SL.5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.5SL.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p>Language</p> <p>5L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.5L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.5L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.5L.6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>				
<p>Unit 25 Domain:American History-The West Journey 23 Texts: Vaqueros Rhyme on the Range Comprehension Text and graphic features Main idea and details Adages</p>	<p>1 week</p>	<p>Reading</p> <p>5R.1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.5R.2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.5R.3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. 5R.4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.5R.5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. 5R.6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R.4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and</p>	<p>Classroom questions Written responses RADD Paragraph Small group reading End of unit test NYS-2 and 4 point Rubric</p>	<p>What kinds of lessons were learned by people who lived in the west?</p>	<p>Journey Text RADD questions-short response Paragraph responses- long response End of unit test Think Central</p>	<p>Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters Accommodations per IEPs</p>

5th Grade ELA Curriculum Map

		<p>appropriate for audience. 5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes. 5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p>Language 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrasts, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>			
<p>Unit 26 Domain: American History-Pioneers Journey 24</p> <p>Texts: Varachael's Journal</p> <p>Westward to Freedom</p> <p>Comprehension Cause and effect Figurative language Point of view</p> <p>Grammar Making comparisons</p> <p>Vocabulary</p>	<p>1 week</p>	<p>Reading 5RI: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fit together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fit together to determine the overall structure of a story, drama, or poem. 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are</p>	<p>Classroom questions Written responses RADD Paragraph Small group reading End of unit test NYS-2 and 4 point Rubric</p>	<p>Why would a pioneer traveler record events in a journal?</p>	<p>Journey Text RADD questions- short response Paragraph responses- long response End of unit test Think Central Leveled readers NYS-2 and 4</p>
					<p>Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters Accommodations per IEPs</p>