

# 5th Grade ELA Curriculum Map

<p>Using context</p>	<p>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, cultural perspectives, eras and personal experiences.</p>		<p>point Rubric</p>	
<p>Writing essay</p>	<p>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 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).SSL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.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 appropriate for audience.SSL5: 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</p>		<p>Supplement Materials</p>	

# 5th Grade ELA Curriculum Map

	<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><b>Unit 27</b>  <b>Domain: American History-Explorers</b>  <b>Journey 25</b>  <b>Texts:</b>  <b>Louis and Clark</b>  <b>A Surprise Reunion</b></p> <p><b>Comprehension</b>  Main idea and Details  Primary Sources  Explain Historical Events  Monitor/ Clarify</p> <p><b>Grammar</b>  Contractions  <b>Vocabulary</b>  Analogies  <b>Writing</b>  Opinion writing</p>	<p><b>1 week</b></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</p>	<p><b>Classroom questions</b>  <b>Written responses</b>  <b>RADD</b>  <b>Paragraph</b>  <b>Small group reading</b>  <b>End of unit test</b>  <b>NYS-2 and 4 point Rubric</b></p>	<p>How did explorers help American become the country it is today?</p>	<p>Journey Text  <b>RADD</b>  <b>questions- short response</b>  <b>Paragraph responses- long response</b>  <b>End of unit test</b>  <b>Think Central</b>  <b>Leveled readers</b>  <b>NYS-2 and 4 point Rubric</b>  <b>Supplement Materials</b></p>	<p><b>Small group reading</b>  <b>Sentence starters</b>  <b>Reread</b>  <b>Listen to text</b>  <b>Leveled text</b>  <b>Sentence starters</b>  <b>Accommodations per IEPs</b></p>

# 5th Grade ELA Curriculum Map

		<p>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><b>Writing</b>  <b>5W1:</b> Write an argument to support claims with clear reasons and relevant evidence.  <b>5W2:</b> Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.  <b>5W3:</b> Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.  <b>5W7:</b> Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.  <b>5W6:</b> 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><b>Speaking and Language</b>  <b>5SL1:</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.  <b>5SL2:</b> Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).  <b>5SL3:</b> Identify and evaluate the reasons and evidence a speaker provides to support particular points.  <b>5SL4:</b> 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.  <b>5SL5:</b> Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.  <b>5SL6:</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p><b>Language</b>  <b>5L3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>5L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  <b>5L5:</b> Demonstrate understanding</p>				
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# 5th Grade ELA Curriculum Map

	<p>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>What can people learn by reading about how different animals adapt and survive?</p>		<p>Small group reading Sentence starters Reread Listen to text Leveled text Sentence starters Accommodations per IEPs</p>
<p><b>Unit 28</b> Domain: Life Science- Adaptations and Instincts <b>Journey 26</b> <b>Texts:</b> <b>Animals on the Move</b> <b>Skyywomen's Rescue</b> <b>The Whale</b> <b>Comprehension</b> Text and graphic features Visualize <b>Grammar</b> Possessive nouns <b>Vocabulary</b> Multiple meaning words <b>Writing</b> Informational writing</p>	<p><b>1 week</b> <b>Reading</b> 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, sections, 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. 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. <b>Writing</b> SW1: Write an argument to support claims</p>	<p><b>Classroom questions</b> <b>Written responses</b> <b>RADD</b> <b>Paragraph</b> <b>Small group reading</b> <b>End of unit test</b> <b>NYS-2 and 4 point Rubric</b></p>	<p><b>Journey Text</b> <b>RADD</b> questions- short response <b>Paragraph</b> responses- long response <b>End of unit test</b> <b>Think Central</b> <b>Leveled readers</b> <b>NYS-2 and 4 point Rubric</b> <b>Supplement Materials</b></p>	<p>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>	

# 5th Grade ELA Curriculum Map

		<p>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 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.            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,</p>				

# 5th Grade ELA Curriculum Map

		nevertheless, similarly, moreover, in addition).				
<b>Unit 29</b> <b>Domain:</b> Cultures-World travel  <b>Journey 27</b>  <b>Texts:</b> <b>Vaqueros</b> <b>Mysteries at cliff Palace</b>  <b>Cave of the Crystals</b>  <b>Places and Names:</b> <b>A Traveler's Guide</b>  <b>Comprehension</b> Theme Analyze/Evaluate  <b>Grammar</b> Abbreviations  <b>Vocabulary</b> suffixes  <b>Writing</b> Journal entry	1 week	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. 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.  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,	Classroom questions  Written responses RADD Paragraph  Small group reading  End of unit test  NYS-2 and 4 point Rubric	What lessons can we learn from other cultures?	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	Small group reading  Sentence starters  Reread  Listen to text  Leveled text  Sentence starters  Accommodations per IEPs

# 5th Grade ELA Curriculum Map

<p><b>Unit 30</b> <b>Domain: Earth Science-</b></p>	<p><b>1 week</b></p>	<p>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.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.</p> <p><b>Speaking and Language</b> 5SL.1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others</p> <p>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><b>Language</b> 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><b>Classroom questions</b></p>	<p><b>How does the study of fossils</b></p>	<p><b>Journey Text</b></p>	<p><b>Small group reading</b></p>
<p><b>Reading</b> 5R.1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical</p>						

# 5th Grade ELA Curriculum Map

<p>Archaeology</p> <p>Journey 28</p> <p><b>Texts:</b> Fossils: A Pee Into the Past</p> <p><b>Trapped in Tar!</b></p> <p><b>Journey of the Woolly Mammoth</b></p> <p><b>Comprehension</b> Fact and opinion Question</p> <p><b>Grammar</b> Commas in sentences</p> <p><b>Vocabulary</b> idioms</p> <p><b>Writing</b> Summary</p>		<p>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.ions.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.</p> <p><b>Writing</b> 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</p>	<p>Written responses RADD Paragraph</p> <p>Small group reading</p> <p>End of unit test</p> <p>NYS-2 and 4 point Rubric</p>	<p>relate to our everyday lives?</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>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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# 5th Grade ELA Curriculum Map

		<p>self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p> <p><b>Speaking and Language</b></p> <p><b>SL1:</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others</p> <p><b>SL2:</b> Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral)</p> <p><b>SL3:</b> Identify and evaluate the reasons and evidence a speaker provides to support particular points</p> <p><b>SL4:</b> 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><b>SL5:</b> Include appropriate for audience</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p><b>Language</b></p> <p><b>L3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p><b>L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies</p> <p><b>L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p><b>L6:</b> 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>Classroom questions</p> <p>Written responses</p> <p>RADD</p> <p>Paragraph</p>	<p>Why are people fascinated by nature?</p>	<p>Journey Text</p> <p>RADD</p> <p>questions-short response</p>	<p>Small group reading</p> <p>Sentence starters</p> <p>Reread</p>
<p><b>Unit 31</b></p> <p><b>Journey 29</b></p> <p><b>Domain: Life Science-</b></p> <p>Encounters with nature</p> <p><b>Texts:</b></p> <p>The case of the</p>	<p>1 week</p>	<p><b>Reading</b></p> <p><b>SR1:</b> Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences</p> <p><b>SR2:</b> Determine a theme or central idea and explain how it is supported by key details; summarize a text</p> <p><b>SR3:</b> In literary texts, compare and contrast two or more characters, settings, and events; drawing on specific details in the text</p> <p><b>SR4:</b> Determine the meaning of words, phrases,</p>				

# 5th Grade ELA Curriculum Map

<p><b>Missing Deer</b></p> <p><b>Fossil Fish Found!</b></p> <p><b>Encounter</b></p>		<p>figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R3: 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, and personal experiences.</p> <p><b>Writing</b></p> <p>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 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><b>Speaking and Language</b></p> <p>5L1: Engage effectively in a range of collaborative discussions with diverse</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>
<p><b>Comprehension</b></p> <p><b>Conclusion and Generalizations</b></p> <p><b>Infer/Predict</b></p> <p><b>Grammar</b></p> <p><b>More commas</b></p> <p><b>Vocabulary</b></p> <p><b>Greek and latin</b></p> <p><b>Roots</b></p> <p><b>Writing</b></p> <p><b>Informational Essay</b></p>		<p>figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. 5R3: 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, and personal experiences.</p> <p><b>Writing</b></p> <p>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 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><b>Speaking and Language</b></p> <p>5L1: Engage effectively in a range of collaborative discussions with diverse</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>

# 5th Grade ELA Curriculum Map

		<p>partners; express ideas clearly and persuasively, and build on those of others</p> <p>5:CL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).5:SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.5: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</p> <p>appropriate for audience.5:SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.5:SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p> <p>Language</p> <p>5:L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.5:L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.5:L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.5:L6: 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><b>Unit 32-</b>  <b>Domain:</b> Values-  <b>Curiosity</b>  <b>Journey 30</b>  <b>Texts:</b>  <b>Get Lost! The</b>  <b>Puzzle of Mazes</b>  <b>Journey to Cuzco</b>  <b>The Best Paths</b>  <b>Comprehension</b>  <b>Main idea and</b></p>	<p>1 week</p>	<p>Reading</p> <p>5:RI: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.5:RI2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.5:RI3: In literary texts, compare and contrast two or more characters, settings, and events; drawing on specific details in the text. 5:RI4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.5:RI5: 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. 5:RI6: In literary texts,</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>What traits help make a person good at solving problems?</p>	<p>Journey Text</p> <p>RADD questions-short response</p> <p>Paragraph responses- long response</p> <p>End of unit test</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>

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<p><b>Details</b> Summarize</p> <p><b>Grammar</b> Other punctuation</p> <p><b>Vocabulary</b> Word origins</p> <p><b>Writing</b> Informational Essay</p>	<p>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.ions. 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><b>Writing</b> 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><b>Speaking and Language</b> 5SL1: 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:</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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