

Prairie-Hills Elementary School District 144

January 2018

5th Grade ~ ELA Curriculum Map

Prairie-Hills Elementary School District 144
5th Grade ~ ELA Curriculum Map

Quarter 1

Common Core Standards:

5.RL.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. * (Introduce and Support)

SR: The student will: quote or refer to text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox Assessment: I-Ready Quiz, Teacher created formal

5.RL.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. *(Mastered)

SR: The student will: identify a theme of the text; provide a summary of the text

Resources: Reading Series, Reading A to Z, Read Works, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

5.RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. **(Mastered)

SR: The student will: compare and contrast two or more characters, setting, and events in a story or drama drawing on specific details in the text.

Resources: Reading Series, Reading A to Z, Read Works, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

*Mastered

** Introduce & Support

*** Additional Standards

Informational Skills

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *(Mastered)

SR: The student will: quote or refer to text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

5.RI.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. *(Mastered)

SR: The student will: construct a statement of two or more main ideas supported by key details in a text

- Provide a summary of the text

Resources: Reading Series, Reading A to Z, Read Works, I-Ready Toolbox, Social Science and Science Weekly

Assessment: I-Ready Quiz, Teacher created formal

5.RI.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. *(Mastered)

SR: The student will: categorize relationships or interactions between two or more individuals, events, and ideas or concepts in a historical, scientific or technical text

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

Foundational Skills

5.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. (teach continuously) a. 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. *(Mastered)

5.RF.4: Read with sufficient accuracy and fluency to support comprehension. (teach continuously) a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(Mastered)

Writing(Argumentative)

5.W.1: Write opinion pieces, on topics or texts, supporting a point of view with reasons and information. *(Mastered)

a. Provide logically ordered reasons that are supported by facts and details.

b.Link opinion and reasons, using words, phrases, and clauses (e.g., consequently, specifically).

c. Use a variety of transitional words, phrases and sensory details to convey experiences and events precisely.

5.W.5: With guidance and support from peers or adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.) *(Mastered)

Speaking and Listening

5.SL.1: *Engage effectively in a range of collaborative discussions (one-on one, in groups and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **** (Introduce and Support)***

5.SL.3: *Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **** (Introduce and Support)***

Language

5.L.1: *Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. c. Use verb tense to convey various times, sequences, states and conditions. d. Recognize and correct inappropriate shifts in verb tense. **** (Introduce and Support)***

5.L.2: *Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. a. Use punctuation to separate items in a series. e. Spell grade—appropriate words correctly, consulting references as needed. **** (Introduce and Support)***

5.L.4: *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. **** (Introduce and Support)***

Essential Vocabulary Quarter 1:

(COMMON CORE STANDARD OBJECTIVE VOCABULARY)

Support

Describe

Summarize

Predict

Cite

Compose

Evidence

Prairie-Hills Elementary School District 144
5th Grade ~ ELA Curriculum Map

Quarter 2

Literature Skills

5.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. *(Mastered)

SR: The student will: identify the differences between metaphors and similes in a text and determine the meaning in a text

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

5.RL.5: *Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.* *(Introduce and Support)

SR: The student will: explain the organizational structure of a particular story, drama, or poem in a series of chapters, scenes, or stanzas.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

***Mastered**

**** Introduce & Support**

***** Additional Standard**

5.RL.6: Describe how a narrator or speakers' point of view influences how events are described. *(Mastered)

SR: The student will: identify narrator/speakers point of view

- Analyze word choice to determine the point of view of a literary text including the way in which the narrator tells the story
- Explain the effect the narrator's or speaker's point of view on the elements of the text

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox, Social Science and Science Weekly,

Assessment: I-Ready Quiz, Teacher created formal

Informational Text

5.RI.4: *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.* **(Introduce and Support)

SR: The student will: Determine and clarify the meaning of unfamiliar academic and domain specific words and phrases, using sentence level context

- Use text features to determine and clarify meaning of words and phrases

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

5.RI.5: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. subject area. *(Mastered)

SR: The student will: Explain how a text is organized, noting points where the organization changes

- Compare and contrast the predominant organizational structures in two or more texts

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox, Social Science and Science Weekly

Assessment: I-Ready Quiz, Teacher created formal

5.RI.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. *(Mastered)

SR: The student will: Explain the relationship between how an event or topic is presented across multiple text and what can be inferred about the authors' point of view

- Compare and contrast two or more accounts of the same event or topic, using evidence from the text
- Draw conclusions about the effect or effectiveness of different types of accounts on the same topic

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

Writing(Explanatory)

5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus and group related information logically; including formatting, illustrations and multimedia when useful to aiding comprehension. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (e.g. Provide a concluding statement or section related to the information or explanation presented). *(Mastered)

5.W.9: Draw evidence from literary or informational texts to support analysis, reflection and research. b. Apply grade 5 Reading standards to informational texts (e.g. "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). *(Introduce and Support)

Speaking and Listening

5.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **(Introduce and Support)

5.SL.2: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(Introduce and Support)

5.SL.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **(Introduce and Support)

Language

5.L.1: *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect verb tense.* **** (Introduce and Support)**

5.L.2: *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Conventions of Standard English: Use punctuation to separate items in a series. e. Spell grade-appropriate words correctly, consulting references as needed.* **** (Introduce and Support)**

5.L.3: *Use knowledge of language and its conventions when writing, speaking, reading, or listening.* **** (Introduce and Support)**

5.L.4: *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase.* **** (Introduce and Support)**

5.L.5: *Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.* **** (Introduce and Support)**

Essential Vocabulary Quarter 2:

(COMMON CORE STANDARD OBJECTIVE VOCABULARY)

Formulate

Explain

Interpret

Refer

source

***Mastered**

**** Introduce & Support**

***** Additional Standards**

Prairie-Hills Elementary School District 144

5th Grade ~ ELA Curriculum Map

Quarter 3

Common Core Standards:

Reading Literature

5.RL.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). *(Mastered)

SR: The student will: analyze how visual elements and multimedia presentations contribute to the meaning, tone, or beauty of a text.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

5.RL.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **(Introduce and Support)

SR: The student will: compare and contrast stories in the same genre to determine common themes and topics.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

***Mastered**

**** Introduce & Support**

***** Additional Standard**

Informational Text

5.RI.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *(Mastered)

SR: The student will: draw on information from multiple print or digital sources to answer a question or solve a problem.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox,

Assessment: I-Ready Quiz, Teacher created formal

5.RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). *(Mastered)

SR: The student will:

- explain how an author uses reasons and evidence to support particular points in a text.
- Identify reasons and/or evidence that support the points.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox,

Assessment: I-Ready Quiz, Teacher created formal

5.RI.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledge. *(Mastered)

SR: The student will: integrate information from several texts on the same topic and communicate thoughts through discussion or written response.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox,

Assessment: I-Ready Quiz, Teacher created formal

Writing(Narrative)

5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. *(Mastered)

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and evidence. (Grade-specific expectation for writing types are defined in standards 1-3 above.) *(Mastered)

5.W.6: With guidance and support from adults, develop use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. **(Additional Standard)

Speaking and Listening

5.SL.1: *Engage effectively in a range of collaborative discussions (one-on-one, ingroups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.*

- c. *Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.* *(Mastered)

5.SL.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. *(Mastered)

5.SL.5: *Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas to themes.* **(Introduce and Support)

5.SL.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. *(Mastered)

*Mastered

** Introduce & Support

*** Additional Standard

Language

5.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use correlative conjunctions. **** (Introduce and Support)**

5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **** (Introduce and Support)**

b. Use a comma to separate items in a series.

d. Use underlining, quotation marks, or italics to indicate titles of works.

5.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. **** (Introduce and Support)**

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. **Recognize and explain the meaning of common idioms, adages, and proverbs.** ***(Mastered)**

c. **Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.**

Essential Vocabulary Quarter 3:

(COMMON CORE STANDARD OBJECTIVE VOCABULARY)

Analyze

Evaluate

Compose

Contrast

Demonstrate

Research

***Mastered**

**** Introduce & Support**

***** Additional Standard**

Prairie-Hills Elementary School District 144
5th Grade ~ ELA Curriculum Map

Quarter 4

Common Core Standards:

Reading Literature

5.RL.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. *(Mastered)

SR: The student will: explain the organizational structure of a particular story, drama, or poem in a series of chapters, scenes, or stanzas.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

5.RL.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. *(Mastered)

SR: The student will: compare and contrast stories in the same genre to determine common themes and topics.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

5.RL.10: Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. ***(Additional Standard)

SR: The student will: analyze and comprehend grade level text independently within various genres.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

***Mastered**

**** Introduce & Support**

***** Additional Standard**

Informational Text

5.RI.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. *(Mastered)

SR: The student will: categorize relationships or interactions between two or more individuals, events, and ideas or concepts in a historical, scientific or technical text

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

5.RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area. *(Mastered)

SR: The student will: Determine and clarify the meaning of unfamiliar academic and domain specific words and phrases, using sentence level context

- Use text features to determine and clarify meaning of words and phrases

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox

Assessment: I-Ready Quiz, Teacher created formal

5.RI.10: *Range of Reading and Complexity of Text: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.*

***** (Additional Standard)**

SR: The student will: independently analyze and comprehend a variety of informational grade level text.

Resources: Reading Series, Reading A to Z, Read Works, Social Science and Science Weekly, I-Ready Toolbox,

Assessment: I-Ready Quiz, Teacher created formal

Writing(Argumentative, Explanatory, Narrative

5.W.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. *(Mastered)

5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *(Mastered)

5.W.9: Draw evidence from literary or information texts to support analysis, reflection and research.

a. **Research to Build and Present Knowledge: Apply grade 5 Reading standards to literature. *(Mastered)**

5.W.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. **(Introduce and Support)

Speaking and Listening

5.SL.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. *(Mastered)

5.SL.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. *(Mastered)

5.SL.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. *(Mastered)

5.SL.5: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas and themes. *(Mastered)

Language

5.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. *(Mastered)

5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(Mastered)

c. **Conventions of Standard English: Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.**

5.L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening. (*Mastered)

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, or listening.
- b. Compare and contrast the varieties of English used in stories, dramas, or poems.

5.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (*Mastered)

- b. Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

5.L. 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. (*Mastered)

**Essential Vocabulary Quarter 4:
(COMMON CORE STANDARD OBJECTIVE VOCABULARY)**

Infer
Articulate
Elaborate
Contribute
Structure

