

ELA Curriculum Map

English Language Arts		Grade 5 Year-at-a-Glance					
	Unit	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 1 Sept.-Dec.	1	2 weeks	<p>In this introductory unit, students will look at theme in literature and poetry as they read books and poems that help build the classroom community and reflect the cultural diversity students bring to the classroom. After examining how characters respond to challenges in stories, students will write a personal narrative which depicts a time they overcame a challenge. Throughout fifth grade, students should be using technology to interact with each other (My Big Campus, wikis, etc...). Standard W.5.6 also calls for fifth graders to type a minimum of one page in a single sitting.</p> <p>Reading</p> <ul style="list-style-type: none"> Determine theme Explain how characters respond to challenges and how that leads to theme Read poems and examine how the speaker reflects on the topic Cite evidence from the text, quoting accurately from the text <p>Writing</p> <ul style="list-style-type: none"> Daily writing including responses to literature Personal narrative which depicts a time when they overcame a challenge and includes their response to the challenge <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily conversations with diverse partners and small groups Follow agreed upon rules for discussion and carry out assigned roles Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Verb tense Use the relationship between particular words to better understand each of the words (synonyms, antonyms, homographs) 	<p>RL.5.2 Determine theme of story, drama or poem from details in the text including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Special focus on:</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <ul style="list-style-type: none"> e. Provide a conclusion that follows from the narrated experiences or events 	<p>SL.5.1 Engage in a range of collaborative discussions with diverse partners.</p> <p>SL.5.1b Follow agreed upon rules for discussions and carry out assigned roles</p> <p>SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1d</p>	<p>L5.1b Form and use the perfect verb tenses.</p> <p>L5.1d Recognize and correct inappropriate shifts in verb tense.</p> <p>L5.5c Use the relationship between particular words to better understand each of the words (synonyms, antonyms, homographs)</p>

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		<p>Designated English Language Development</p> <p>Designated ELD is a protected time during the regular school day where teachers use the CA ELD Standards in ways that build into and from content instruction in order to develop critical English Language skills, knowledge, and abilities needed for content learning in English. During this protected time, ELs are grouped by proficiency level and are actively engaged in collaborative discussions where they build awareness about language and develop skills and abilities to use language. Designated ELD supports related to the unit foci are available from the Office of Language Acquisition. –Adapted from Ca Dept. of Educ. ELA/ELD Framework, 2014 draft</p>					
		<p>Unit 1 Resources</p>					
2	4 weeks	<p>This unit focuses on determining main ideas in informational text (specifically the social studies textbook), and explaining how main ideas are supported by key details. Students will read, make notes about key details, determine the main idea of sections of text, and summarize. It is suggested that partners choose New England, Middle, or Southern Colonies and summarize information around 4-5 topic areas (people, religion, economics...) For each topic area: read section, make notes, summarize.</p> <p>Reading</p> <ul style="list-style-type: none"> • Use features, structure, and running text to determine main ideas • Annotate text in order to show how main idea is supported by key details • Make notes on key details; synthesize details to come up with main idea; use these notes to summarize • Quote accurately when referring to evidence in text <p>Writing</p> <ul style="list-style-type: none"> • Daily writing including note making, paraphrasing • Use notes to summarize information on each topic area into a paragraph • Use precise academic language appropriate to topic <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Daily opportunities for collaboration and discussion around texts and tasks • Come to discussions prepared, having read material ahead of time <p>Language</p> <ul style="list-style-type: none"> • Daily practice analyzing complex sentences pulled from text read in class • Explain functions of conjunctions, prepositions, and interjections • Use context clues to figure out meanings of words 	<p>RI.5.2 Determine two or more main ideas and explain how they are supported by key details; summarize the text.</p> <p>Supporting: RI.5.4 RI.5.5 RI.5.1</p>	<p>W.5.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p> <p>W.5.8 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 source.</p>	<p>SL.5.1 Engage in a range of collaborative discussions with diverse partners. SL.5.1a Come to discussions prepared, having read material</p>	<p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1e Use correlative conjunctions. L.5.4a Use context as a clue to the meaning of a word or phrase. L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p>	

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		<ul style="list-style-type: none"> Use underlining, quotation marks, or italics when referencing titles of works <p>Designated English Language Development for English Learners</p>				
Unit 2 Resources						
3	6 weeks	<p>In this unit, students use multiple sources to write and speak about a subject knowledgeably. Students will use the research process to create an informational paper and a short report in the form of a newscast.</p> <p>Reading</p> <ul style="list-style-type: none"> Use the research process (choose a topic, develop guiding questions, find reliable sources, make notes, write) Integrate information from multiple sources Make notes around key ideas; synthesize ideas to answer research questions <p>Writing</p> <ul style="list-style-type: none"> Write an informational report on the topic: introduce topic, group information logically, develop ideas, use features, link ideas, provide a conclusion Use precise language and domain specific vocabulary Revise based on feedback from adults and peers (for this unit and subsequent ones) <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily opportunities to participate in collaborative conversations Summarize text orally using domain specific vocabulary Orally report on a topic, using formal English when appropriate to task and situation <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Daily practice expanding, combining, and reducing sentences for meaning reader interest, and style Use common grade appropriate Greek and Latin affixes and roots as clues to meaning of word 	<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details.</p> <p>Supporting: RI.5.7 RI.5.3 RI.5.1</p>	<p>W.5.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce topic clearly.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses.</p> <p>d. Use precise language and</p>	<p>SL.5.2 Summarize a written text</p> <p>SL.5.4 Report on a topic or text</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.4b Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of the word.</p> <p>L.5.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all</p>

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			<ul style="list-style-type: none"> Use reference materials (print and digital) find word meanings or alternate word choices <p>Designated English Language Development for English Learners</p>		<p>domain specific vocabulary</p> <p>e. Provide a concluding statement or section</p> <p>W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		content areas
Unit 3 Resources							
Trimester 2 (Jan.-Mar)	4	6 weeks	<p>In this unit students take an in-depth look at literature by comparing and contrasting two or more characters, settings, or events in stories and dramas. They will also analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. Students will produce a response to literature in which they analyze a character from one of the works studied. Students will present these claims/evidence orally and class members will listen and summarize points made by each speaker, analyzing how each claim is supported by evidence.</p> <p>Reading</p> <ul style="list-style-type: none"> Compare and contrast two or more characters, settings, or events, citing evidence from the text to support the comparison; quote accurately Compare stories in the same genre on their approaches to similar themes and topics Analyze the language an author uses, including how visual and multimedia elements contribute to meaning, tone, or beauty of a text Interpret figurative language in context; explain the meaning of idioms, adages, proverbs <p>Writing</p> <ul style="list-style-type: none"> Daily opportunities to write including journal responses, character analysis, annotation and note making Argument/opinion writing (character analysis) in which they: state a claim about the 	<p>RL5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>RL5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>Supporting: RL.5.2</p>	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered</p>	<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>L5.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L5.1d Recognize and correct inappropriate shifts in verb tense.</p> <p>L5.2c Use a comma to set off the words yes and no, to set off a tag question from the rest of a sentence, and to indicate direct address.</p> <p>L5.3b Compare and contrast the</p>

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		<p>character, provide evidence to support the claim, use linking words to transition ideas, provide a conclusion</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily opportunities for collaborative conversations, building on the ideas of others Summarize the claim a speaker is making and explain how the speaker backed up the claim with evidence Summarize a written text read aloud Summarize information presented in diverse media and formats <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Continue work with verb tense Use commas in complex sentences and to indicate direct address Compare the varieties of English used in stories, dramas, or poems <p>Designated English Language Development for English Learners</p>	<p>RL.5.4 RL.5.5 RL.5.7</p>	<p>reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented</p>		<p>varieties of English used in stories, dramas, or poems.</p> <p>L5.5a Interpret figurative language in context.</p> <p>L5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
Unit 4 Resources						
5	6 weeks	<p>In this unit, students will continue to build their understanding of non-fiction text, specifically understanding the point of view in argument. Students will identify and compare/contrast different points of view across multiple texts to form and support their own opinion. They will write an opinion piece with the purpose of influencing others.</p> <p>Reading</p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic Determine the meaning of unknown words and phrases Determine the point of view presented in informational text Analyze author's use of evidence and reasons Compare and contrast points of view across multiple text; form and support their own opinion 	<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Supporting: RI.5.4 RI.5.8</p>	<p>W5.1 Write opinion pieces on topics or texts supporting a point of view with reasons and information. (See unit 4 for further information on opinion writing)</p> <p>W.5.8 Summarize or paraphrase</p>	<p>SL.5.3 (anchor standard)- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.5.1d Review the key ideas expressed and draw conclusions</p>	<p>L5.2a Use punctuation to separate items in a series.</p> <p>L5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L5.4b Use common grade appropriate Greek and Latin</p>

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			<p>Writing</p> <ul style="list-style-type: none"> Daily opportunities to write including answering questions, determining point of view, paraphrasing claims and evidence Write opinion pieces, supporting opinion with reasons and evidence Use academic language in writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric Daily opportunities to talk about issues presented in text Come to discussions prepared, having read material ahead of time; explicitly draw on that preparation to explore ideas under discussion <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Continue work with commas in complex sentences Demonstrate command of English grammar when speaking and writing Choose words precisely Determine the meaning of unknown words using various strategies <p>Designated English Language Development for English Learners</p>		information in notes	in light of information and knowledge gained from the discussions.	affixes and roots as clues to the meaning of a word. L5.5c Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.
	Unit 5 Resources						
Trimester 3 (Mar-June)	6	6 weeks	<p>In this unit, students will read historical fiction to examine how a narrator's or speaker's point of view influences how events are described. They will also read informational text to support the historical aspects of the fictional text as they come to understand the genre of historical fiction. Students will write a historical fiction narrative.</p> <p>Reading</p> <ul style="list-style-type: none"> Read historical fiction, paired with informational text to support the historical aspects of the story Examine how point of view influences how events are described in the story Examine how characters in stories respond to challenges and how that helps determine theme Cite evidence from the text orally and in writing <p>Writing</p>	<p>RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL5.2 Determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to</p>	<p>W5.3 Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details and clear event sequences.</p> <p>a. Orient the reader by establishing a</p>	<p>SL.5.1 Engage effectively in a range of collaborative discussions</p> <p>SL.5.1a Come to discussions prepared; explicitly draw on that preparation to explore ideas under discussion.</p> <p>SL.5.1c Pose and respond to specific</p>	<p>L5.1b Form and use the perfect verb tenses.</p> <p>L5.3b Compare and contrast the varieties of English used in stories, dramas or poems.</p> <p>5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

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		<ul style="list-style-type: none"> • Daily opportunities to write in response to text • Write historical fiction narratives: establish a situation (based on a historical event or time period); organize a sequence of events; include dialogue, description, and pacing; use a variety of transitional words, phrases, and clauses; write a conclusion; use language appropriate to the historical time period. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Daily opportunities for discussion, making comments that contribute to the discussion and elaborate on the remarks of others • Come to discussions prepared, having read the required material; explicitly draw on that preparation to explore ideas under discussion <p>Language</p> <ul style="list-style-type: none"> • Daily practice analyzing complex sentences pulled from text read in class • Form and use the perfect verb tenses • Analyze the language used in historical fiction <p>Designated English Language Development for English Learners</p>	<p>challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Supporting: RL.5.1 RL.5.4</p>	<p>situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events</p>	<p>questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	
<p>Unit 6 Resources http://safari.sandi.net/?p=eff71db5-c1c4-11e3-85a3-842b2b64e69e (includes overview, tasks, texts) HM Basal historical fiction stories: Katie’s Trunk; Elena Social Studies Text Book: Phoebe the Spy (p.362)</p>						

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7	5 weeks	<p>In this final unit, students will write an argument paper supported by research. They will study arguments and look for evidence authors use to support claims being made. They will then research a topic using and citing multiple sources, analyzing the points of view presented in the research. They will use their research to write their own argument/opinion piece on the topic. They will organize their information into an oral technology-enhanced presentation.</p> <p>Reading</p> <ul style="list-style-type: none"> • Read arguments and determine claims being made and evidence used to support those claims • Research a topic using multiple reliable sources, analyzing the points of view presented in the research • Annotate, paraphrase, summarize, take notes • Quote accurately from the text; provide a list of sources <p>Writing</p> <ul style="list-style-type: none"> • Write opinion pieces based on research, stating a claim, backing it up with evidence • Use academic language appropriate to audience and purpose • Use formal English and proper conventions <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Daily opportunities to interact with peers around topics being researched • Report orally, using technology to enhance presentation; speak clearly and at an understandable pace • Use formal English when presenting on topic <p>Language</p> <ul style="list-style-type: none"> • Daily practice analyzing complex sentences pulled from text read in class • Expand, combine, and reduce sentences as needed • Consult reference materials as needed • Determine meaning of unknown words using various strategies <p>Designated English Language Development for English Learners</p>	<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.</p> <p>Supporting: RI.5.7 RI.5.1 RI.5.2 RI.5.9</p>	<p>W5.1 Write opinion pieces on topics or texts supporting a point of view with reasons and information. (See unit 4 for further information on opinion writing)</p> <p>W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>SL.5.4 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.</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation</p>	<p>L5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.</p>
Unit 7 Resources						



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