

Somers Point School District



Curriculum

Language Arts Literacy - Reading

Grade Five

August 2016

Board Approved: September 2016

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Acknowledgments

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Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Somers Point's balanced literacy program provides students with literacy instruction in phonemic awareness, phonics, comprehension, fluency, and vocabulary. Beginning in pre-school, students gain skills that are the foundation for later reading and writing. Using the Diagnostic Reading Assessment (DRA2) data, the needs of individual students are met at their reading level in guided reading, strategy groups, and through conferring with students. Teachers in the upper grades provide students the opportunity to use their literacy skills through project-based learning activities that enable students to work collaboratively on real world issues using technology. The district uses Writer's Workshop, an interdisciplinary writing program, to build students fluency in writing through continuous repeated exposure to the process of writing.

Educational Goals & Beliefs

Students are unique and reflect a wide range of diversity.

- Therefore, a variety of instructional strategies and resources will be used to reflect and respect a wide range of diversity.

All students will become empowered by developing their literacy abilities to their fullest potential.

- Therefore, the skills of literacy will be taught in meaningful ways, using research-based instructional strategies that aligned to the learning needs of the individual student.

Students learn best through a variety of language experiences that actively engage them in the acquisition of both basic and higher level thinking skills.

- Therefore, curriculum needs to be presented in an integrated format, which utilizes a balanced literacy approach.

Learning is best enhanced when assessment informs and drives instruction.

- Therefore, assessment will be systematic and closely linked to instruction in order to facilitate sound instructional decisions for each student.

Becoming literate is dependent upon strong links among home, school, and the community.

- Therefore, the various roles of home, school, and community will be highlighted through effective communication and reinforcement of partnerships.

New Jersey State Department of Education New Jersey Student Learning Standards

A note about English Language Arts New Jersey Student Learning Standards:

Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

For more information: <http://www.state.nj.us/education/cccs/>

5th Grade Reading and Writing Curriculum: Big Ideas

| | | | |
|---|---|---|---|
| <p style="text-align: center;">Reading- Marking Period 1 End November 9th</p> <p>Unit 1: Launching Workshop and short stories: picking a book, group work, basic comprehension skills, interactive notebooks, binders, genre recognition, Greek and Latin Roots.</p> <p>Unit 2-Narrative: Realistic Fiction: “Freak the Mighty”- reinforce above. or short stories.</p> | <p style="text-align: center;">Writing- Marking Period 1 End November 9th</p> <p>Unit 1: Launching Workshop and short stories; habits, seed sized ideas, writer’s notebook, planning, drafting.</p> <p>Unit 2: Narrative: personal narrative; short stories; narrative elements; writing process- plan, draft, revise, edit, celebrate.</p> | <p style="text-align: center;">Reading- Marking Period 2 End January 26</p> <p>Unit 1: Informational Text Narrative Nonfiction: Scope. Greek and Latin Roots</p> <p>Unit 2: Narrative Non Fiction Analyzing Fact and Opinion Nonfiction</p> | <p style="text-align: center;">Writing- Marking Period 2 End January 26</p> <p>Unit 1: Essay Based on cross curricular research on as topic.</p> <p>Unit 2: Literary Analysis Writing to Explain-essay writing Literary Analysis Response to literature</p> |
| <p style="text-align: center;">Reading- Marking Period 3 End April 3</p> <p>Unit 1-Analyzing Fact and Opinion Unit 2- Historical Fiction: “Number the Stars” novel; Research Skills and Strategies (Cross Curricular: Social Studies)</p> | <p style="text-align: center;">Writing- Marking Period 3 End April 3</p> <p>Unit 1- Opinion Essay Unit 2-Research and reporting information (Cross Curricular- Social Studies)</p> | <p style="text-align: center;">Reading- Marking Period 4 End June 14</p> <p>Unit 1- Poetry</p> <p>Unit 2- Literary Analysis</p> | <p style="text-align: center;">Writing- Marking Period 4 End June 14</p> <p>Unit 1-Poems</p> <p>Unit 2-Response to literature</p> |

ELA Curriculum Map
Grade 5

Big Idea: Realistic Fiction (Short Stories)

Reading: 1st Marking Period

| Enduring Understandings | Essential Questions | Skills/ 21st Century Skills | CCC Standards | Assessments |
|---|---|---|--|---|
| <p>Readers analyze story elements (characters, setting, conflict, plot events, resolution, theme, point of view) and how these elements impact a story.</p> <p>Readers understand realistic fiction reflects events that could happen in real life and make connections.</p> <p>Readers use a variety of strategies for comprehension.</p> <p>Readers cite evidence from a text to prove a statement.</p> <p>Readers understand figurative language helps to uncover deeper meaning in a piece of text.</p> <p>Readers use context clues to determine word meaning.</p> <p>Vocabulary: realistic fiction, figurative language, story elements, main idea and details, author’s purpose, point of view.</p> | <p>How would a change in a story element impact the outcome of a story?</p> <p>Why do we read realistic fiction?</p> <p>How do I determine which reading strategy is best while reading?</p> <p>How do I choose text evidence?</p> <p>How do authors use figurative language to enhance a story?</p> <p>How do I acquire new word meanings?</p> <p>SE, ELL, BSI, GT</p> <p>Suggested Modifications: lower lexile leveled readers audio versions of stories acronyms scaffolding assignments graphic organizer</p> | <p>Analyze story elements (characters, setting, conflict, plot events, resolution, theme, point of view, author’s purpose.</p> <p>Determine a theme.</p> <p>Determine meanings of words and phrases</p> <p>Explain the structure of a story.</p> <p>Describe narrator’s point of view and how it impacts a story.</p> <p>Read and comprehend at grade 5 complexity</p> <p>Decode grade level words.</p> <p>Analyze Point of view terms</p> <p>Quote accurately from a text.</p> <p><i>Collaborate with others to think critically and analyze text.</i></p> <p><i>Reflect critically on learning experiences.</i></p> | <p>RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</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 challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL5.5 Explain how a series of chapters, scenes, or stanzas, fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL 5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RF 5.3 A Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> | <p>Required Benchmark Assessments: reading inventories teacher created assessments written responses to literature teacher observations rubrics</p> <p>Suggested Resources: SCOPE Magazine “Freak the Mighty” Short stories such as: “Rope Burn” (L/N) “Line Drive” (L/N) “Popsicle Stick Bridge” (L)</p> <p>See CCCS Appendix B: “The Little Prince” “Zlateh the Goat”</p> |

ELA Curriculum Map
Grade 5

Big Idea: Personal Narrative

Writing: 1st Marking Period

| Enduring Understandings | Essential Questions | Skills/ 21st Century Skills | Standards | Assessments |
|---|--|--|---|--|
| <p>Writers write to entertain. Writers brainstorm ideas before choosing a topic. Personal experiences can be a great source of material for writing. Writers use a variety of structures when writing. Writers use vivid language, a variety of sentence structure and word choices, and literary devices to express their ideas and enhance their writing craft. Writers use conventions to express thoughts clearly and coherently.</p> <p>Vocabulary: plan, draft, revise, edit, conference, narrative, sequencing, purpose, audience, figurative language, rubrics, conventions, collaborate, personal narrative, memoir, imagery, dialogue, sensory details, climax, literary devices</p> | <p>How do we capture our ideas and learning? Why do we write? How does brainstorming ideas help my writing? How do writers share their personal experiences? How do my personal experiences impact my creativity when writing? Why do I use a specific structure when writing a personal narrative? How can I include narrative techniques to bring my writing to life? Why are conventions important when writing?</p> <p>Suggested Modifications: writing conferences graphic organizer modeling model texts scribe, speak to text talk before you write provide word bank for spelling</p> | <p>Brainstorm potential topics and narrow focus for a personal narrative.</p> <p>Organize narrative writing into paragraphs, and use effective transitions based on changes in action, time, and place.</p> <p>Follow a plot structure with clear conflict, rising action, climax, falling action, and resolution.</p> <p>Elaborate main events and ideas by adding thoughts and feelings, dialogue, and figurative language.</p> <p>Use vivid verbs and sensory details.</p> <p><i>Collaborate with others to think critically and analyze text. Reflect critically on learning experiences. Creatively generate ideas for writing.</i></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>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>SL.5.4 Report on topic or text sequencing ideas logically using relevant details to support main ideas or theme; speaking clearly.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Required Benchmark Assessments: teacher created assessments written responses to literature teacher observations rubrics</p> <p>Suggested Resources: SCOPE Magazine Write Source Use narratives for mentor texts. See CCCS Appendix B Common Core Progress Google Classroom Video Clips</p> |

ELA Curriculum Map
Grade 5

Big Idea: Informational Text; Non-Fiction Narratives

Reading: 2nd Marking Period

| Enduring Understandings | Essential Questions | Skills/ 21st Century Skills | CCC Standards | Assessments |
|--|--|---|--|---|
| <p>Readers analyze story elements (characters, setting, conflict, plot events, resolution, theme, point of view) and how these elements impact a story.</p> <p>Readers understand realistic fiction reflects events that could happen in real life and make connections.</p> <p>Readers use a variety of strategies for comprehension.</p> <p>Readers cite evidence from a text to prove a statement.</p> <p>Readers understand figurative language helps to uncover deeper meaning in a piece of text.</p> <p>Readers use context clues to determine word meaning.</p> <p>Vocabulary: Non-fiction, informational, figurative language, story elements, main idea and details, author’s purpose, point of view, summarize</p> | <p>How would a change in a story element impact the outcome of a story?</p> <p>Why do we read informational text and non-fiction narratives?</p> <p>How do I determine which reading strategy is best while reading?</p> <p>How do I choose text evidence?</p> <p>How do I interpret figurative language to deepen my understanding of a text?</p> <p>How do authors use figurative language to enhance a story?</p> <p>How do I acquire new word meanings?</p> <p>SE, ELL, BSI, GT Suggested Modifications: lower lexile leveled readers audio versions of stories acronyms scaffolding assignments</p> | <p>Analyze story elements (characters, setting, conflict, plot events, resolution, theme, point of view, author’s purpose.</p> <p>Determine a theme.</p> <p>Determine meanings of words and phrases</p> <p>Explain the structure of non-fiction text.</p> <p>Describe .</p> <p>Read and comprehend at grade 5 complexity</p> <p>Decode grade level words.</p> <p>Analyze Point of view terms</p> <p>Quote accurately from a text.</p> <p><i>Collaborate with others to think critically and analyze text.</i></p> <p><i>Reflect critically on learning experiences.</i></p> | <p>RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL5.2 Determine a theme of a story, 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.</p> <p>RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL5.5 Explain how a series of chapters, scenes, or stanzas, fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI 5.5 Compare and contrast the overall structure of events, ideas and concepts, or information in two or more texts.</p> <p>RI 5.10 Read and comprehend informational texts.</p> <p>SL5.1 Engage effectively in range of collaborative discussions with diverse partners on grade 5 topics and texts building on others’ ideas and expressing their own clearly.</p> | <p>Required Benchmark Assessments: reading inventories teacher created assessments written responses to literature teacher observations rubrics</p> <p>Suggested Resources: SCOPE Magazine Short stories such as: “Rope Burn” (L/N) “Line Drive” (L/N) “Popsicle Stick Bridge” (L)</p> <p>See CCCS Appendix B: “The Little Prince” “Zlateh the Goat”</p> |

ELA Curriculum Map
Grade 5

Big Idea: Essay and Literary Analysis

Writing: 2nd Marking Period

| Enduring Understandings | Essential Questions | Skills/ 21st Century Skills | Standards | Assessments |
|--|--|--|--|--|
| <p>Writers write to inform, instruct, persuade, and entertain. Writers brainstorm ideas before choosing a topic. Personal experiences can be a great source of material for writing. Writers use a variety of structures when writing. Writers use vivid language, a variety of sentence structure and word choices, and literary devices to express their ideas and enhance their writing craft. Writers use conventions to express thoughts clearly and coherently.</p> <p>Vocabulary: plan, draft, revise, edit, conference, narrative, informational, sequencing, purpose, audience, figurative language, rubrics, conventions, collaborate, personal narrative, memoir, imagery, dialogue, sensory details, climax, literary devices</p> | <p>Why do we write? How does brainstorming ideas help my writing? How do writers share their personal experiences? How do my personal experiences impact my creativity when writing? Why do I use a specific structure when writing a personal narrative? How can I include narrative techniques to bring my writing to life? Why are conventions important when writing?</p> <p>Suggested Modifications: writing conferences graphic organizer modeling model texts scribe, speak to text talk before you write provide word bank for spelling</p> | <p>Brainstorm potential topics and narrow focus for a personal narrative and essay.</p> <p>Organize writing into paragraphs, and use effective transitions.</p> <p>Follow a plot structure with clear conflict, rising action, climax, falling action, and resolution.</p> <p>Follow structures of essay including thesis statement and supporting evidence.</p> <p>Elaborate main events and ideas by adding thoughts and feelings, dialogue, and figurative language.</p> <p>Use vivid verbs and sensory details.</p> <p><i>Collaborate with others to think critically and analyze text. Reflect critically on learning experiences. Creatively generate ideas for writing.</i></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>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Required Benchmark Assessments: teacher created assessments written responses to literature teacher observations rubrics</p> <p>Suggested Resources: SCOPE Magazine Write Source Use narratives for mentor texts. See CCCS Appendix B Common Core Progress Google Classroom Video Clips</p> |

ELA Curriculum Map
Grade 5

Big Idea: Analyzing Fact and Opinion; Historical Fiction

Reading: 3rd Marking Period

| Enduring Understandings | Essential Questions | Skills/ 21st Century Skills | CCC Standards | Assessments |
|--|---|---|--|---|
| <p>Some common purposes of nonfiction texts are to explain, inform, teach how to do something, express an opinion and persuade the reader to do or believe something.</p> <p>Reading nonfiction texts requires specific skills and strategies that differ from reading fiction texts.</p> <p>Nonfiction text has features that aid in its understanding such as title, headings, graphics, key words, captions, table of contents, index, and glossary and etc.</p> <p>Using comprehension strategies such as main idea and supporting details, sequencing, drawing conclusions and paraphrasing help students better understand what is being read.</p> <p>A fact is something that can be proven and is supported by evidence, whereas an opinion is someone's belief about an issue or a topic.</p> <p>Vocabulary: nonfiction, analyze, title, heading, graphics, table of</p> | <p>How should I use nonfiction text features such as title, headings, graphics, keywords, captions, table of contents, index and glossary to understand nonfiction text?</p> <p>How can comprehension strategies such as main idea and supporting details, sequencing, drawing conclusions, determining importance, and paraphrasing to deepen my understanding of nonfiction text?</p> <p>How can I determine if the information I read is fact or opinion?</p> <p>Why should I determine an author's purpose for writing nonfiction texts?</p> <p>Suggested Modifications: use lower leveled texts, heterogenous groups, modified requirements, scaffolded structure</p> | <p>Read nonfiction and fact and opinion based texts on an appropriate reading level. Read critically to interpret, analyze and evaluate an opinion piece.</p> <p>Quote accurately from a text when explaining information.</p> <p>Identify and use nonfiction text features.</p> <p>Identify and explain the author's purpose and intended audience.</p> <p>Summarize the main idea and supporting details to paraphrase an opinion piece.</p> <p>Draw conclusions, sequence events, and determine importance in nonfiction texts.</p> <p>Compare and contrast two or more ideas, concepts, or overall structures of nonfiction selections.</p> <p>Highlight relevant information while reading nonfiction texts.</p> <p>Determine author's purpose in writing nonfiction texts.</p> <p><i>Collaborate with others to think critically and analyze text.</i></p> <p><i>Reflect critically on learning experiences.</i> Analyze story elements (characters, setting,</p> | <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 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.</p> <p>RI.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts,</p> | <p>Required Benchmark Assessments: reading inventories teacher created assessments written responses to literature teacher observations rubrics</p> <p>Suggested Resources: “Number the Stars” novel Short stories such as: “Rope Burn” (L/N) “Line Drive” (L/N) “Popsicle Stick Bridge” (L)</p> <p>See CCCS Appendix B: “The Little Prince” “Zlateh the Goat”</p> <p>Required Benchmark Assessments: Teacher created assessments Teacher observations Independently read a nonfiction selection(s) and identify text features and skills. Recall and interpret information from nonfiction</p> |

| | | | | |
|---|--|--|--|---|
| <p>contents, index, glossary, sequence, drawing conclusions, fact, opinion, concept, inference, point of view, first and third person point of view</p> <p>Vocabulary: realistic fiction, figurative language, story elements, main idea and details, author's purpose, point of view, summarize</p> | | <p>conflict, plot events, resolution, theme, point of view, author's purpose. Determine a theme. Determine meanings of words and phrases Explain the structure of a story. Describe narrator's point of view and how it impacts a story. Read and comprehend at grade 5 complexity Decode grade level words. Analyze Point of view terms Quote accurately from a text.</p> <p><i>Collaborate with others to think critically and analyze text.</i></p> <p><i>Reflect critically on learning experiences.</i></p> | <p>or information in two or more texts.</p> <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>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 point(s). RL5.5 Explain how a series of chapters, scenes, or stanzas, fits together to provide the overall structure of a particular story, drama, or poem. RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described. SL5.1 Engage effectively in range of collaborative discussions with diverse partners on grade 5 topics and texts building on others' ideas and expressing their own clearly.</p> | <p>texts Open ended responses Review of fact and opinion</p> <p>Suggested Resources: Readers Digest National Geographic Time for Kids Discovery Newspapers Magazine articles</p> |
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ELA Curriculum Map
Grade 5

Big Idea: Opinion Writing

Writing: 3rd Marking Period

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|-------------------------|---------------------|----------------------------|-----------|-------------|
| Enduring Understandings | Essential Questions | Skills/21st Century Skills | Standards | Assessments |
|-------------------------|---------------------|----------------------------|-----------|-------------|

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|--|---|--|---|---|
| <p>When writing an opinion, writers support a point of view with reasons and information.</p> <p>Writers introduce the topic clearly.</p> <p>The thesis statement is a major component of the essay. It asserts the author's point and suggests evidence to support it.</p> <p>Writers organize their ideas logically.</p> <p>Writers use transitions to link their opinion and reasons.</p> <p>The concluding paragraph should leave a strong impression in the reader's mind.</p> <p>Vocabulary: Expository, article, factual, supporting details, thesis statement, introduction, body and concluding paragraphs, thought provoking, point of view</p> | <p>How can writers effectively support their opinions?</p> <p>In what ways does an introduction strengthen writing?</p> <p>What is the role of the thesis statement in opinion writing?</p> <p>How can a writer logically organize ideas?</p> <p>How can writers effectively link their opinions to their reasons?</p> <p>How can a writer effectively conclude opinion writing?</p> <p>SE, ELL, BSI, GT Mods: leveled resource. scaffolding assignments, highlight while reading, writing conferences, graphic organizer, modeling, talk before you write, scribe (speak to text)</p> | <p>Develop an opinion on a topic</p> <p>Write a thesis statement that conveys an opinion</p> <p>Gather facts and details to support an opinion</p> <p>Gather facts and details to support opinion</p> <p>Organize ideas logically</p> <p>Link ideas and opinion using transitions, phrases, and clauses</p> <p>Write a concluding statement/paragraph that emphasizes the thesis statement</p> <p><i>Collaborate with others to think critically on learning experiences.</i></p> <p><i>Creativity generate ideas for writing.</i></p> | <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 Develop and strengthen writing as needed utilizing the entire writing process.</p> <p>W.5.6 Utilize technology to produce and publish writing.</p> <p>W.5.9 Draw evidence from literary and information texts to support analysis, reflection, and research.</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences..</p> | <p>Required Benchmark Assessments:</p> <p>Teacher created assessments</p> <p>Teacher observations</p> <p>Independently read a nonfiction selection(s) and identify text features and skills.</p> <p>Recall and interpret information from nonfiction texts</p> <p>Open ended responses</p> <p>Review of fact and opinion</p> <p>Suggested Resources:</p> <p>Readers Digest</p> <p>National Geographic</p> <p>Time for Kids</p> <p>Discovery</p> <p>Newspapers</p> <p>Magazine articles</p> <p>Dictionary</p> <p>Thesaurus</p> <p>Anchor charts</p> <p>Google Classroom</p> <p>Video clips</p> <p>Multimedia resources</p> |
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Curriculum Map
Grade 5

Big Idea: Poetry

Reading: 4th Marking Period

| Enduring Understandings | Essential Questions | Skills/ 21st Century Skills | CCC Standards | Assessments |
|--|---|---|--|--|
| <p>Students will understand poetry expresses and evokes emotions by utilizing sensory images, movement and sound.</p> <p>Unlike prose, poetry is written with a specific structure; every aspect of a poem has a purpose.</p> <p>Different types of poetry have different structures.</p> <p>Poetry allows the reader to interpret the author's message. Poetry as it relates to others' ideas and experiences. Poetry is enjoyable, varied and cultural.</p> <p>Vocabulary: Acrostic, Haiku, Cinquain, Tercet, Quatrain, couplet, ballad, epic, Diamante, Bio poem, Narrative figurative language, meter, rhyme, repetition, fluctuation, lyric, couplet, stanza, verse</p> | <p>What is poetry? How do poems teach a lesson? What's the difference between poetry and prose? What makes a poem great? Why is poetry a popular genre to read? What big idea does the author try to get across to the reader? How does one read a poem? How does one make sense of poetry? How does one use and interpret figurative language to deepen and enhance my understanding of a poem?</p> <p>SE, ELL, BSI, GT Suggested Modifications: lower lexile poems audio versions of poems acronyms scaffolding assignments graphic organizer</p> | <p>Determine the theme of a poem based upon details, summarize a poem. Recognize the different types of figurative language in a poem. Determine meanings of words and phrases used in a poem and explain the structure of a poem. Analyze how multimedia elements contribute to a poem. Read orally and comprehend grade 5 poetry.</p> <p><i>Collaborate with others to think critically and analyze text.</i></p> <p><i>Reflect critically on learning experiences.</i></p> | <p>RI.5.4 Determine the meaning of general academic and domain/specific words and phrases in a text relevant to a grade 5 topic or subject area. RF.5.3 Know and apply grade level phonics and word analysis skills in decoding words. RL.5.2 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. RI.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RI.5.5 Explain how a series of chapters, scenes, or stanzas, fits together to provide the overall structure of a particular story, drama, or poem. RI.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RI.5.7 Analyze how visual and multimedia elements contribute to the meaning of a poem.</p> | <p>Required Benchmark Assessments: student poetry book teacher created assessments written responses to poetry teacher observations rubrics Self and peer assessments (group analysis)</p> <p>Suggested Resources: Poetry for Young People Collection A Family of Poems: My Favorite Poetry for Children Poetry for Young People Multimedia Resources Google Classroom</p> |

ELA Curriculum Map
Grade 5

Big Idea: Poetry

Writing – 4th Marking Period

| Enduring Understandings | Essential Questions | Skills/21st Century Skills | Standards | Assessments |
|--|---|---|---|--|
| <p>Writers write poems to express ideas and thoughts. Reading and writing are connected because there’s relationship between thoughts and written expression. Writers can convey their feelings and express ideas through poetry. Self assessment allows a writer to reflect on ideas when writing. Figurative language allows creativity to be expressed and words to come alive. Writers use different types of poems for different situations. Appropriate conventions allow for better understanding and clarity with one’s words. Writers understand that writing can be collaborative.</p> <p>Vocabulary: acrostic, haiku, cinquain, tercet, quatrain, couplet, ballad, epic, diamante, bio poem, narrative, figurative language meter, rhyme, repetition, fluctuation, lyric, couplet, stanza, verse</p> | <p>Why are poems written? How are reading and writing poems connected? How are feelings conveyed through writing poems? How can self assessment with a rubric help when writing poetry? How does figurative language enhance poetry writing? Why are different types of poems used for different situations? Why are appropriate conventions important in writing poetry? How is writing a collaborative process?</p> <p>SE, ELL, BSI, GT Suggested Modifications writing conferences graphic organizer modeling model poems scribe, speak to text talk before you write poetry word bank</p> | <p>Develop precise language and specific vocabulary about a topic. Use concrete words, phrases and sensory details to convey experiences and events precisely. Use technology to support and guide your writing. Over a period of time create different types of poetry writing relating to different audiences and topics. Distinguish between different dialects and be cognizant of their existence. Recognize and figurative language in context to convey experiences and events precisely. Apply rules and conventions of standard English.</p> <p><i>Collaborate with others to think critically and analyze text.</i></p> <p><i>Reflect critically on learning experiences.</i></p> | <p>W5.2 Use precise language and domain specific vocabulary to inform about or explain a topic. W5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. W5.6 With some guidance and support from adults use technology including the internet to produce and publish writing as well as to interact and collaborate with others. W5.10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences. L5.3b Compare and contrast the varieties of English (dialects, registers used in poems). L5.5a Interpret figurative language including similes and metaphors in context. L5.5b Recognize and explain the meaning of common idioms, adages and proverbs. L5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> | <p>Required Benchmark Assessments: student poetry book teacher created assessments written response to poetry teacher observations self and peer assessments</p> <p>Suggested Resources: Poetry for Young People Collection A Family of Poems: My Favorite Poetry for Children Poetry for Young People Anchor Charts</p> |

Grade 5

Big Idea: Writing to Explain

Writing: March

| Enduring Understandings | Essential Questions | Skills/21st Century Skills | Standards | Assessments |
|--|--|--|---|--|
| <p>Writers organize their information, and include relevant facts and details. Nonfiction writing consists of an introduction, body paragraphs, and a conclusion. Writers express their ideas in a logical order. Writers paraphrase and use direct quotations to cite evidence from a source to prove a claim. Writers recognize their audience and maintain their attention through a variety of writing techniques. Writers choose relevant words when writing about a specific topic.</p> <p>Vocabulary: thesis, supporting details, body paragraphs, introduction, conclusion, audience, logical</p> | <p>How do I organize my nonfiction writing? How do I create a thesis statement and use evidence as support? How do writers express their ideas in a logical order? How can I support my statements and/or opinions with evidence? How do I maintain the interest of my audience? How do I effectively use transition words to relay ideas? How do writers choose relevant words when writing about a topic?</p> <p>SE, ELL, BSI, GT Suggested Modifications: writing conferences graphic organizer modeling model texts scribe, speak to text talk before you write provide word bank for spelling</p> | <p>Identify the components of nonfiction text. Develop a clear thesis statement with supporting details. Use logically ordered body paragraphs that support the thesis statement with evidence. Decide when to summarize, paraphrase or use direct quotes with a reliable source. Write a nonfiction text that maintains the interest of the audience/reader? Link ideas and make connection using transition words, phrases, and clauses. Use domain specific vocabulary when writing about a topic.</p> <p><i>Collaborate with others to think critically and analyze text.</i> <i>Reflect critically on learning experiences.</i></p> | <p>W.1 Write opinion pieces on topics or text, supporting a point of view with reasons and information. W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 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. W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>Required Benchmark Assessments: teacher created assessments written responses to literature writing pieces teacher observations rubrics</p> <p>Suggested Resources: Mentor Texts Storyworks articles StoryTown titles Time for Kids Scholastic News http://www.dogonews.com/ www.NEWSLA.com Belhaven Times (L) See CCCS Appendix B Anchor Charts</p> |

