

### 4th Quarter ELA Curriculum Map 5<sup>th</sup> Grade

<i>Month March – June, 2014</i>	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Common Core State Standards</b>	<p>5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read grade- level text with purpose and understanding.</p> <p>5.L2a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>5.W.9a-b Draw evidence from literary or informational texts to support analysis, reflection, and research:</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>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]”).</p> <p>5. SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task</p>	<p>5.W.1a-c Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a 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 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 or section related to the opinion presented.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are</p>	<p>5.W.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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>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.</p>	<p>5.SL.5 Include multi media components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>5.L2a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

		and situation.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
<b>GDOE</b>	<p>5.5.3 Use a colon to separate hours and minutes (<i>12:20 a.m., 3:40 p.m.</i>) and to introduce a list (<i>Do the project in this order: cut, paste, fold.</i>); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semicolons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>)</p> <p>5.2.4 Draw inferences, conclusions or generalizations about text and support them</p>	<p>5.7.4 Use note-taking skills when using technological and informational resources to conduct research.</p> <p>5.6.5 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> <li>• Frame questions to direct the investigation.</li> <li>• Establish a controlling idea or topic.</li> <li>• Develop the topic with simple facts, details, examples, and explanations.</li> </ul>	<p>5.4.3 Write persuasive letters or compositions that:</p> <ul style="list-style-type: none"> <li>• State a clear position in support of a proposal.</li> <li>• Support a position with relevant evidence and effective emotional appeals.</li> </ul> <p>5.6.4 Deliver narrative presentations that: Establish a situation, plot, point of view, and setting with descriptive words and phrases. Show rather than tell the listener what happens.</p>	<p>5.7.1 Create simple documents using a computer and employing features such as passwords, entry and drop down menus, word searches, the thesaurus, and spell check.</p> <p>5.6.2 Identify and critique persuasive techniques, such as promises, dares and flattery. Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. Identify faulty reasoning used in oral presentations and media</p>	<p>5.6.3 Emphasize points in ways that help the listener or viewer follow important ideas and concepts, including appropriate verbal cues, facial expressions, and gestures.</p> <p>5.1.2 Understand and explain frequently used synonyms, antonyms, and homonyms.</p>

	<p>with textual evidence and prior knowledge.</p> <p>5.4.4 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences and word choice.</p> <p>5.5.4 Spell roots or bases of words, prefixes (<i>understood/misunderstood, excused/unexcused</i>), suffixes (<i>final/finally, mean/meanness</i>), contractions (<i>will not/won't, it is/it's, they would/they'd</i>), and syllable constructions (<i>in•for•ma•tion, mol•e•cule</i>) correctly.</p>			messages.	
<p><b>Skills</b> <b>(SAT 10, DIBELS)</b></p>	<p>-Identify incorrect spelling of common homophones in Context -Distinguish correct</p>	<p>-Form hypothesis from information in text -Determine explicit supporting details -Organize information</p>	<p>--Determine topic relevance -Organize information -Determine topic sentence -Determine appropriate</p>	<p>-Determine topic relevance -Organize information -Determine topic sentence</p>	<p>-Recognize a synonym for a word used in context. -Multiple- meaning words</p>

	<p>punctuation</p> <ul style="list-style-type: none"> <li>-Form hypothesis from information in text</li> <li>-Organize information</li> <li>- Recognize a synonym for a word used in context.</li> </ul>	<ul style="list-style-type: none"> <li>-Distinguish correct capitalization and punctuation.</li> <li>-Identify correctly applied grammar.</li> <li>-Distinguish between clearly written sentences and sentences that contain errors in expression or construction.</li> <li>Determine extraneous information.</li> </ul>	<p>supporting sentence</p> <ul style="list-style-type: none"> <li>-Identify precise language.</li> <li>- Identify the correct use of general reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>-Determine appropriate supporting sentence</li> <li>-Identify precise language.</li> </ul>	<ul style="list-style-type: none"> <li>-Determine topic relevance</li> <li>-Organize information-</li> <li>Determine topic sentence</li> <li>-Determine appropriate supporting sentence</li> <li>-Identify precise language.</li> <li>- Identify the correct use of general reference materials.</li> </ul>
<b>Assessment</b>	<p>Group observations, weekly quizzes, writing projects, journal writing, unit test, current events, peer editing, practice page, author biography, notebook check</p>	<p>Group observations, weekly quizzes, writing projects, journal writing, unit test, current events, peer editing, practice page, author biography, notebook check</p>	<p>Group observations, weekly quizzes, writing projects, journal writing, unit test, current events, peer editing, practice page, author biography, notebook check</p>	<p>Group observations, weekly quizzes, writing projects, journal writing, unit test, current events, peer editing, practice page, author biography, notebook check</p>	<p>Group observations, weekly quizzes, writing projects, journal writing, unit test, current events, peer editing, practice page, author biography, notebook check</p>
<b>Homework</b>	<p>Aligned common core worksheets, online resources and reflection papers pertaining to issues on Guam. Supplementary resources and workbook worksheets</p>	<p>Aligned common core worksheets, online resources and reflection papers pertaining to issues on Guam. Supplementary resources and workbook worksheets</p>	<p>Aligned common core worksheets, online resources and reflection papers pertaining to issues on Guam. Supplementary resources and workbook worksheets</p>	<p>Aligned common core worksheets, online resources and reflection papers pertaining to issues on Guam. Supplementary resources and workbook worksheets</p>	<p>Aligned common core worksheets, online resources and reflection papers pertaining to issues on Guam. Supplementary resources and workbook</p>

					worksheets
<b>Resource s/ Material</b>	Houghton Mifflin – English McGraw- Hill Reading DI: Reasoning and Writing level E/F DI: Reading Mastery level 6 Supplementary worksheets Websites:	Houghton Mifflin – English McGraw- Hill Reading DI: Reasoning and Writing level E/F DI: Reading Mastery level 6 Supplementary worksheets Websites:	Houghton Mifflin – English McGraw- Hill Reading DI: Reasoning and Writing level E/F DI: Reading Mastery level 6 Supplementary worksheets Websites:	Houghton Mifflin – English McGraw- Hill Reading DI: Reasoning and Writing level E/F DI: Reading Mastery level 6 Supplementary worksheets Websites:	Houghton Mifflin – English McGraw- Hill Reading DI: Reasoning and Writing level E/F DI: Reading Mastery level 6 Supplementary worksheets Websites:
<b>ESLR</b>	<input checked="" type="checkbox"/> Use effective oral and written communication. <input type="checkbox"/> Participate as productive members of the community. <input checked="" type="checkbox"/> Integrate learning and apply to real-life situation. <input checked="" type="checkbox"/> Explore concepts and skills needed for future world experiences. <input type="checkbox"/> Set personal goals and work towards achieving them.	<input checked="" type="checkbox"/> Use effective oral and written communication. <input type="checkbox"/> Participate as productive members of the community. <input checked="" type="checkbox"/> Integrate learning and apply to real-life situation. <input checked="" type="checkbox"/> Explore concepts and skills needed for future world experiences. <input type="checkbox"/> Set personal goals and work towards achieving them.	<input checked="" type="checkbox"/> Use effective oral and written communication. <input type="checkbox"/> Participate as productive members of the community. <input checked="" type="checkbox"/> Integrate learning and apply to real-life situation. <input checked="" type="checkbox"/> Explore concepts and skills needed for future world experiences. <input type="checkbox"/> Set personal goals and work towards achieving them.	<input checked="" type="checkbox"/> Use effective oral and written communication. <input type="checkbox"/> Participate as productive members of the community. <input checked="" type="checkbox"/> Integrate learning and apply to real-life situation. <input checked="" type="checkbox"/> Explore concepts and skills needed for future world experiences. <input type="checkbox"/> Set personal goals and work towards achieving them.	<input checked="" type="checkbox"/> Use effective oral and written communication. <input type="checkbox"/> Participate as productive members of the community. <input checked="" type="checkbox"/> Integrate learning and apply to real-life situation. <input checked="" type="checkbox"/> Explore concepts and skills needed for future world experiences. <input type="checkbox"/> Set personal goals and work towards achieving them.

<b>Month</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>
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<p><b>Common Core State Standards</b></p>	<p>5.RL.10 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.</p> <p>5.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	<p>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>5.W.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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.RI.10 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.</p>	<p>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.</p> <p>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.</p>
<p><b>GDOE</b></p>	<p>5.4.4 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words</p>	<p>5.4.2 Write responses to literature that demonstrate an understanding of a literary work, support statements with evidence from the text, and develop interpretations that exhibit</p>	<p>5.6.6 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> <li>• Summarize important events and details.</li> <li>• Demonstrate an</li> </ul>	<p>5.6.5 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> <li>• Frame questions to</li> </ul>

	<p>and sentences and word choice.</p> <p>5.4.5 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules with specific examples of corrections of specific errors.</p>	<p>careful reading and understanding</p> <p>5.7.1 Create simple documents using a computer and employing features such as passwords, entry and drop down menus, word searches, the thesaurus, and spell check.</p>	<p>understanding of several ideas or images communicated by the literary work.</p> <ul style="list-style-type: none"> <li>• Use examples from the work to support conclusions.</li> </ul> <p>5.7.2 Use text features of print such such as citations, endnotes, and bibliographic references, to locate relevant information.</p>	<p>direct the investigation.</p> <ul style="list-style-type: none"> <li>• Establish a controlling idea or topic.</li> <li>• Develop the topic with simple facts, details, examples, and explanations.</li> </ul> <p>5.7.2 Use text features of print such such as citations, endnotes, and bibliographic references, to locate relevant information.</p>
<p><b>Skills</b> <b>(SAT 10, DIBELS)</b></p>	<p>-Make predictions based on text.</p> <p>-Form hypothesis from information in text</p> <p>-Determine explicit supporting detail</p> <p>-Organize information</p> <p>- Interpret a character's traits, motivation or behavior.</p> <p>-Identify incorrect spelling of common homophone in context.</p>	<p>-Determine topic relevance</p> <p>-Organize information</p> <p>-Determine topic sentence</p> <p>-Determine approp. Supporting sentence.</p> <p>-Identify precise language</p>	<p>-Determine topic relevance</p> <p>-Organize information</p> <p>-Determine topic sentence</p> <p>-Determine approp. Supporting sentence.</p> <p>-Identify precise language</p>	<p>Determine topic relevance</p> <p>-Organize information</p> <p>-Determine topic sentence</p> <p>-Determine approp. Supporting sentence.</p> <p>-Identify precise language</p>
<p><b>Assessment</b></p>	<p>Group observations, weekly quizzes, writing projects,</p>	<p>Group observations, weekly quizzes, writing</p>	<p>Group observations, weekly quizzes, writing</p>	<p>Group observations, weekly quizzes, writing</p>

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