

# Reading SPED Curriculum Map for 5th grade

CCSS	1 <sup>st</sup> Quarter Fiction	2 <sup>nd</sup> Quarter Non-Fiction	3 <sup>rd</sup> Quarter Poetry	4 <sup>th</sup> Quarter Non-Fiction
<p><b>Theme: ELA</b> <b>Focus:</b></p>	<p><b>Big Idea 1:</b> Students will understand how an author uses characters in fictional text to contribute to events and deliver a central message.</p>	<p><b>Big Idea 1:</b> Students will be able to use grade-level phonics for decoding and parts of speech in writing and speaking. <b>Big Idea 2:</b> Students will be able to describe the relationship between main ideas, historical events, or scientific concepts from a non-fiction reading selection.</p>	<p><b>Big Idea 1:</b> Students will use context clues, glossaries, or dictionaries to determine the meaning of unfamiliar words. <b>Big idea 3</b> Students will compare and contrast different literary elements written by the same author about the same or similar characters( in a book from a series)</p>	<p><b>Big Idea 1</b> Students will be able to ask and answer clarifying questions to support comprehension.</p>
<p><b>Standards</b></p>	<p><b>5.RF.3a</b> Know and apply grade – level phonics and word analysis skills in decoding words: Use combined knowledge skills in decoding words: Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. <b>5.RF.4a</b> Read with sufficient accuracy and fluency to support comprehension: Read grade-level text with purpose and understanding. <b>5.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>5.RL.2</b> 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. <b>5.RL.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described. <b>5.RI.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>5.RI.3</b> 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.</p>	<p><b>5.RF.4a</b> Read with sufficient accuracy and fluency to support comprehension: Read grade- level text with purpose and understanding. <b>5.RL.10</b> 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><b>5.RF.4a</b> Read with sufficient accuracy and fluency to support comprehension: Read grade- level text with purpose and understanding. <b>5.RL.10</b> 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>

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<b>Resources</b>	Adopted Textbook: English 3 <sup>rd</sup> grade Direct Instruction Language Workbooks Online resources	Adopted Textbook: English 3 <sup>rd</sup> grade Direct Instruction Language Workbooks Online Resources	Adopted Textbook: English 3 <sup>rd</sup> grade Direct Instruction Language Workbooks Online Resources	Adopted Textbook: English 3 <sup>rd</sup> grade Direct Instruction Language Workbooks Online Resources
<b>Assessments</b>	Teacher created tests DI tests Adopted Textbook tests Essays Rubrics	Teacher created tests DI tests Adopted Textbook tests Essays Rubrics	Teacher created tests DI tests Adopted Textbook tests Essays Rubrics	Teacher created tests DI tests Adopted Textbook tests Essays Rubrics

# Language SPED Curriculum Map for 5th grade

CCSS	1 <sup>st</sup> Quarter Fiction	2 <sup>nd</sup> Quarter Non-Fiction	3 <sup>rd</sup> Quarter Poetry	4 <sup>th</sup> Quarter Non-Fiction
<b>Theme: ELA</b> <b>Focus:</b>	<b>Big Idea 1:</b> Students will understand how an author uses characters in fictional text to contribute to events and deliver a central message.	<b>Big Idea 1:</b> Students will be able to use grade-level phonics for decoding and parts of speech in writing and speaking. <b>Big Idea 2:</b> Students will be able to describe the relationship between main ideas, historical events, or scientific concepts from a non-fiction reading selection.	<b>Big Idea 1:</b> Students will use context clues, glossaries, or dictionaries to determine the meaning of unfamiliar words. <b>Big idea 3</b> Students will compare and contrast different literary elements written by the same author about the same or similar characters( in a book from a series)	<b>Big Idea 1</b> Students will be able to ask and answer clarifying questions to support comprehension.
<b>Standards</b>	<b>5.L.2a-b</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. Use punctuation to separate items in a series; b. Use a comma to separate an introductory element from the rest of the sentence. <b>5.L.2.D</b> – Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. <b>5.W.3a-e</b> Write narratives to develop real or imagines experiences or events using effective technique, descriptive details, and clear event sequences.	<b>5.L.2a-b</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. Use punctuation to separate items in a series; b. Use a comma to separate an introductory element from the rest of the sentence. <b>5.L.2c-e</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: c. 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; d. Use underlining, quotation marks, or italics to indicate titles of works; e. spell grade appropriate words <b>5.W.2a-e</b> 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;	<b>5.L.2a-b</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. Use punctuation to separate items in a series; b. Use a comma to separate an introductory element from the rest of the sentence. <b>5.L.2c-e</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: c. 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; d. Use underlining, quotation marks, or italics to indicate titles of works; e. spell grade appropriate words <b>5.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>5.L.2a-b</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. Use punctuation to separate items in a series; b. Use a comma to separate an introductory element from the rest of the sentence. <b>5.L.2c-e</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: c. 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; d. Use underlining, quotation marks, or italics to indicate titles of works; e. spell grade appropriate words <b>5.W.6</b> 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

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		include formatting, illustrations, and multimedia when useful to aiding comprehension; b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c. Link ideas within and across categories of information using words, phrases, and clauses; d. Use precise language and domain specific vocabulary to inform about or explain the topic; e. Provide a concluding statement or section related to the information or explanation presented correctly, consulting references as needed.		of two pages in a single sitting.
<b>Resources</b>	Adopted Textbook: Workbooks Online resources	Adopted Textbook: Workbooks Online Resources	Adopted Textbook: Workbooks Online Resources	Adopted Textbook: Workbooks Online Resources
<b>Assessments</b>	Common Formative Assessments Essays Rubrics Proficiency Scales	Common Formative Assessments Essays Rubrics Proficiency Scales	Common Formative Assessments Essays Rubrics Proficiency Scales	Common Formative Assessments Essays Rubrics Proficiency Scales