



Content Area: ELA

Grade Level: 5th

Curriculum Map/Scope & Sequence (2021)

<u>Unit Name/Time Period</u>	<u>BIG Ideas/Content</u>	<u>IL Priority Learning Standards Reading/I Can Statements</u>	<u>IL Priority Learning Standards Language</u>	<u>IL Priority Learning Standards Writing</u>	<u>Assessments</u>
<p>August/ September</p>	<p>-Benchmarking -Infer -Main Ideas -Theme</p>	<p>RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *I can accurately quote from a text. *I can draw inferences when reading.</p> <p>RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *I can accurately quote from a text. *I can draw inferences when reading.</p> <p>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. *I can find the theme in a story * I can tell how characters respond to problems.</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. *I can find the main idea. *I can find how the main idea is supported by details. *I can summarize what I have read.</p>	<p>L 5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>L 5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</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 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”). 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</p>	<p>-AIMSWEB -MAP -STAR Reading -Quizzes -Writing Samples -Freckle</p>

				<p>which point[s]”).</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>	
October	-Text Structure	<p>RL 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.</p> <p>*I can understand the structures of stories, plays, and poems.</p> <p>RI 5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>*I can compare and contrast the text structures of two or more texts.</p>	<p>L 5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L 5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</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>a. Orient the reader by establishing a 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>-Quizzes</p> <p>-Personal Narratives</p> <p>-Freckle</p>
November	-Compare and Contrast	<p>RL 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>L 5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Use verb tense to convey various</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 a topic or text</p>	<p>-Quizzes</p> <p>-Opinion Essays</p> <p>-Freckle</p>

		<p>*I can compare and contrast characters, settings, or events.</p> <p>RI 5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>*I can tell how people, events, ideas, or concepts are related.</p>	<p>times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L 5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>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 section related to the opinion presented.</p>	
December	-Vocabulary -Author's Purpose	<p>RL 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>*I can understand figurative language.</p> <p>*I can understand similes and metaphors.</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.</p> <p>*I can understand science and social studies words.</p> <p>RL 5.6: Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>L 5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</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>	-Quizzes -Writing Samples

		<p>*I know how a narrator's or speaker's point of view influences a story.</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. *I can compare and contrast two texts that tell about the same event or topic.</p>			
January	-Benchmarking -Media Integration	<p>RL 5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). *I can explain how visuals contribute to a story.</p> <p>RI 5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *I can use texts to locate an answer or to solve a problem.</p>	<p>L 5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</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 5.10 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>	-AIMSWEB -MAP -STAR Reading -Quizzes -Writing Samples
February	-Author's Support for an Idea	<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). *I can explain how authors support an idea.</p>	<p>L 5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>	<p>W 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the</p>	-Quizzes -Informative Essays -Freckle

				<p>topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	
March	-Text to Text Comparison	<p>RL 5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. *I can compare and contrast stories from the same genre.</p> <p>RI 9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. *I can put together ideas from different texts to talk about a topic.</p>	<p>L 5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</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 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>W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</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</p>	<p>-Quizzes -Research Projects -Freckle</p>

				<p>provide a list of sources.</p> <p>W 5.9 Draw evidence from literary or informational 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>	
April	<p>-Infer -Text Structure -IAR Testing</p>	<p>RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *I can accurately quote from a text. *I can draw inferences when reading.</p> <p>RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *I can accurately quote from a text. *I can draw inferences when reading.</p> <p>RL 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. *I can understand the structures of stories, plays, and poems.</p> <p>RI 5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. *I can compare and contrast the text structures of two or more texts.</p>	<p>L 5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</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 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>W 5.10 Write routinely over extended time frames (time for research, reflection, and revision)</p>	<p>-Quizzes -Poems -Freckle</p>

				and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
May	-Benchmarking -Author's Purpose -Text Complexity	<p>RL 5.6: Describe how a narrator's or speaker's point of view influences how events are described. *I know how a narrator's or speaker's point of view influences a story.</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. *I can compare and contrast two texts that tell about the same event or topic.</p> <p>RL.5.10 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>RI.5.10 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>L 5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</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 5.10 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>-AIMSWEB -MAP -STAR Reading -Quizzes -Fictional Narratives -Freckle</p>