

Curriculum Map - English Language Arts - 5 ELA - Into Reading

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration	
Entire Year							
Module 1 <i>(updated 2/28/20)</i>	<p>RL.5.3(A) 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>RL.5.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5(A) 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>W.5.3(A) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. •a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally •b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. •c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. •d. Use concrete words and phrases and sensory details to convey experiences and events precisely. •e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>L.5.1(A) 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. •c. Use verb tense to convey various times, sequences, states, and conditions. •d. Recognize and correct inappropriate shifts in verb tense.</p>	What kinds of circumstances push people to create new inventions?	<p>WEEK ONE</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: locomotives, phonograph, •sputtered, flop, incandescent, cylinder, patents, •chugged, gadgets •Vocabulary Strategy: Context Clues •Generative Vocabulary: Prefixes ex-/e-; Greek •Root phon <p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Retell/Summarize •Central Idea •Author’s Purpose •Point of View •Theme <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Short Vowels •Spelling: Words with •Short Vowels •Fluency: Reading Rate 	<p>WEEK Two</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: locomotives, phonograph, •sputtered, flop, incandescent, cylinder, patents, •chugged, gadgets •Vocabulary Strategy: Context Clues •Generative Vocabulary: Prefixes ex-/e-; Greek •Root phon <p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Retell/Summarize •Central Idea •Author’s Purpose •Point of View •Theme <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Short Vowels •Spelling: Words with •Short Vowels •Fluency: Reading Rate 	<p>WEEK Three</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: locomotives, phonograph, •sputtered, flop, incandescent, cylinder, patents, •chugged, gadgets •Vocabulary Strategy: Context Clues •Generative Vocabulary: Prefixes ex-/e-; Greek •Root phon <p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Retell/Summarize •Central Idea •Author’s Purpose •Point of View •Theme <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Short Vowels •Spelling: Words with •Short Vowels •Fluency: Reading Rate 	<p>Level Up Tutorials</p> <p>Selection Assessments</p> <p>Leveled Reader Assessments</p> <p>Exit Tickets</p>	<p>Learning mindset : Trying again</p> <p>For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline. -2 Timothy 1:7</p>

	<p>•e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> •a. Use punctuation to separate items in a series. •b. Use a comma to separate an introductory element from the rest of the sentence. •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?). •d. Use underlining, quotation marks, or italics to indicate titles of works. •e. Spell grade-appropriate words correctly, consulting references as needed. <p>L.5.4(A) 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> <ul style="list-style-type: none"> •a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. •b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). •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>L.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> •a. Interpret figurative language, including similes and metaphors, in context. •b. Recognize and explain the meaning of common idioms, adages, and proverbs. •c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 		<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Speaking and Listening: Engage in •Discussion •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Speaking and Listening: Engage in •Discussion •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Speaking and Listening: Engage in •Discussion •Make Connections 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Informational Text: Expository Essay •Grammar: Complete Sentence 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Informational Text: Expository Essay •Grammar: Complete Sentences 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Informational Text: Expository Essay •Grammar: Complete Sentences 	
<p>Module 2 <i>(updated)</i></p>	<p>RL.5.3(A) Compare and contrast two or more characters, settings, or</p>	<p>How does genre affect the way a story is told?</p>	<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Level Up Tutorials Selection Assessments</p>	<p>Learning Mindset: Wonder "And amazement seized them all"</p>		

2/28/20)

events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4(A)

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5(A)

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

W.5.3(A)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

L.5.2(A)

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.

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?).

d. Use underlining, quotation marks, or italics to indicate titles of works.

e. Spell grade-appropriate words correctly.

VOCABULARY

- Critical Vocabulary: prose, dialogue, climax, foreword
- Vocabulary Strategy: Antonyms/Synonyms
- Generative Vocabulary: Prefixes un-, non-, dis-;
- Suffixes -y, -ly/-ily

READING WORKSHOP

- Text and Graphic Features
- Synthesize
- Literary Elements
- Figurative Language
- Literary Elements (Characters)

FOUNDATIONAL SKILLS

- Decoding: Words with /
- M/, /yM/
- Spelling: Words with /M/,
- /yM/
- Fluency: Expression

VOCABULARY

- Critical Vocabulary: mysterious, matted, tendrils,
- fastenings, awakening, witness, presiding, attempted,
- restrain, contempt
- Vocabulary Strategy: Antonyms/Synonyms
- Generative Vocabulary: Prefixes re-, pre-, post-, fore-

READING WORKSHOP

- Visualize
- Literary Elements
- Elements of Drama
- Figurative Language

FOUNDATIONAL SKILLS

- Decoding: Words with
- /o u/, /ô/, /oi/
- Spelling: Words with /o u/,
- /ô/, /oi/
- Fluency: Accuracy and
- Self-Correction

VOCABULARY

- Critical Vocabulary: seized, hesitate, watchful,
- scrawled, ditty, refrain, restless
- Vocabulary Strategy: Context Clues
- Generative Vocabulary: Suffixes -ful, -less,
- ment, -ness

READING WORKSHOP

- Ask and Answer Questions
- Elements of Poetry
- Author's Purpose
- Theme

FOUNDATIONAL SKILLS

- Decoding: r-Controlled
- Vowels /ô r/, /â r/, /ä r/
- Spelling: Words with /ô r/,
- /â r/, /ä r/
- Fluency: Intonation

Assessments
Leveled Reader Assessments
Exit Tickets

seized them up, and they glorified God and were filled with awe, saying, "We have seen extraordinary things today." Luke 5:26

	<p>consulting references as needed.</p> <p>L.5.4(A) 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. *a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. *b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). *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>L.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *a. Interpret figurative language, including similes and metaphors, in context. *b. Recognize and explain the meaning of common idioms, adages, and proverbs. *c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Research and Media Literacy: •Interpret/Analyze Media •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Speaking and Listening: Work •Collaboratively •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Speaking and Listening: Engage •in Discussion •Make Connections 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Narrative Writing: Story •Grammar: Common and Proper Noun 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Narrative Writing: Story •Grammar: Singular and Plural Nouns 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Narrative Writing: Story •Grammar: Verbs 	<p>Module 1.docx</p>				
<p>Module 3 <i>(updated 2/28/20)</i></p>	<p>RI.5.5(A) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6(A) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7(A) 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.</p> <p>W.5.1(A) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. *a. Introduce a topic or text clearly, state an opinion, and create an organizational structure</p>	<p>How can learning about natural disasters help keep us safer?</p>	<p>WEEK ONE</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: widespread, conferring, •consequences, evacuation, alarming, victim, •seismographs, reservoir •Vocabulary Strategy: Multiple-Meaning Words •Generative Vocabulary: Greek 	<p>WEEK Two</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: prior, magnitude, literally, •maintenance, destruction, triggered, thrust, radiate, •parallel, lateral, modified •Vocabulary Strategy: Multiple-Meaning Words •Generative 	<p>WEEK Three</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: track, eventually, regions, •category, mobile, anchored, foundations, surge •Vocabulary Strategy: Antonyms/Synonyms •Generative Vocabulary: Prefixes inter-, •com-/con-/cor- 	<p>Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets</p>	<p>Learning Mindset: Seeking Challenges Isaiah 41:13 For I am the LORD your God who takes hold of your right hand and says to you, Do not fear; I will help you.</p>						

in which ideas are logically grouped to support the writer's purpose.

- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

L.5.3(A)
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.

L.5.4(A)
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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- 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.

L.5.5(A)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6(A)
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including

<p>Roots graph, gram; •Latin Roots rupt, fer</p>	<p>Vocabulary: Greek Root geo; Suffixes •-logy/-logist</p>	
<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Author's Workshop (Word Choice) •Make and Confirm Predictions •Text Structure (Sequence) •Figurative Language (Sensory Words) •Content-Area Words 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Retell/Summarize •Media Techniques (Sound and Visual Elements) •Author's Craft (Word Choice) •Central Idea 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Ask and Answer Questions •Text and Graphic Features •Content-Area Words •Text Structure (Cause/Effect)
<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: r-Controlled •Vowels /ûr/, /îr/ •Spelling: Words with /ûr/, •/îr/ •Fluency: Expression 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Compound •Words •Spelling: Compound •Words •Fluency: Phrasing 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: VCCV Syllable •Division Pattern •Spelling: Words with VCCV •Syllable Division Pattern •Fluency: Reading Rate
<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Research and Media Literacy: Gather Information •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Research and Media Literacy: •Interpret/Analyze Media •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Research and Media Literacy: •Evaluate Information •Make Connections
<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Persuasive Writing: Persuasive Essay •Grammar Minilessons: Direct and Indirect 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Persuasive Writing: Persuasive Essay •Grammar Minilessons: Conjunctions 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Persuasive Writing: Persuasive Essay •Grammar Minilessons:

	<p>those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>		<p>Direct and Indirect Objects</p> <ul style="list-style-type: none"> •Grammar: Complete Sentence 		<p>Complex Sentences</p>		
<p>Module 4 <i>(updated 2/28/20)</i></p>	<p>RL.5.3(A) 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>RL.5.6(A) Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RI.5.2(A) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3(A) 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>RI.5.4(A) 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>W.5.2(A) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> •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. •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 (e.g., in contrast, especially). •d. Use precise language and domain-specific vocabulary to inform about or explain the 	<p>What character traits were needed in people who settled the West?</p>	<p>WEEK ONE</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: typical, hardships, posts, •slogans, knowledge, consisted, patriotic, handy •Vocabulary Strategy: Homophones/Homographs •Generative Vocabulary: Prefix mid-, Suffixes -al, -ic 	<p>WEEK Two</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: employed, celestial, sacrifice, •complaint, homestead, primary, domain, residence, •ideology •Vocabulary Strategy: Homophones/Homographs •Generative Vocabulary: Prefix trans-, Suffixes •-ous, -ious 	<p>WEEK Three</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: frolics, stubble, dainty, plod, •proportions, thresh, regaled, indispensable, oblivious •Vocabulary Strategy: Multiple-Meaning Words •Generative Vocabulary: Prefixes mis-, mal-, Suffixes •-able, -ible 	<p>Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets</p>	<p>Learning mindset: Grit Blessed is the one who perseveres under trial because, having stood the test, that person will receive the crown of life that the Lord has promised to those who love him. - James 1:12 Never be lacking in zeal, but keep your spiritual fervor, serving the Lord. Romans 12:11</p>
			<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Text Structure (Sequence) •Synthesize •Central Idea •Text Structure (Problem/Solution) •Author's Craft 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Monitor and Clarify •Central Idea •Text Structure •Media Techniques 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Visualize •Literary Elements •Point of View •Varieties of English 		

...to explain the topic.
 *e. Provide a concluding statement or section related to the information or explanation presented.

L.5.1(A)
 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.
 *c. Use verb tense to convey various times, sequences, states, and conditions.
 *d. Recognize and correct inappropriate shifts in verb tense.
 *e. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2(A)
 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.
 *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?).
 *d. Use underlining, quotation marks, or italics to indicate titles of works.
 *e. Spell grade-appropriate words correctly, consulting references as needed.

L.5.4(A)
 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.
 *a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 *b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 *c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both

<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: VCV Syllable •Division Pattern •Spelling: Words with VCV •Syllable Division Pattern •Fluency: Intonation 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: VCCCV Syllable •Division Pattern •Spelling: Words with VCCCV •Syllable Division Pattern •Fluency: Accuracy and •Self-Correction 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: VV Syllable •Division Pattern •Spelling: Words with VV •Syllable Division Pattern •Fluency: Expression
<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Speaking and Listening: Oral Instructions •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Research and Media Literacy: Interpret/Analyze •Media •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Speaking and Listening: Use •Formal and Informal Language •Make Connections
<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Informational Writing: Letter •Grammar Minilessons: Direct Quotations and •Interjections 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Informational Writing: Letter •Grammar Minilessons: Subject and Object •Pronouns 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Informational Writing: Letter •Grammar Minilessons: Verb Tenses

	<p>print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> •a. Interpret figurative language, including similes and metaphors, in context. •b. Recognize and explain the meaning of common idioms, adages, and proverbs. •c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 						
<p>Module 5 <i>(updated 2/28/20)</i></p>	<p>RI.5.4(A) 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>RI.5.5(A) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.7(A) 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.</p> <p>RI.5.8(A) 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>W.5.1(A) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> •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. •b. Provide logically ordered reasons that are supported by facts and details. •c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). •d. Provide a concluding statement or section related to the opinion presented. <p>L.5.3(A) Use knowledge of language and its conventions when</p>	<p>How can caring for the Earth and its living things improve life now and in the future?</p>	<p>WEEK ONE</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: yield, humble, urban, influence, •plots, alternative, transform, artificial •Vocabulary Strategy: Analogies •Generative Vocabulary: Suffix -ive 	<p>WEEK Two</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: contradict, conscious, implying, •cascading, depleted, reduce, packet, spectacle, •retreat, toddles •Vocabulary Strategy: Analogies •Generative Vocabulary: Latin Roots dict, spect 	<p>WEEK Three</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: jabbing, aggressive, merchant, •fort, captivity, flight, toil •Vocabulary Strategy: Homophones/Homographs •Generative Vocabulary: Latin Root bene, Suffix -ur 	<p>Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets</p>	<p>Learning mindset: setting goals "The plans of the diligent lead to profit as surely as haste leads to poverty." Proverbs 21:5</p>
			<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Central Idea •Ask and Answer Questions •Author's Purpose •Ideas and Support •Author's Craft 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Synthesize •Elements of Drama •Literary Elements •Figurative 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Monitor and Clarify •Text Structure (Problem/Solution) •Text and Graphic Features •Text Structure (Cause and Effect) 		

Curriculum Map - English Language Arts - 5 ELA - Into Reading

	<p>writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> •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>L.5.4(A)</p> <p>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> <ul style="list-style-type: none"> •a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. •b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). •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>L.5.5(A)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> •a. Interpret figurative language, including similes and metaphors, in context. •b. Recognize and explain the meaning of common idioms, adages, and proverbs. •c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 			<p align="center">Language</p> <hr/> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Final Stable •Syllables -al, -el, -le, -il •Spelling: Words with Final •Schwa + /l/ Sounds •Fluency: Phrasing <hr/> <p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Speaking and Listening: •Summarizing/Paraphrasing •Make Connections <hr/> <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Argument Writing: Editorial •Grammar Minilessons: Regular and Irregular Verbs 	<p align="center">Language</p> <hr/> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Recognize Root •Words with Spelling •Changes •Spelling: Adding -ed and -ing •Fluency: Reading Rate <hr/> <p>COMMUNICATION</p> <ul style="list-style-type: none"> •Speaking and Listening: Work •Collaboratively •Make Connections <hr/> <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Argument Writing: Editorial •Grammar Minilessons: Transition •Grammar Minilessons: Verb Tenses 	
<p>Module 6 <i>(updated)</i></p>	<p>RI.5.1(A) Quote accurately from a text when explaining what the text says</p>	<p>How do different art forms impact people in</p>	<p align="center">Week 1</p>	<p align="center">Week 2</p>	<p align="center">Week 3</p>	<p>Level Up Tutorials Selection Assessments</p> <p>Learning Mindset: Belonging There is neither low nor Greek</p>

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explicitly and when drawing inferences from the text.

RI.5.2(A)
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3(A)
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.

W.5.3(A)
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 *a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
 *b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 *c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 *d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 *e. Provide a conclusion that follows from the narrated experiences or events.

L.5.1(A)
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.
 *c. Use verb tense to convey various times, sequences, states, and conditions.
 *d. Recognize and correct inappropriate shifts in verb tense.
 *e. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.4(A)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content.

people in different ways?

VOCABULARY

- Critical Vocabulary: opinion, gracing, ambitious,
- ingenious, controversy, skeptical, persistence,
- manufactured, incorporated, traversed
- Vocabulary Strategy: Reference Materials
- Generative Vocabulary: Latin Root struct, Prefix de-,
- Suffixes -ion, -ism

READING WORKSHOP

- Author’s Craft
- Make Inferences
- Central Idea
- Text Structure

FOUNDATIONAL SKILLS

- Decoding: Recognize Root
- Words with Spelling
- Changes
- Spelling: Changing Final y
- to i
- Fluency: Accuracy and
- Self-Correction

VOCABULARY

- Critical Vocabulary: opinion, gracing, ambitious,
- ingenious, controversy, skeptical, persistence,
- manufactured, incorporated, traversed
- Vocabulary Strategy: Reference Materials
- Generative Vocabulary: Latin Root struct, Prefix de-,
- Suffixes -ion, -is

READING WORKSHOP

- Author’s Craft
- Make Inferences
- Central Idea
- Text Structure

FOUNDATIONAL SKILLS

- Decoding: Recognize Root
- Words with Spelling
- Changes
- Spelling: Changing Final y
- to i
- Fluency: Accuracy and
- Self-Correction

VOCABULARY

- Critical Vocabulary: testifying, outcome, homeland,
- consented, sheaf, advised, content
- Vocabulary Strategy: Analogies
- Generative Vocabulary: Suffixes -ant/-ent, Latin
- Roots port, duc/duc
-

READING WORKSHOP

- Ask and Answer Questions
- Theme
- Literary Elements
- Figurative Language

FOUNDATIONAL SKILLS

- Decoding: Words from
- Other Languages
- Spelling: Words from Other
- Languages
- Fluency: Expression

Assessments
Leveled Reader
Assessments
Exit Tickets

Don't let them, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus. Galatians 3:28

	<p>choosing flexibly from a range of strategies. *a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. *b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). *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>L.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *a. Interpret figurative language, including similes and metaphors, in context. *b. Recognize and explain the meaning of common idioms, adages, and proverbs. *c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Speaking and Listening •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Speaking and Listening •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Research and Media Literacy: Organize Information •Make Connections 		
			<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Narrative Writing: Personal Narrative •Grammar Minilesson: Adjectives • 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Narrative Writing: Personal Narrative •Grammar Minilesson: Adjectives • 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Narrative Writing: Personal Narrative •Grammar Minilesson: Prepositions and •Prepositional Phrases 		
<p>Module 7 <i>(updated 2/28/20)</i></p>	<p>RI.5.2(A) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3(A) 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>W.5.2(A) 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; include formatting (e.g., headings), 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 (e.g., in contrast, especially).</p>	<p>What role does curiosity play in exploration?</p>	<p>WEEK ONE</p>	<p>WEEK Two</p>	<p>WEEK Three</p>	<p>Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets</p>	<p>Learning Mindset: Questioning You will seek me and find me, when you seek me with all your heart. Jeremiah 29:13</p>
			<p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: vast, ascend, principle, mariners, •cosmic, forged •Vocabulary Strategy: Review Context Clues •Generative Vocabulary: Latin Roots tract, •chrono, gress 	<p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: vast, ascend, principle, mariners, •cosmic, forged •Vocabulary Strategy: Review Context Clues •Generative Vocabulary: Latin Roots tract, •chrono, gress 	<p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: terrain, ailing, deploy, transition, •expanse, transmitted, resembled, international •Vocabulary Strategy: Reference Materials •Generative Vocabulary: Latin Rootterr; Prefixes •pro-, anti- 		
			<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Ideas and Support •Make and Confirm 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Ideas and Support •Make and Confirm 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Ask and Answer Questions •Literary Elements • 		

•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.

L.5.1(A)
 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.
 •c. Use verb tense to convey various times, sequences, states, and conditions.
 •d. Recognize and correct inappropriate shifts in verb tense.
 •e. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.4(A)
 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.
 •a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 •b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 •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.

L.5.5(A)
 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 •a. Interpret figurative language, including similes and metaphors, in context.
 •b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 •c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

<p>Predictions</p> <ul style="list-style-type: none"> •Text Structure •Text and Graphic Features •Content-Area Words 	<p>Predictions</p> <ul style="list-style-type: none"> •Text Structure •Text and Graphic Features •Content-Area Words 	<p>Author's Craft</p> <ul style="list-style-type: none"> •Text Structure
<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Final Stable •Syllables –ain, –ture, –sure •Spelling: Words with Final •/n/ or / n/, /ch r/, •/zh r/ •Fluency: Reading Rate 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Final Stable •Syllables –ain, –ture, –sure •Spelling: Words with Final •/n/ or / n/, /ch r/, •/zh r/ •Fluency: Reading Rate 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Unstressed •Syllables •Spelling: Words with •Unstressed Syllables •Fluency: Intonation
<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Speaking and Listening: Use Formal and •Informal Language •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Speaking and Listening: Use Formal and •Informal Language •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Speaking and Listening: •Summarizing/Paraphrasing •Make Connections
<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Informational Text: Research Report •Grammar Minilessons: More 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Informational Text: Research Report •Grammar Minilessons: More 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Informational Text: Research Report •Grammar Minilessons: The Verbs Be and Have

Curriculum Map - English Language Arts - 5 ELA - Into Reading

		Kinds of Pronouns	Kinds of Pronouns			
Module 8 (updated 2/28/20)	How do people adapt to new experiences and make a new place home?	<p align="center">WEEK ONE</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: civil, dedicate, yearning, •relatives, fortunate, flourishing, discarded •Vocabulary Strategy: Homophones/Homographs •Generative Vocabulary: Prefixes uni-/mono-, bi-, tri- • 	<p align="center">WEEK Two</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: reluctantly, reserve, nudged, •casual, comprehended, diary, preliminary, promptly, •obvious, officially, semidarkness •Vocabulary Strategy: Homophones/Homographs •Generative Vocabulary: Prefix semi-; Latin Roots •scrib/script 	<p align="center">WEEK Three</p> <p>OCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: goodwill, exception, sensible, •sponsor, generosity, grateful •Vocabulary Strategy: Context Clues •Generative Vocabulary: Latin Roots voc, jec 	Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets	Learning Mindset: Growth Practice these things, immerse yourself in them, so that all may see your progress. 1 Timothy 4:15
		<p align="center">READING WORKSHOP</p> <ul style="list-style-type: none"> •Visualize •Text Structure •Theme •Elements of Poetry •Author’s Craft 	<p align="center">READING WORKSHOP</p> <ul style="list-style-type: none"> •Make Inferences •Literary Elements •Story Elements 	<p align="center">READING WORKSHOP</p> <ul style="list-style-type: none"> •Ask and Answer Questions •Elements of Poetry •Theme •Text and Graphic Features 		
		<p align="center">FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Homophones •Spelling: Homophones •Fluency: Expression 	<p align="center">FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Prefixes: in-, un-, •dis-, mis- •Spelling: Words with •Prefixes: in-, un-, dis-, mis- 	<p align="center">FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Final Stable •Syllables -tion, -sion •Spelling: Adding 		

				<ul style="list-style-type: none"> •Fluency: Phrasing 	<p>the</p> <ul style="list-style-type: none"> •Suffixes -ion, -ian •Fluency: Intonation 		
			<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Speaking and Listening: Work •Collaboratively •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Research and Media Literacy: Cite •Sources •Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Speaking and Listening: Give a •Presentation: Story •Make Connections 		
			<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Poetry Writing: Lyric Poem •Grammar Minilessons: Perfect Tenses 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Poetry Writing: Lyric Poem •Grammar Minilessons: Easily Confused Verb 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Poetry Writing: Lyric Poem •Grammar Minilessons: Making Comparisons 		
<p>Module 9 <i>(updated 2/28/20)</i></p>	<p>RL.5.3(A) 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>RL.5.5(A) 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(A) Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RI.5.8(A) 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>W.5.3(A) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and</p>	<p>What makes something mysterious, and what makes people want to solve mysteries?</p>	<p>WEEK ONE</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: sentimental, formidable, audible, •will, engulfed, keepsake, relentlessly, musings, prefer •Vocabulary Strategy: Multiple-Meaning Words •Generative Vocabulary: Latin 	<p>WEEK Two</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: chastised, sightings, earnest, •desperately, convinced, hoaxes, misperception, •elusive, theoretical, encounters •Vocabulary Strategy: Multiple-Meaning Words 	<p>WEEK Three</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: gaping, muffled, feeble, shudder, •conviction, faltering, extinguished, hastily, beckoned •Vocabulary Strategy: Homophones/Homographs •Generative Vocabulary: Review Suffixes 	<p>Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets</p>	<p>Learning Mindset: Curiosity You will seek me and find me, when you seek me with all your heart. Jeremiah 29:13</p>

clear event sequences.
 •a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
 •b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 •c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 •d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 •e. Provide a conclusion that follows from the narrated experiences or events.

L.5.2(A)

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.
 •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?).
 •d. Use underlining, quotation marks, or italics to indicate titles of works.
 •e. Spell grade-appropriate words correctly, consulting references as needed.

L.5.4(A)

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.
 •a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 •b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 •c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the

<p>Roots fac, fec, fy</p> <ul style="list-style-type: none"> • 	<p>Generative Vocabulary: Review Suffixes</p> <ul style="list-style-type: none"> • 	
<p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Author's Purpose • Make and Confirm Predictions • Literary Elements • Figurative Language • 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Make and Confirm Predictions • Media Techniques • Ideas and Support • Text and Graphic Features 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Make Inferences • Literary Elements • Author's Craft • Point of View •
<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Prefixes com-, • con-, pre-, pro- • Spelling: Words with • Prefixes com-, con-, pre-, • pro- • Fluency: Expression 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Suffixes -ant, • -ent, -able, -ible, -ism, -ist • Spelling: Adding the • Suffixes -ant, -ent, -able, • -ible, -ism, -ist • Fluency: Accuracy and • Self-Correction • 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Greek Word • Roots • Spelling: Words with Greek • Roots • Fluency: Intonation •
<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Speaking and Listening: Engage in Discussion • Make Connection 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Research and Media Literacy: Interpret/Analyze • Media • Make Connections 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Speaking and Listening: Oral • Instructions • Make Connections

Curriculum Map - English Language Arts - 5 ELA - Into Reading

	<p>precise meaning of key words and phrases. L.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. •a. Interpret figurative language, including similes and metaphors, in context. •b. Recognize and explain the meaning of common idioms, adages, and proverbs. •c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		<p>•</p> <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Narrative Writing: Imaginative Story •Grammar Minilessons: Contractions • 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Narrative Writing: Imaginative Story •Grammar Minilessons: Possessive Nouns • 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Narrative Writing: Imaginative Story •Grammar Minilessons: Commas in Sentences • 		
<p>Module 10 <i>(updated 2/28/20)</i></p>	<p>RL.5.4(A) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.7(A) 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). RI.5.2(A) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.4(A) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.6(A) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. W.5.1(A) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. •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. •b. Provide logically ordered reasons that are supported by facts and details. •c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently,</p>	<p>What can we learn about ourselves by observing and interacting with animals?</p>	<p>WEEK ONE</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: anticipation, dominated, •coaxing, inhumane, solitary, enclosure, possession, •territory, generation •Vocabulary Strategy: Antonyms/Synonyms •Generative Vocabulary: Review Prefixes 	<p>WEEK Two</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: posture, master, technique, •utilize, fend, status, clan, restore, benefit, reconcile, •cowered, enabled •Vocabulary Strategy: Antonyms/Synonyms •Generative Vocabulary: Review Greek and •Latin Roots 	<p>WEEK Three</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> •Critical Vocabulary: formations, random, aquatic, •grasp, migrate, scaled, resume, resistant •Vocabulary Strategy: Multiple-Meaning Words •Generative Vocabulary: Review Greek and •Latin Roots 	<p>Level Up Tutorials Selection Assessments Leveled Reader Assessments Exit Tickets</p>	<p>Learning Mindset: Noticing "And this will be a sign for you." Luke 2:12</p>
			<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Author's Craft •Synthesize •Theme •Literary Element • 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Monitor and Clarify •Media Techniques •Central Idea •Text Structure • 	<p>READING WORKSHOP</p> <ul style="list-style-type: none"> •Visualize •Theme •Text and Graphic Features •Author's Craft • 		

specifically).
 *d. Provide a concluding statement or section related to the opinion presented.

L.5.2(A)
 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.
 *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?).
 *d. Use underlining, quotation marks, or italics to indicate titles of works.
 *e. Spell grade-appropriate words correctly, consulting references as needed.

L.5.4(A)
 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.
 *a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 *b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 *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.

L.5.5(A)
 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 *a. Interpret figurative language, including similes and metaphors, in context.
 *b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 *c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Latin Word Roots •Spelling: Words with Latin •Roots •Fluency: Reading Rate • 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Suffixes -ion, -ation •Spelling: Adding the •Suffixes -ion or -ation •Fluency: Intonation • 	<p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> •Decoding: Final Stable •Syllables with / r/ •Spelling: Words with •Final / r/ •Fluency: Phrasing
<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Listening Comprehension •Research and Media Literacy: Plan •and Gather Information •Make Connections • 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Research & Media Literacy: Create •Multimedia Presentations •Make Connections • 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> •Speaking and Listening: Give a •Presentation: Experience •Make Connections
<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Argument Writing: Letter to the Editor •Grammar Minilessons: More Commas • 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Argument Writing: Letter to the Editor •Grammar Minilessons: Other Punctuation 	<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> •Argument Writing: Letter to the Editor •Grammar Minilessons: Commonly •Misspelled Words •Grammar Minilessons: Other Punctuation