

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire year						
LIT-The Kid in the Red Jacket	<p>RL.5.1(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2(A) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>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>RF.5.4(A) Read with sufficient accuracy and fluency to support comprehension.  <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding.</li> <li>•b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </p> <p>RL.5.4(I) 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.5.6(I) Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>W.5.1(I) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  <ul style="list-style-type: none"> <li>•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.</li> <li>•b. Provide logically ordered reasons that are supported by facts and details.</li> <li>•c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>•d. Provide a concluding statement or section related to the opinion presented.</li> </ul> </p> <p>SL.5.1(I) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  <ul style="list-style-type: none"> <li>•a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>•b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>•c. Pose and respond to specific questions</li> </ul> </p>		<p>Is it possible for people of different age levels to be friends? What makes someone a friend?</p>	Compare and contrast behaviors of characters.	Study guide or response journal Class discussion Hotseat characters AR Test	Determine how the behavior of characters demonstrates--or fails to demonstrate--Christian beliefs and attitudes.

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	<p>by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <ul style="list-style-type: none"> <li>•d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> <p>SL.5.2(I) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>					
LIT-A Lion to Guard Us	<p>RL.5.1(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</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>RL.5.2(I) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3(I) 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(I) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>		<p>What dangers did settlers face as they left their homes for the New World? What qualities did settlers have that helped them to survive?</p>	<p>Understand reasons for people leaving England to settle in Virginia. Relate the dangers and experiences in the settling of Jamestown Colony.</p>	<p>Class discussions Book study guide AR test Hotseat characters</p>	<p>How did God guide and protect settlers as they left their homes to settle in the New World?</p>
LIT-Because of Winn Dixie	<p>RL.5.1(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2(A) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>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.5.4(I) 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.5.6(I)</p>		<p>How do friendships develop? What observations can be made about the struggles that people have in life?</p>	<p>Analyze the author's skill in developing character through thoughts, words (including dialect), and actions. Observe and practice the use of dialogue conventions. Discuss conflicts and resolutions among characters. Determine the author's purpose and themes.</p>	<p>Study guide questions "Hotseat" the characters Classroom discussions AR quiz</p>	<p>Discuss the family problems in spite of being a preacher's family. How is forgiveness a key theme in this book?</p>

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	<p>Describe how a narrator's or speaker's point of view influences how events are described.</p>					
<p>LIT-Number the Stars</p>	<p>RL.5.1(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2(A) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>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>RL.5.6(A) Describe how a narrator's or speaker's point of view influences how events are described.</p>		<p>Is it ever right to discriminate against someone based on their religious beliefs? What are the responsibilities of individuals in protecting their fellow man?</p>	<p>Explain the impact of the World War II atmosphere on the life of Jews in Denmark and throughout Europe. Observe the author's use of suspense and cliffhangers to interest readers.</p>	<p>Chapter response journals "Hotseat" characters AR quiz</p>	<p>Analyze the correctness of defying the authorities to hide and transport Jews. Determine the biblical significance of the book title.</p>
<p>LIT-Shiloh</p>	<p>RL.5.1(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2(A) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>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>RL.5.9(A) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RF.5.4(A) Read with sufficient accuracy and fluency to support comprehension.  <ul style="list-style-type: none"> <li>•a. Read on-level text with purpose and understanding.</li> <li>•b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>•c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </p>		<p>Is it ever right to lie?</p>	<p>Examine the types of conflicts demonstrated in the book (particularly man vs. man and man vs. self). Identify the impact that the author's use of dialect has on the story.</p>	<p>Answer study guide questions or write a response journal for each chapter. "Hotseat" the characters. Take AR test.</p>	<p>Evaluate how Marty's decisions and actions coincide or conflict with Christian beliefs.</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"> <li>•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.</li> <li>•b. Provide logically ordered reasons that are supported by facts and details.</li> <li>•c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>•d. Provide a concluding statement or section related to the opinion presented.</li> </ul> <p>W.5.3(A) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>•a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</li> <li>•b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>•c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>•d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>•e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p>RL.5.4(I) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>					
<p>LIT-A Single Shard</p>	<p>RL.5.1(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2(A) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>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>RL.5.6(A) Describe how a narrator's or speaker's point of view influences how events are</p>		<p>How did 12th century Korean culture influence the art of that era? How did 12th century Korean culture influence relationships?</p>	<p>Study and appreciate the art of making Korean celadon pottery. Study and appreciate the culture of 12th century Korea. Compare and contrast two characters.</p>	<p>Answer study guide questions. "Hotseat" the major characters. Take AR quiz. Compare and contrast the impact of Crane-man and Min on the life of Tree-ear.</p>	<p>Briefly discuss the beliefs of Buddhism and contrast them with Christianity.</p>

	<p>described.</p> <p>L.5.3(A) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>•a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>•b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul> <p>L.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Interpret figurative language, including similes and metaphors, in context.</li> <li>•b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>•c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> <p>L.5.6(A) 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>RL.5.7(I) 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).</p>					
<p>LIT-In Their Own Words</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.5.8(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>RI.5.1(I) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3(I) 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(I) 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.5.10(I) 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>Why important contributions did this person make? Why does this person merit a biography?</p>	<p>Use notetaking skills to make notecards. Use standard notecard format. Write a resource card using MLA format (easybib). Summarize each chapter into a paragraph or two.</p>	<p>Type a paper/report summarizing each chapter.</p>	<p>How did God use this person to enrich society or bring about changes? Did this person show evidence of faith in God?</p>

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<p>LIT-How to Steal a Dog</p>	<p>RL.5.1(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2(A) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>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>RL.5.9(A) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.5.10(A) 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>RL.5.6(l) Describe how a narrator's or speaker's point of view influences how events are described.</p>		<p>Does the end justify the means? Is it ever right to lie or steal? How pervasive is homelessness in the United States, and what are the solutions?</p>	<p>Describe how behaviors complicate the family situation.</p>	<p>Question sheets or response journals Class discussion AR test Hotseat characters</p>	<p>What can Christians do to help the homeless? Is stealing or lying ever right? How can someone make right a situation in which their behavior harmed someone?</p>
<p>LIT-Charlie and the Chocolate Factory</p>	<p>RL.5.1(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2(A) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>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>RL.5.4(l) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>		<p>How can the actions/non-actions of parents affect the behavior of their children? How can the actions of children affect their future?</p>	<p>Note the author's use of vocabulary, humor, and sarcasm.</p>	<p>Question worksheet Hotseat characters AR test</p>	<p>Why are certain behaviors and language inappropriate for children?</p>