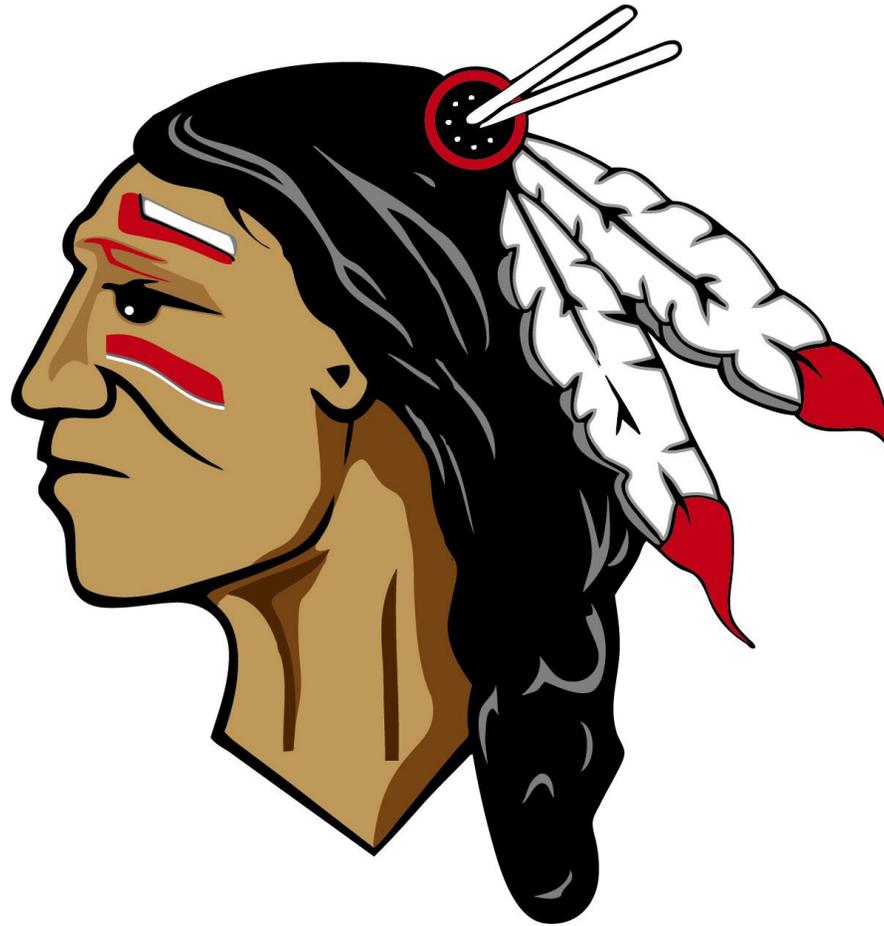


Westside Middle School 5th Grade Literacy Curriculum Map 2017-2018

Teacher: Miller & Nelson Revised: 12.13.17



Map is still under construction and will be revised throughout the year.

WESTSIDE MIDDLE SCHOOL 5TH GRADE LITERACY CURRICULUM MAP

Teacher: Miller & Nelson

Unit 1

12 Weeks

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Examine a grade-appropriate literary text.

- Provide a summary.

- 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 and how the speaker in a poem reflects upon a topic.

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).

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.

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.

RL.5.6 Describe how a narrator's or speaker's point of view and/or perspective influence how events are described.

RL.5.7 Analyze how *multimedia* elements (e.g., text, audio, still images, animation, video, or interactive components) contribute to the meaning, *tone*, or beauty of that text (e.g., graphic novel, *multimedia* presentation of fiction, folktale, myth, or poem)

RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

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.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

RI.5.2 Examine a grade-appropriate informational text.

- Provide a summary.

- Determine the main idea of a text and explain how it is supported by key details.

RI.5.4 Determine the meaning of general academic words and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.

RI.5.5 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.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the *point of view* and/or *perspective* they represent

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.

RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4a Read grade-level text with purpose and understanding.

RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4c Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.

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.

- Provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 Write routinely over extended time frames, time for

- research

- reflection

- revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

- Recognize and correct inappropriate shifts in verb tense.

- Use punctuation to separate items in a series.
 - L.5.1f Use correlative conjunctions (e.g., *either/or*, *neither/nor*) and subordinating conjunctions (e.g., *after*, *since*, *because*, *when*) appropriately
 - L.5.1h Produce complex sentences using dependent clauses and subordinating conjunctions
 - L.5.2d Spell grade-appropriate words correctly, consulting references as needed.
 - L.5.5a Interpret figurative language in context, including but not limited to, similes and metaphors.
 - L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including transition words that signal contrast, addition, and other logical relationships.
 - SL.5.1 Engage effectively in a range of *collaborative discussions*
 - One-on-one
 - In groups
 - Teacher-led
- with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly
- a. Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion
 - b. Follow agreed-upon rules for discussions and carry out assigned roles
 - c. Pose and respond to specific questions by making comments that contribute to the discussion elaborate on the remarks of others
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none"> ● Identifying Elements of a Fiction Story ● Identifying Main Idea and Theme ● Identifying Genres of Writing ● Narrative Writing <ul style="list-style-type: none"> ○ Beginnings ○ Elaborative Detail ○ Main Event ○ Ending ● Figurative Language ● Novel Study <ul style="list-style-type: none"> ○ Character Analysis ○ Setting Analysis ○ Plot Analysis ○ Vocabulary ● Verb Tense ● Comma Usage 	<ul style="list-style-type: none"> ● DIBELS/DSA ● STAR ● Narrative Essay ● Formative Assessments <ul style="list-style-type: none"> ○ Literary ○ Informational ○ Language 	<ul style="list-style-type: none"> ● <i>Thundercake</i>, Patricia Polacco ● <i>The Junkyard Wonders</i>, Patricia Polacco ● Anne to the Rescue (excerpt), Lucy Maud Montgomery ● <i>Cinderella</i> ● Three Little Pigs ● <i>Luba and the Wren</i>, Patricia Polacco ● The Flute Player. Michael Lacapa ● Wise Owl, Author Unkown ● The Rough Face Girl, Rafe Martin ● <i>A Boy Called Slow</i>, Joseph Bruchac ● Empowering Writers Series: The Comprehensive Narrative Writing Guide, Barbara Mariconda and Dea Paoletta Auray ● <i>Wonder</i>, R.J. Palacio ● <i>More Parts</i>, Tedd Arnold 	<p>Vocabulary is found within content.</p>

Unit 2

6 Weeks

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences

RI.5.3 Examine grade-appropriate informational text

- Provide a *summary*
- Determine the main idea of a text and how it is supported by key details

RI.5.6 Analyze multiple accounts of the same topic, noting important similarities and differences in the *point of view* and/or *perspective* they represent

RI.5.7 Draw on information from multiple print and digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically groups to support the writer's purpose
- Provide logically ordered reasons that are supported by facts and details
- Link opinion and reasons using words and phrases (e.g., consequently, specifically)
- Taught in Grade 6
- Provide a concluding statement or section related to the opinion presented

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas information clearly

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, specifically)
- Use precise language and domain-specific words to inform about or explain the topic
- Taught in Grade 6
- Provide a concluding statement or section related to the information or explanation presented

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

W.5.5 Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach

W.5.6 Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate

W.5.7 Conduct short research projects that use different sources to build knowledge through investigation of different aspects of a topic

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
- Provide a list of sources

L.5.2 Demonstrate command of the conventions of standard *English* capitalization, punctuation, and spelling as appropriate for Grade 5 when writing

- Taught in Grade 4
- Use underlining, quotation marks, and italics to indicate titles of works
- Use a comma to separate an introductory element from the rest of the sentence
 - Use a comma to set off appositives, the words *yes* and *no* (e.g., Yes, thank you), to set off a tag question from the rest of a sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - Use punctuation to separate items in a series
- Spell grade-appropriate words correctly, consulting references as needed

SL.5.1 Engage effectively in a range of *collaborative discussions*

- One-on-one
- In groups
- Teacher-led

with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly

- Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion
- Follow agreed-upon rules for discussions and carry out assigned roles
- Pose and respond to specific questions by making comments that contribute to the discussion elaborate on the remarks of others

- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
- SL.5.4 Report on a topic or text or present an opinion to support main ideas or themes
- Sequencing ideas
 - Use appropriate facts
 - Use relevant, descriptive details
 - Speaking clearly at an understandable pace
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
Opinion Writing Research/Informative Writing Categorizing Titles of Works Comma Usage	<ul style="list-style-type: none"> • DIBELS/DSA • STAR • Opinion Essay • Informational Research Project • Formative Assessments <ul style="list-style-type: none"> ○ Literary ○ Informational ○ Language 	<ul style="list-style-type: none"> • Empowering Writers Series: The Comprehensive Argumentative Writing Guide, Barbara Mariconda and Dea Paoletta Auray • <i>National Geographic Kids: Weird But True! Christmas</i>, Scholastic 	Vocabulary is found within content

Unit 3

9 Weeks

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

RL.5.2 Examine a grade-appropriate literary text

- Provide a summary
- 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 and how the speaker in a poem reflects upon a topic

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)

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall theme of a particular story, drama, or poem

RL.5.6 Describe how a narrator's or speaker's *point of view* and/or *perspective* influence how events are described

RL.5.9 Compare and contrast stories in the same genre on their approaches to similar *themes* and topics

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

RI.5.2 Examine grade-appropriate informational

- Provide a summary
- Determine the main idea of a text and explain how it is supported by key details

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

RI.5.4 Determine the meaning of general academic words and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area

SL.5.1 Engage effectively in a range of *collaborative discussions*

- One-on-one
- In groups
- Teacher-led

with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly

- Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion
- Follow agreed-upon rules for discussions and carry out assigned roles
- Pose and respond to specific questions by making comments that contribute to the discussion elaborate on the remarks of others
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

SL.5.2 *Summarize* information that is gained by means other than reading (texts read aloud, oral presentations of charts, graphs, diagrams; speeches)

SL.5.3 *Summarize* the points a speaker makes and explain how each claim is supported by reasons and evidence

SL.5.4 Report on a topic or text or present an opinion to support main ideas or themes

- Sequencing ideas
- Use appropriate facts
- Use relevant, descriptive details
- Speaking clearly at an understandable pace

L.5.1 Demonstrate command of the conventions of standard *English* grammar and usage as appropriate for Grade 5 when writing or speaking

- Taught in Grade 3
- Taught in Grade 3
- Use verb tense to convey various times, sequences, states, and conditions
 - Recognize and correct inappropriate shifts in verb tense
- Use relative pronouns *whose*, *whom*, *who*, *which*, and *that*
- Use the relative adverbs *where*, *when*, and *why*
- Use correlative conjunctions (e.g., *either/or*, *neither/nor*) and subordinating conjunctions (e.g., *after*, *since*, *because*, *when*) appropriately
- Taught in Grade 4
- Produce complex sentences using dependent clauses and subordinating conjunctions
- Taught in Grade 4
- Taught in Grade K

k. Taught in Grade 3

W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically groups 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 and phrases (e.g., consequently, specifically)
- d. Taught in Grade 6
- e. Provide a concluding statement or section related to the opinion presented

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

W.5.5 Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach

W.5.7 Conduct short research projects that use different sources to build knowledge through investigation of different aspects of a topic

W.5.8 Conduct short research projects that use different sources to build knowledge through investigation of different aspects of a topic

- Summarize or paraphrase information in notes and finished work
- Provide a list of sources

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<ul style="list-style-type: none"> • Documentary Reflection • Text Analysis • Novel Study <ul style="list-style-type: none"> ◦ Character Analysis ◦ Real-world connections • Inferring • Opinion Writing • Relative Adverbs/Pronouns 	<ul style="list-style-type: none"> • DIBELS/DSA • STAR • Opinion Essay • Formative Assessments <ul style="list-style-type: none"> ◦ Literary ◦ Informational ◦ Language 	<ul style="list-style-type: none"> • <i>On the Way to School</i> • <i>War in Afghanistan and Iraq: The Daily Life of the Men and Women Serving in Afghanistan and Iraq</i>, Janet Souter and Gerry Souter • <i>Afghan Dreams</i>, Mike Sullivan and Tony O'Brien • <i>Shooting Kabul</i>, N.H. Senzai • <i>America Is Under Attack: September 11, 2001: The Day the Towers Fell</i>, Don Brown • <i>Rug of War</i> • Empowering Writers Series: The Comprehensive Argumentative Writing Guide, Barbara Mariconda and Dea Paoletta Auray 	<p>Vocabulary is found within content</p>

9 Weeks

Unit 4

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

To be submitted by: March 13, 2018

Activities/Skills	Assessments	Resources	Vocabulary/Terms
			Vocabulary is found within content