

## Rockford Public Schools 5<sup>th</sup> Grade Curriculum Map Overview

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
<b>Units of Study for</b> <ul style="list-style-type: none"> <li>• Reading Literature</li> <li>• Reading Informational Text</li> <li>• Language</li> <li>• Speaking and Listening</li> <li>• Foundational Skills</li> </ul>	Creating Community: Launching Literacy Workshop 4 weeks	Clues to a Culture: American Indian Studies 6 weeks	Renaissance Thinking: Three World Interactions 6 weeks		Exploration: Real and Imagined 5 weeks	Coming of Age: Colonization 6 weeks		America in Revolutionary Conflict 9 weeks			
<b>Literacy Assessments</b>	F/P to Instructional Level Benchmark L.Q			F/P: Tier I watch, Tier II/II students for mini CAT		F/P to Instructional Level Benchmark L.R			FP: Title I/At-risk students prior to conferences		F/P to Instructional Level Benchmark L. S
<b>Writing:</b> Lucy Calkins*	<b>Unit 1: Narrative Craft</b>		<b>Unit 2: The Lens of History: Research Reports</b>			<b>Unit 4: The Research-Based Argument Essay</b>					
<b>Writing:</b> District Assessments <i>Units of Study in Opinion, Information, and Narrative Writing</i>	On-demand Pre-Assessments: <b>Information</b> (first 10 days of school) and <b>Narrative</b>				On-demand Pre-Assessment: <b>Opinion</b>				On-demand Post Assessment: <b>Information</b> (data collected for School Improvement)		
		Post tests given after each unit of study									
Pacing Goal: 3 LC lessons per week to allow time to extend mini-lessons and mid-workshop teaching points over 5 workshop days	Personal Narrative Unit		Information Writing			Argumentative Essay					
	Bend One	Bend Two and Three		Bend One	Bend Two	Bend One		Bend Two and Three			

# Rockford Public Schools K-5 Curriculum Map

## Grade: 5 English Language Arts

### Unit Overview: **Creating Community: Launching Literacy Workshop**

Back to school means it is time to launch our workshops by creating quality systems, it's time to create a new community, and it is time to understand the fun and value in playing with language. Reading provides students a chance to explore and appreciate language. Students explore word origins, compare literal and figurative language, and create a multimedia presentation they have designed to show understanding of the essential question.

**Essential Question: How do authors use language to convey meaning and reveal emotion?**

	<b>Reading Component/ Key Ideas</b> What reading components are being covered and what is the important vocabulary? What do students need to know? <i>(Reading Component)</i>		<b>Focus Standards: Student Objectives</b> What do students have to be able to do? <i>(Standard Code: Common Core Student Objective Language)</i>	<b>Focus Standards</b> <i>(Standard Code)</i>	<b>Instruction/ Sample Activities</b> What activities are used to develop the skills and knowledge? <i>(Units of Study)</i>		<b>Resources/ Suggested Works</b> What materials, texts, videos, internet, software, or human resources support instruction? <i>(Rockford Resources)</i>	<b>Assessment</b> What evidence (product or performance) is collected to determine that the students have met the reading objective? <i>(RPS Literacy Assessment Charts)</i>
	<b>Reading Component</b>	<b>Academic Vocabulary</b>			<b>Instruction</b>	<b>Differentiation</b>		
September: 4 week unit	Reading Literature	Good fit books Voracious reading Stamina Theme	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 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.5.2 RL.5.4	Mini lessons on choosing good fit books, voracious reading, and building stamina  Creations of a T-chart for Read to Self  Mini lesson on theme and summarizing.	Good fit books	Daily Five CAFE	Jerry Johns Form 5A: <i>The Mystery</i>  Discovery Ed  Reading conferences, conferring notebook/pensieve
	Reading Informational Text	Text structure Headings Bold text Inferences Explicit	RI.5.4 Determine the meaning of general academic and domain specific words and phrases in a text.	RI.5.4	Mini lessons on structure of the SS text including headings, subheadings, and boldface text  Comprehension Toolkit Lessons 10-15  Mini lesson on quoting from a source and explaining the explicit and implicit meaning of the quote.	Good fit books	Comprehension Toolkit U.S. History Text	Teacher observation

<p>Foundational Skills</p>	<p>Cross checking Syllabication Prefixes Suffixes Affixes Root words Sufficient Accuracy Appropriate rate Expression Just right books Good fit books</p>	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context RF.5.4 Read with sufficient accuracy and fluency to support comprehension. RF.5.4.a Read grade-level text with purpose and understanding. RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a RF.5.4.b RF.5.4.c</p>	<p>Launching word study groups  Instruction on word study activities (S.A.W. sort, speed sort, word hunt, etc.)  Minilessons on cross checking, expectations for word study activities</p>	<p>Students are grouped based on feature inventories  Students are practicing these skills using a good fit/just right book  Conferring with individual students</p>	<p>Word Journeys  Words Their Way  CAFÉ / Daily Five</p>	<p>Jerry Johns Form 5A: <i>The Mystery</i>  Screening / feature inventories</p>
<p>Speaking and Listening</p>	<p>One on one discussion Rules for group discussion Schema</p>	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners building on others' ideas and expressing their own clearly. SL.5.1.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. SL.5.1.b. Follow agreed upon rules for discussions and carry out assigned roles.</p>	<p>SL.5.1 SL.5.1.a SL.5.1.b</p>	<p>Creation of T-charts to outline expected behaviors for Read to Someone, Listening to Reading  Minilesson on rules for group discussion</p>	<p>N/A</p>	<p>Daily Five/ CAFE</p>	<p>Teacher observation</p>
<p>Language</p>	<p>Conventions Similes Metaphors, Idioms, Adages, Proverbs Synonyms Antonyms Homographs</p>	<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.a Use punctuation to separate items in a series. L.5.2.b Use a comma to separate an introductory element from the rest of the sentence. L.5.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag questions 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?). L.5.2.e Spell grade-appropriate words correctly, consulting references as needed. L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances and word meanings. L.5.5.a Interpret figurative language, including similes and metaphors, in context. L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>L.5.2 L.5.2.a L.5.2.b L.5.2.c L.5.2.e L.5.4.a L.5.5 L.5.5.a L.5.5.b L.5.5.c</p>	<p>Mini lessons on figurative language.  Mini lessons on conventions of capitalization, punctuation, and spelling in writing.</p>	<p>N/A</p>	<p><i>Everyday Editing</i> by Jeff Anderson  Writing Diner  Comprehension Toolkit, Lessons 10, 11, and 12</p>	<p>Teacher observation Writing Rubric</p>

	Writing		<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.d Use concrete words and phrases and sensory details to convey experiences and event precisely.</p> <p>W.5.3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grade 5.)</p> <p>W.5.9.a Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>W.5.9.b Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.3</p> <p>W.5.3.b</p> <p>W.5.3.c</p> <p>W.5.3.d</p> <p>W.5.3.e</p> <p>W.5.4</p> <p>W.5.5</p> <p>W.5.9.a</p> <p>W.5.9.b</p> <p>W.5.10</p>	<p>Students write both a memoir and interpretive essay as foundation for the year.</p>		<p><i>Lucy Calkins, Narrative Writing, Updated Unit One: Memoir</i></p> <p><i>Lucy Calkins Updated Unit Two: The Interpretive Essay: Exploring and Defending Big Ideas about Life and Texts</i></p> <p><i>Writing Diner</i></p>	<p>Narrative Writing Rubric</p>
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# Rockford Public Schools K-5 Curriculum Map

## Grade: 5 English Language Arts

### Unit Overview: Clues to a Culture

This unit begins with students collectively defining and discussing the word *culture*. Next, students compare early America from the American Indian point of view to depictions in texts. In order to glean the similarities and differences across nations, students read trickster stories and informational text; they also listen to music and examine art from a variety of American Indian cultures. Class discussions reinforce awareness of how someone's perspective can affect their view of events and people. This unit ends with students writing a personal narrative that shows how literature, art or tradition create their family culture.

**Essential Question:** How do literature, art, and tradition provide insight into a culture?

October/Early November: 6 week unit	Reading Component/ Key Ideas What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
	Reading Component	Academic Vocabulary			Instruction	Differentiation		
October/Early November: 6 week unit	Reading Literature	Inferring Questioning Trickster Tales	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1	Compare fiction and nonfiction books about a specific topic (e.g., Native American nations) quoting accurately from the texts. •Find similarities and differences in stories (e.g., trickster tales, pourquois stories) from various cultures.	Good fit books	<a href="http://www.commoncore.org">www.commoncore.org</a> <i>CAFÉ</i> <i>Daily Five</i> <i>Seven Keys to Comprehension</i> <i>The Book Whisperer</i> <i>Interactive Read Alouds</i> Linda Hoyt <i>Birchbark House</i> Louise Erdrich (E) <i>Walk Two Moons</i> Sharon Creech <i>A Boy Called Slow</i> (Joseph Bruchac and Rocco Baviera) <i>A Ring of Tricksters: Animal Tales from North America, the West Indies, and Africa</i> (Virginia Hamilton and Barry Moser) <i>Cheyann Again</i> <i>Coyote: A Trickster Tale from the American Southwest</i> (Gerald McDermott) <i>Dreamcatcher</i> (Audrey Ososky and Ed Young) <i>Guests</i> (Michael Dorris) <i>How Rabbit Tricked Otter: And Other Cherokee Trickster Stories</i> (Gayle Ross and Murv Jacob) <i>Island of the Blue Dolphins</i> (Scott O'Dell) <i>Knots on a Counting Rope</i> (John Archambault, Bill Martin, Jr., and Ted Rand) <i>Raven: A Trickster Tale from the Pacific Northwest</i> (Gerald McDermott) <i>Trickster Tales: Forty Folk Stories from Around the World</i> (World Storytelling) (Josepha Sherman)	Reading conferences  FP for Title I only
	Reading Informational Text	Culture Compare and contrast	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	RI.5.7	Minilessons on how to compare different texts and how to draw information from each.	Assign tribes according to interest/ability.	Early United States: Chapter 1, The First Americans Chapter 2, Indians of North America  <i>If You Lived...</i>	Teacher observation

Foundational Skills	Cross checking Syllabication Prefixes Suffixes Affixes Root words Sufficient Accuracy Appropriate rate Expression	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context RF.5.4 Read with sufficient accuracy and fluency to support comprehension. RF.5.4.a Read grade-level text with purpose and understanding. RF. 5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.3 RF.5.3.a RF.5.4 RF.5.4.a RF.5.4.b RF.5.4.c	Instruction on word study  Minilessons on accuracy	Students are grouped based on feature inventories  Students are practicing these skills using a good fit/just right book  Conferring with individual students	Word Journeys  Words Their Way  CAFÉ / Daily Five	Screening / feature inventories
Speaking and Listening	Multimedia presentation Quality products Font Layout	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3	Create a multimedia presentation based on information drawn from various types of sources (e.g., a presentation on a Native American nation of choice based on fiction, nonfiction, art or other media). Summarize and evaluate the content and structure of a classmate's presentation, evaluating how well they support their claims.		Daily Five/ CAFE	Multimedia presentation evaluation
Language	Conventions Verb tense Dictionary Thesaurus Glossary	L.5.1 Observe conventions of grammar and usage when writing or speaking. L.5.1.c Use verb tense to convey various times, sequences, states, and conditions. L.5.1.d Recognize and correct inappropriate shifts in verb tense. L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.4.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.5.1 L.5.1.c L.5.1.d L.5.4 L.5.4.c	Define related words and identify their parts of speech (e.g., nation, national, nationality, nationwide, culture, cultural, cultivate, etc.)		Jeff Anderson (grammar lessons) Mastering the Mechanics by Linda Hoyt	

	Writing		<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.d Use concrete words and phrases and sensory details to convey experiences and event precisely.</p> <p>W.5.3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.3 W.5.3.a W.5.3.b W.5.3.c W.5.3.d W.5.3.e RL.5.9 W.5.10</p>	<p>Student research a given tribe and write informational text.</p>	<p>Assign tribe based on amount of easily accessible information or challenging research requirements.</p>	<p><i>Reading and Writing Genre with Purpose K-8</i>, Nell Duke</p> <p>Lucy Calkins, updated Unit Three - Informational Writing: Building on Expository Structures to Write Lively, Voice-filled Nonfiction Picture Books</p>	<p>Informational Text Writing Rubric</p>
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# Rockford Public Schools K-5 Curriculum Map

## Grade: 5 English Language Arts

### Unit Overview: Renaissance Thinking

The Renaissance was a time in history when the three worlds, Europe, Africa, and the Americas, began to interact. Through the pairing of fiction and nonfiction books on related topics, this unit builds on students' understanding of the Renaissance as a period of new learning and discovery. This unit is particularly effective for teaching the research process, since the people involved or the historical context of particular inventions are most likely new to students. Students then find commonalities among inventors and innovators, share these insights in group discussions, and use this information as a springboard for their own innovative and creative design.

**Essential Question:** How does creativity change the world?

Reading Component/ Key Ideas What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)	
				Instruction	Differentiation			
6 week unit Early January	Reading Component	Academic Vocabulary						
	Reading Component							Academic Vocabulary
Late November/December	Reading Literature	Compare Contrast Theme Genre	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2	Compare fiction and nonfiction books about a specific topic.  Compare books to discuss their approaches to theme.	Good fit books	<a href="http://www.commoncore.org">www.commoncore.org</a> CAFÉ Daily Five Seven Keys to Comprehension The Book Whisperer Interactive Read Alouds Linda Hoyt The Invention of Hugo Cabret, Selznick	Reading conferences
	Reading Informational Text	Renaissance Compare and contrast	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: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI 5.1 RI.5.2 RI.5.9	Minilessons on how to compare different texts and how to draw information from each.	Assign inventors, scientists, or artists according to interest/ability.	U.S. History Text About Time: A First Look at time and Clocks. Koscielniak Telescopes: the New Book of Knowledge. Ronan Toys! Amazing Stories Behind Some Great Inventions. Wulffson and Keller Leonardo: Beautiful Dreamer. Byrd The Usborne Book of Inventors from DaVinci to Biro, Fara and Watton Time For Kids: Best Inventions Issue	Teacher observation

Foundational Skills	Cross checking Syllabication Prefixes Suffixes Affixes Root words Sufficient Accuracy Appropriate rate Expression	<ul style="list-style-type: none"> <li>RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> <li>RF.5.4.b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>	RF.5.4 RF.5.4.b	Instruction on word study  Minilessons on accuracy	<p>Students are grouped based on feature inventories</p> <p>Students are practicing these skills using a good fit/just right book</p> <p>Conferring with individual students</p>	Word Journeys  Words Their Way  CAFÉ / Daily Five	Weekly Word Study Assessments
Speaking and Listening	Quality products	<p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) on grade 5 topics and texts, building on others' ideas and expressing their own ideas clearly.</p> <ul style="list-style-type: none"> <li>SL.5.1.c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>SL.5.1.d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situations (See Grade 5 Language Standards 1 and 3 for specific expectations.).</p>	SL.5.1 SL.5.1.c SL.5.1.d SL.5.6	Present person studied in a first person speech format.	Assign inventors, scientists, or artists according to interest/ability.	Daily Five/ CAFE	Teacher observation First Person Speech Rubric
Language	Conventions Conjunctions Prepositions Interjections Perfect tenses	<p>L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.b: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p>	L.5.1 L.5.1.a L.5.1.b L.5.6	Mini lessons on conjunctions, prepositions, interjections, and perfect tenses.		Jeff Anderson (grammar lessons) Schoolhouse Rock DVD	Teacher observation Writing rubric

	Writing		<p>W.5.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially).</p> <p>W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W5.2 W5.2a W5.2b W5.2c W5.2d W5.3e W.5.10</p>	<p>After choosing a famous person (inventor, scientist, social activist, artist) who has acted as an agent of positive change, write a persuasive essay to convince others that this person's creativity changed the world.</p>	<p>Differentiate by interest</p>	<p>Lucy Calkins, Updated Unit Four: Research-based Argument Essays</p>	<p>Persuasive Writing Rubric</p>
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# Rockford Public Schools K-5 Curriculum Map

## Grade: 5 English Language Arts

### Unit Overview: Exploration: Real and Imagined

Students read an exemplar text involving a quest with their peers to examine what we can learn from the characters' experiences and development. Additionally, students read informational texts or biographies of explorers in order to apply lessons learned from literary quests to real world explorations found in informational text. Finally, this unit ends with an informational essay in response to the essential question..

**Essential Question:** What do people, real or imagined, learn from exploring their world?

Mid January/Mid February: 5 week unit	Reading Component/ Key Ideas What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
	Reading Component	Academic Vocabulary			Instruction	Differentiation		
	Reading Literature	Inferring Questioning Figurative Language Graphic novel Folktale Myth Stanzas	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.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., a graphic novel, multimedia presentation of fiction, folktale, myth, [or] poem).	RL.5.4 RL.5.5 RL.5.7	Compare similarities and differences between two exemplar texts (e.g., Alice in Wonderland and The Little Prince). Respond to poetry, prose, and informational text in writing and in class discussions. •Explain how poetry is used within prose. •Discuss how illustrations in Alice in Wonderland and/or The Little Prince play a role in telling the story.	Good fit books	<a href="http://www.commoncore.org">www.commoncore.org</a> CAFÉ Daily Five Seven Keys to Comprehension The Book Whisperer Interactive Read Alouds Linda Hoyt Suggested Read Aloud: Fantasy Genre (e.g. Gregor the Overlander; Redwall,; The Lion, The Witch, and The Wardrobe)	JJ STAR Reading conferences Discovery Ed
	Reading Informational Text	Supporting Details Evidence Main Idea	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RI 5.1 RI.5.8	Minilessons on how to find the main idea and list supporting evidence	Assign explorers according to interest/ability.	Early United States: Chapter 3, Age of Exploration Chapter 4, Encounters in the Americas  Biographies of explorers	Teacher observation

Foundational Skills	Cross checking Syllabication Prefixes Suffixes Affixes Root words Sufficient Accuracy Appropriate rate Expression Synonyms Antonyms Homographs	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	RF.5.4	Instruction on word study  Minilessons on accuracy	Students are grouped based on feature inventories  Students are practicing these skills using a good fit/just right book  Conferring with individual students	Word Journeys  Words Their Way  CAFÉ / Daily Five	Weekly Word Study Assessments  Screening / feature inventories: Form B
Speaking and Listening	Summary	SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2	Mini lesson on summarization of text and oral presentation		Daily Five/ CAFE	Multimedia presentation evaluation
Language	Conventions Correlative conjunctions Figurative language	L.5.1 Observe conventions of grammar and usage when writing or speaking. L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor). L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.e of strategies.	L.5.1 L.5.1.e L.5.5	Mini lesson on correlative conjunctions  Mini lesson on figurative language (idioms, adages, proverbs).		Jeff Anderson (grammar lessons)	Teacher observation
Writing		W.5.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly. W.5.2.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. W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially). W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.e Provide a concluding statement or section related to the information or explanation presented. W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W5.2 W5.2a W5.2b W5.2c W5.2d W5.3e W.5.10	Students write historical or fantasy fiction.		Lucy Calkins Updated Unit Five: Historical Fiction or Fantasy Fiction	

# Grade: 5 English Language Arts

## Unit Overview: Colonization: Coming of Age

This unit begins with students collectively defining what is means to "Come of Age" through the use of novels. Students will compare and contrast the coming of age experience of different characters with themselves and/or other characters. Through the course of the unit, students apply the concept of "Coming of Age" to the New World as it historically changes from settlements to colonial America. This unit ends with student groups creating a multimedia presentation designed to show understanding of the essential question . (i.e. commercial inviting to colonial region).

**Essential Question:** How does "Coming of Age" change the perspective and expectations of the person/people group (country)?

Mid February/March: 6 week unit	Reading Component/ Key Ideas What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
	Reading Component	Academic Vocabulary			Instruction	Differentiation		
Reading Literature	Character traits Setting		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.5.3	Use a graphic organizer such as a Venn diagram to compare and contrast two characters, settings, and/or events.	Good fit books	<a href="http://www.commoncore.org">www.commoncore.org</a> CAFÉ Daily Five Seven Keys to Comprehension The Book Whisperer Interactive Read Alouds Linda Hoyt Sign of the Beaver Elizabeth George Speare	Reading conferences  FP for Title I only
Reading Informational Text	Similarity Difference Point of view		RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI 5.1 RI.5.6	Compare/contrast leadership roles of Stuyvesant, Penn, etc.  Analyze the Mystery of Roanoke from different perspectives.  Discuss point of view of Puritans vs. Quakers.	Text/event complexity	Early United States: Chapter 5, Europeans Settle Throughout North America Chapter 6, Life in British Colonies  <i>If You Live in Colonial Times</i> <i>If You Lived When There Was Slavery in America</i>	Teacher observation
Foundational Skills	Cross checking Syllabication Prefixes Suffixes Affixes Root words Sufficient Accuracy Appropriate rate Expression		RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	RF.5.4	Instruction on word study  Minilessons on accuracy	Students are grouped based on feature inventories  Students are practicing these skills using a good fit/just right book  Conferring with individual students	Word Journeys  Words Their Way  CAFÉ / Daily Five	Weekly Word Study Assessments

Speaking and Listening	Multimedia presentation Quality products Font Layout	SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5	Create a multimedia presentation based on information drawn from various types of sources to demonstrate the difference between New England, Middle and Southern colonies.  Summarize and evaluate the content and structure of a classmate's presentation, evaluating how well they support their claims.		Early United States: Chapter 5, Europeans Settle Throughout North America Chapter 6, Life in British Colonies	Multimedia presentation evaluation
Language	Dialects Registers Sentence Run ons Sentence fragments Sentence fluency	L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works. L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. -L.5.3(a): Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. -L.5.3(b): Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	L.5.2.d L.5.3 L.5.3.a L.5.3.b	Mini lessons on run on sentences and fragments.  Mini lesson on good sentence fluency.  Read text written in different dialects or registers of the same account.		Jeff Anderson (grammar lessons)	Teacher observation

	Writing	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.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.</p> <p>W.5.1.b Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically).</p> <p>W.5.1.d Provide a concluding statement or section related to the opinion presented</p> <p>W.5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.1 W.5.1.a W.5.1.b W.5.1.c W.5.1.d W.5.6 W.5.8 W.5.10</p>	<p>Use keyboarding skills to type unit products.</p> <p>Mini lesson on notetaking.</p> <p>Mini lesson on summarizing.</p> <p>Mini lesson on citing sources.</p> <p>Students write literary essays discussing issues in "Coming of Age" novels read in book clubs.</p>		<p>Type to Learn software</p> <p>Comprehension Toolkit: Summarize and Synthesize, Book 6</p>	<p>Teacher observation of amount of work typed in one setting.</p> <p>Summary response rubric, Summarize and Synthesize, pp. 60-66</p>
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# Rockford Public Schools K-5 Curriculum Map

## Grade: 5 English Language Arts

### Unit Overview: America in Revolutionary Conflict

Students read historical fiction and informational text about the Revolutionary War in the United States and compare and contrast the ways in which each type of text describes key historical events. In order to gain a deeper understanding of the period beyond what is addressed in print, students listen to music and examine art from the Revolutionary War period. This unit includes several opportunities for students to write argumentatively from different historical viewpoints.

**Essential Question:** How do fictionalized characters and real people change through conflict?

April/May/June: 9 week unit	Reading Component/ Key Ideas		Student Objectives What do students have to be able to do? <i>(Common Core Student Objective Language)</i>	Focus Standards <i>(Standard Code)</i>	Instruction/ Sample Activities What activities are used to develop the skills and knowledge? <i>(Units of Study)</i>		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? <i>(Rockford Resources)</i>	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? <i>(RPS Literacy Assessment Charts)</i>
	Reading Component	Academic Vocabulary			Instruction	Differentiation		
Reading Literature	Author's point of view Narrator		RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. 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.	RL.5.6 RL.5.9 RL.5.10	Compare and contrast the points of view in fictional and nonfictional texts about the same topic or time period.  Compare and contrast the ways in which fictional and informational texts treat historical events (e.g., the Revolutionary War and slavery in the United States).	Good fit books	<a href="http://www.commoncore.org">www.commoncore.org</a> CAFE Daily Five Seven Keys to Comprehension The Book Whisperer Interactive Read Alouds Linda Hoyt When Washington Crossed the Delaware: A Wintertime Story for Young Patriots. Cheney Chains. Anderson Forge. Anderson Woodsrunner. Paulsen Molly Bannaky. Soentpiet and McGill	Reading conferences  JJ  FP: Title I only  STAR  Discovery Ed

Reading Informational Text	Interaction Technical text Text structure Chronology Cause/effect Problem/solution	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 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.5.5: 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.5.10 By the end of the year, read and comprehend informational text, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	RI 5.1 RI.5.3 RI.5.5 RI.5.10	Minilessons on how to compare different texts and how to draw information from each.  Analyze two accounts of the same event and describe important similarities and differences in the details they provide.	Good fit text	Early United States: Chapter 7, Differences Divide Britain and Its Colonies Chapter 8, War for Independence Chapter 9, The Constitution Chapter 10, A New Government Begins  <i>If You Lived When There Was Slavery in America</i> <i>If You Lived at the Time of the Revolutionary War...</i>	Teacher observation
Foundational Skills	Cross checking Syllabication Prefixes Suffixes Affixes Root words Sufficient Accuracy Appropriate rate Expression	RF.5.4 Read with sufficient accuracy and fluency to support comprehension. RF.5.4.a Read grade-level text with purpose and understanding.	RF.5.4 RF.5.4.a	Instruction on word study  Minilessons on accuracy	Students are grouped based on feature inventories  Students are practicing these skills using a good fit/just right book  Conferring with individual students	Word Journeys  Words Their Way  CAFÉ / Daily Five	Weekly Word Study Assessments  Screening / feature inventories
Speaking and Listening	Timeline Fact/opinion Chronology Main idea Supporting evidence Relevant	SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4	Students present events of the Revolutionary War.	Assign event by complexity	Daily Five/ CAFE	Multimedia presentation evaluation
Language	Conventions Verb tense Dictionary Thesaurus Glossary	L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	L.5.4 L.5.4.b	Define related words and identify their parts of speech (e.g., nation, national, nationality, nationwide, culture, cultural, cultivate, etc.)		Jeff Anderson (grammar lessons)	

	Writing		<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.9 Draw evidence from literacy or informational texts to support analysis, reflection, and research.</p> <p>W.5.9.a</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W5.1 W5.9 W5.9a W5.10</p>	<p>Students research and write informational text to teach others about an important event from the American Revolution incorporating authentic facts, photos, or artwork.</p> <p>Students compose a narrative that is set within a historical context, includes a fictional character with a conflict to grow from, and incorporates authentic facts, photos, or artwork.</p>			
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