



**Trinity Area School District
Elementary English Language Arts Curriculum Map**

Course: Elementary English Language Arts Grade:5 Designer(s):Language Arts Committee	Overview of Course English Language Arts in Fifth Grade focuses on developing motivated, strategic, constructive, fluent and independent readers, writers, and communicators. The emphasis is on continued development of oral language abilities and using reading and writing processes. Students will read literature and informational texts and express their thinking both orally and in writing. Students will continue to develop inquiry skills to gather, organize, summarize and share information.		
Big Ideas <i>Foundational Skills</i>	Standard(s) Addressed Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, they apply them as effective readers.	Enduring Understanding(s)	Essential Question(s)
Book Handling	CC.1.1.K.C Practice and utilize book handling skills.	Readers take good care of books.	How do we take care of books so that they are available for everyone to use for a very long time?
Print Concepts	CC.1.1.1.B Demonstrate understanding of the organization and understanding of the organization and basic features of print. <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. 	Readers build an understanding of texts, of themselves, and of different cultures through reading a wide range of print texts. Reader's ability to make meaning of the text is facilitated by understanding the text's features, structures, and characteristics.	What are the features of print? How does understanding a text's structure help me better understand its meaning? How is reading a process of constructing meaning from text?
Phonological Awareness	CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Readers apply phonetic principles, context clues, structural analysis, and spelling	How do I figure out a word I do not know?

	<ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and diagraphs. <ul style="list-style-type: none"> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. Add or substitute individual sounds (phonemes) in one syllable words to make new words. 	<p>patterns to help them figure out unfamiliar words while reading.</p> <p>Readers use complex letter combinations to represent sounds in words that convey meaning.</p> <p>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</p>	<p>How are words similar?</p> <p>How are words different?</p> <p>If you do not know the meaning of a word, how can you use “clues” within the word to help you figure it out?</p> <p>How do I use spelling patterns to read words?</p> <p>How have other languages and cultures influenced the English language?</p>
Phonics and Word Recognition	<p>CC.1.1.5.D</p> <ul style="list-style-type: none"> Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 	<p>Readers analyze both the phonetic and the morphological parts of words to understand words in the English language.</p> <p>Readers change word parts to affect meanings.</p> <p>Readers know parts of speech within a sentence impact meaning.</p> <p>Readers use sentence structure to express more complex ideas.</p> <p>Readers use word analysis skills (e.g.: syllabication, root words, prefixes, suffixes, inflectional endings) to read and unlock meaning of words.</p> <p>Readers apply the knowledge of language, including word origins and morphology to unlock meaning.</p>	<p>What strategies do I use to learn new words and understand what I read?</p> <p>How do I use spelling patterns to read words?</p> <p>How do I use prefixes and suffixes to decode words?</p> <p>How do I use context clues to figure out the meaning of unfamiliar words?</p>
Fluency	<p>CC.1.1.5.E</p> <p>Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on 	<p>Fluent readers group words quickly to help them gain meaning from what they read.</p> <p>Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression with attention to text</p>	<p>What does it mean to fluently read text?</p> <p>How does fluency affect comprehension?</p> <p>Why is it important to read accurately and fluently?</p>

	<p>successive readings.</p> <ul style="list-style-type: none"> Use context to confirm or self correct word recognition and understanding, rereading as necessary. 	<p>features (punctuation, italics, etc.).</p> <p>Fluent readers read texts to themselves and others using appropriate phrasing, intonation, rate, and pay attention to punctuation.</p>	<p>How can I improve my reading?</p>
<p>Big Ideas</p> <p><i>Reading Informational Text</i></p>	<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	<p>Readers use organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning.</p> <p>Readers understand that informational and expository text is written differently than fictional text and makes different demands on the reader.</p> <p>Readers know informational text gives facts about real people, places, things, or events.</p> <p>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p>	<p>What are the characteristics of informational texts?</p> <p>When can reading nonfiction text help you?</p> <p>How do readers understand what they read?</p>
<p>Key Ideas and Details</p>	<p>CC.1.2.5.A (Main Idea) Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.B (Text Analysis) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.C (Text Analysis) Explain the relationships or interactions between two or more individuals, events, ideas,</p>	<p>Readers identify the main idea of texts.</p> <p>Readers understand essential content of text, including literary elements and devices, inform meaning.</p> <p>Readers answer questions about the details in a text by citing evidence.</p> <p>Readers connect event, ideas, or pieces of informational texts.</p>	<p>What do readers do when they do not understand everything in a text?</p> <p>How are the topic, supporting details, and main idea used to understand what is being read?</p> <p>How do you distinguish between the important and unimportant details?</p> <p>What is the thinking process used while reading in order to understand and respond</p>

	or concepts in a text based on specific information in the text.		to what is being read?
Craft and Structure	<p>CC.1.2.5.D (Point of View) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view.</p> <p>CC.1.2.5.E(Text Structure) Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).</p> <p>CC.1.2.5.F (Vocabulary) Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p>	<p>Readers identify and analyze the author’s opinion on a topic.</p> <p>Readers gain meaning of text through textual features and organization.</p> <p>Readers ask and answer questions about unknown words in a text.</p> <p>Readers understand that words powerfully affect meaning.</p> <p>Readers acquire vocabulary through reading, writing, listening, and speaking.</p>	<p>How does knowing the point of view a story is written from help you understand what you are reading?</p> <p>How can text features and graphics help you understand what you are reading?</p> <p>Why do I analyze the structure of a text?</p> <p>Why is vocabulary development important?</p> <p>Why do readers need to pay attention to a writer’s choice of words?</p> <p>How do word parts help us understand meaning?</p> <p>How does context help us understand word meaning?</p>
Integration of Knowledge and Ideas	<p>CC.1.2.5.G (Diverse Media) 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>CC.1.2.5.H (Evaluating Arguments) Determine how an author supports particular points in a text through reasons and evidence.</p> <p>CC.1.2.5.I (Analysis Across Texts) Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p>	<p>Readers understand that authors use pictures and text to communicate a message.</p> <p>Readers identify the reasons an author gives to support points in a text.</p> <p>Readers compare/contrast to tell how things are alike and different.</p> <p>Readers compare and contrast informational texts on the same topic.</p>	<p>What information can be learned from diagrams, maps, graphs, charts, timelines, pictures, or illustrations?</p> <p>How does understanding an author’s opinion help you comprehend what you are reading?</p> <p>How is compare and contrast used to help in understanding relationships?</p> <p>Is there more than one way to understand what we read?</p>
Vocabulary Acquisition and Use	<p>CC.1.2.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that</p>	<p>Readers understand vocabulary is acquired through reading, writing, listening, and speaking.</p>	<p>Why is vocabulary development important?</p> <p>How do word parts help in understanding</p>

	<p>signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>Readers know a rich vocabulary enables them to understand and communicate more effectively.</p> <p>Readers determine or clarify unknown words in a text.</p>	<p>meaning?</p> <p>What strategies are used to determine the meaning of words?</p>
Range of Reading	<p>CC.1.2.5.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>Readers understand comprehension requires and enhances critical thinking and is constructed through interaction between reader and text.</p> <p>Readers participate meaningfully during group reading activities.</p>	<p>What determines the reading of nonfiction and informational texts?</p> <p>Why do readers read multiple texts on a similar theme or topic?</p> <p>What levels of books should I be reading?</p>
<p>Big Ideas</p> <p><i>Reading Literature</i></p>	<p>1.3 Reading Literature Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	<p>Readers apply essential content of text, including literary elements and devices to comprehend meaning.</p>	<p>What do tools do we use to comprehend what we are reading?</p> <p>How do readers construct meaning from text?</p>
Key Ideas and Details	<p>CC.1.3.5.A (Theme) Determine a theme of a text 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>CC.1.3.5.B (Text Analysis) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.C (Literary Elements) Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.</p>	<p>Readers identify the theme of a text.</p> <p>Readers know characters learn lessons in stories.</p> <p>Readers understand essential content of text, including literary elements and devices, inform meaning.</p> <p>Readers analyze organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning.</p> <p>Readers know characters often change from</p>	<p>How do the events in the story impact how characters react?</p> <p>How does knowing the right actions change events?</p> <p>How do we support our predictions and conclusions using the text?</p> <p>What lesson can be learned from reading the story?</p> <p>How does using text supported answers help in comprehending text?</p> <p>How does comparing and contrasting help in</p>

		the beginning to the end of a story.	understanding relationships within a text?
Craft and Structure	<p>CC.1.3.5.D (Point of View) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.3.5.E (Text Structure) 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>CC.1.3.5.F (Vocabulary) Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p>	<p>Readers put to use knowledge of comparing/contrasting in the point of view of the text they are reading.</p> <p>Readers know that a writer's point of view is influenced by his experience. Readers gain meaning of text through textual features and organization.</p> <p>Readers ask and answer questions when words are unknown in a text.</p>	<p>Why does an author choose to tell a story?</p> <p>How does the person telling the story impact the way we perceive what is happening?</p> <p>Why do authors choose to express their ideas they way they do?</p> <p>Why do I analyze the structure of a text?</p> <p>How can text features and graphics help you understand what you are reading?</p> <p>How do readers interpret and analyze words and phrases used in a text?</p> <p>How do readers analyze word choices to understand a text?</p>
Integration of knowledge and Ideas	<p>CC.1.3.5.G (Sources of Information) 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>CC.1.3.5.H (Text Analysis) Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p>	<p>Readers use references from texts to provide evidence for applying ideas and making connections between text and self, text and other texts, and texts and the real world.</p> <p>Readers compare and contrast characters in different texts.</p>	<p>How does making connections help readers comprehend what they are reading?</p> <p>Why do we ask questions about whatever we read?</p> <p>How does asking questions help us understand what we read?</p> <p>How is comparing and contrasting used to understand relationships between characters and/or events?</p>

<p>Vocabulary Acquisition and Use</p>	<p>CC.1.3.5.I (Strategies) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	<p>Readers make connections between and among words based on meaning, content, and context.</p> <p>Readers acquire and apply a robust vocabulary to assist in constructing meaning.</p>	<p>Why is vocabulary development important?</p> <p>How do word parts help in understanding meaning?</p> <p>What strategies are used to determine the meaning of words?</p>
<p>Range of Reading</p>	<p>CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Readers read independently and comprehend what they are reading.</p>	<p>What levels of books should I be reading?</p> <p>Why do we need multiple texts on a similar theme or topic?</p> <p>How does reading multiple text help us compare the approaches authors take?</p> <p>How can readers improve their reading abilities?</p>
<p>Informative/ Explanatory</p>	<p>CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B (Focus) Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C (Content) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</p>	<p>Writers write with a clear focus, identifying topic, purpose and audience (focus). Young authors gather and critique information from different sources for specific purposes.</p> <p>Writers select a topic and develop it throughout their paper.</p> <p>Good writers write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph.</p> <p>Writers produce ideas and details to communicate information that relates to a chosen topic.</p>	<p>Why do students conduct research?</p> <p>How do authors develop a topic and stick to it?</p> <p>How do good writers support the main idea?</p> <p>How is background for an informational story</p>

	<p>include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.5.D (Organization) Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.E (Style) Write with an awareness of style.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length. <p>CC.1.4.5.F (Conventions) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Writers make logical connections linking ideas, words, phrases and clauses.</p> <p>Writers use precise language to inform their readers about a particular topic.</p> <p>Authors use grade level standards of English language, usage, capitalization, punctuation, and spelling in their writings.</p> <p>Good writers use conventions of language to help readers understand what is being communicated.</p>	<p>gathered?</p> <p>How do authors develop their papers?</p> <p>Where do authors' ideas come from?</p> <p>How do writers transition from paragraph to another smoothly?</p> <p>How does the sequence of the piece affect the readers' understanding?</p> <p>How does the use of informational elements (captions, illustrations' charts, graphs, etc.) help convey the information?</p> <p>How can I use vocabulary to make my writing more informative?</p> <p>What are Standard English writing conventions?</p> <p>How do I demonstrate proficiency in Standard English grammar and usage?</p> <p>Why do I need to be proficient in Standard English Grammar and usage?</p> <p>What ways can a writer's message be impacted by punctuation and grammatical correctness or incorrectness?</p> <p>Why do I need to be proficient with capitalization, punctuation, and spelling?</p>
Opinion/Argumentative	<p>CC.1.4.5G Write opinion pieces on topics or texts.</p> <p>CC.1.4.5.H (Focus) Introduce the topic and state an opinion on the topic.</p>	<p>Persuasive authors write with a clearly stated position or opinion and include supporting details with sources cited where appropriate.</p> <p>Persuasive authors clearly state their opinion on a topic.</p>	<p>How might you persuade someone through writing?</p> <p>What kinds of words, phrases, sentence structures, and organizational structures should be used?</p>

	<p>CC.1.4.5.I (Content) Provide reasons that are supported by facts and details; draw from credible sources.</p> <p>CC.1.4.5.J (Organization) Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> <p>CC.1.4.5.K (Style) Write with an awareness of style.</p> <ul style="list-style-type: none"> • Use sentences of varying length. • Expand, combine and reduce sentences for meaning, reader/listener interest, and style. <p>CC.1.4.5.L (Conventions) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Persuasive authors support their opinions with credible facts.</p> <p>Persuasive authors make logical connections linking ideas, words, phrases and clauses, opinions, and concluding statements.</p> <p>Writers use precise language to persuade their readers about a particular topic.</p> <p>Authors use grade level standards of English language, usage, capitalization, punctuation, and spelling in their writings.</p> <p>Good writers use conventions of language to help readers understand what is being communicated.</p>	<p>Which graphic organizers/outlines would be best to help elaborate and organize ideas for persuasive information?</p> <p>How do writers transition from paragraph to another smoothly? How does the sequence of the piece affect the readers’ understanding?</p> <p>How important is making good decisions about the use of precise language, including adjectives, verbs, and specific details, and justifying the choices made?</p> <p>How do rules of language affect communication?</p> <p>What ways can a writer’s message be impacted by punctuation and grammatical correctness or incorrectness?</p>
Narrative	<p>CC.1.4.5.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N(Focus) Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.5.O (Content) Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.5.P (Organization)</p>	<p>Narrative pieces contain detailed descriptions of people, places and things, as well as literary elements and devices (e.g. multi-paragraph stories, poems, plays).</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes, audiences, and contexts.</p> <p>Writers select a topic and develop it throughout their paper.</p> <p>Writers produce ideas and details to communicate information that relates to a chosen topic.</p>	<p>How can a writer use words, sentence structure, and organizational structure to tell a story?</p> <p>How do authors develop a topic and stick to it?</p> <p>How do writers transition from paragraph to another smoothly?</p> <p>How does the sequence of the piece affect the readers’ understanding?</p> <p>How do writers transition from paragraph to another smoothly?</p> <p>How does the sequence of the piece affect the</p>

	<p>Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.5.Q (Style) Write with an awareness of styles.</p> <ul style="list-style-type: none"> • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <p>CC.1.4.5.R (Conventions) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Writers describe experiences and events in a narrative.</p> <p>Writers write about the events in the order in which they occurred.</p> <p>Writers make logical connections linking ideas, words, phrases and clauses.</p> <p>Writers use precise language to tell their readers a story and to paint a lasting picture in their minds. Good writers write sentences of varying length and complexity using specific nouns, verbs, and descriptive words.</p> <p>Authors use grade level standards of English language, usage, capitalization, punctuation, and spelling in their writings.</p> <p>Good writers use conventions of language to help readers understand what is being communicated.</p>	<p>readers' understanding?</p> <p>How important is making good decisions about the use of precise language, including adjectives, verbs, complex sentences, and the use of figurative language in telling a story? How do rules of language affect communication?</p> <p>What ways can a writer's message be impacted by punctuation and grammatical correctness or incorrectness? How can you tell if your writing is well written?</p> <p>What are Standard English writing conventions?</p> <p>How do I demonstrate proficiency in Standard English grammar and usage?</p> <p>Why do I need to be proficient in Standard English Grammar and usage?</p> <p>What ways can a writer's message be impacted by punctuation and grammatical correctness or incorrectness?</p> <p>Why do I need to be proficient with capitalization, punctuation, and spelling?</p>
Response to Literature	<p>CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade level reading standards for literature and informational texts.</p>	<p>Readers use good literature to support reflections and research papers.</p>	<p>How do readers use the literature that they read?</p> <p>Why does a writer choose a particular form of writing?</p>
Production and Distribution of Writing	<p>CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Authors work through process of writing at different rates. The process is enhanced by conferencing with peers or teachers.</p>	<p>How can authors improve a story?</p> <p>Why is conferencing with another author helpful?</p>
Technology and Publication	<p>CC.1.4.5.U With some guidance and support, use</p>	<p>Writers use technology to enhance their work.</p>	<p>How can using technology improve an author's work?</p>

	technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		
Conducting Research	CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Writers know identifying resource materials is important in achieving a research goal. Writers know how to locate and select appropriate resource materials to achieve a research goal. Writers summarize relevant information from source material to achieve a research goal is essential. Authors locate credible sources of information, including information gathered from web sites. Writers organize and present information drawn from research.	Why do authors research topics? What are some ways that authors complete research for projects?
Credibility, Reliability, and Validity of Sources	CC.1.4.5.W 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.	Writers recall information from experiences or gather relevant information from sources to respond to questions.	What experiences can be used in writing?
Range of Writing	CC.1.4.5.X 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.	Authors compose writings on a daily basis and over extended periods of time.	Why do we use different forms of writing? How do writers know when to use each type of writing?
Big Ideas Speaking and Listening	1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Purpose, context and audience influence the content and delivery in speaking situations. Speakers use a wide range of forms, genres, and techniques to convey meaning.	What are the different ways speakers present information?
Comprehension and Collaboration	CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts,	Students engage in a variety of oral presentations involving grade level topics.	How do speakers support and organize the information presented?

	<p>building on others' ideas and expressing their own clearly. CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>Students summarize main points of a written text in oral presentations.</p> <p>Students summarize the main points a speaker makes.</p>	<p>How do speakers determine style, task, and purpose appropriate to an audience?</p>
<p>Presentation of Knowledge and Ideas</p>	<p>CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>Students speak clearly on a wide variety of topics.</p> <p>Students understand effective speaking and listening are essential for productive communication.</p>	<p>How do speakers determine style, task, and purpose appropriate to an audience?</p>
<p>Integration of Knowledge and Ideas</p>	<p>CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Student speeches include multimedia and visual displays to present main ideas or themes.</p>	<p>How does the use of multimedia displays enhance a speech?</p> <p>What is digital media?</p>
<p>Conventions of Standard English</p>	<p>CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.</p>	<p>Students show command of standard English conventions when speaking.</p>	<p>What is formal English?</p> <p>In what situations might it be appropriate to use informal English?</p>

Big Ideas and Essential Skills Per Unit of Study

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Reading Skills	Word Study	Common Assessment(s)*	Common Resource(s)*
August/ September	The First Twenty Five Days School Spirit	Foundational Skills Reading Literature (Lessons 1,3,5) Reading *Reading Plays (Lesson 2- Substitute with online common core text “A Royal Mystery” or supplement with your own.) Reading Informational (Lesson 4)	CC. 1.1.5. D-E CC.1.3.5.A CC.1.3.5.C CC.1.3.5.E CC.1.3.5.F CC.1.3.5.H CC.1.3.5.I CC.1.2.5.C CC 1.2.5. D CC.1.2.5.E CC.1.2.5.F CC1.2.5. J CC1.2.5 K	Story Structure Compare and Contrast Point of View Irony Summarize Theme Elements of Drama Characterization Idioms Formal and Informal Language Dialogue Sequence of Events	Using Context Multiple Meaning Words Prefixes Suffixes Decoding Words	Comprehensive Screening Assessment Grade Omit Writing Assessment Unit 1 Lesson 3 Skills in Context Test *includes decoding section	<u>Daily 5:Fostering Literacy Independence in the Elementary Grades.</u> <u>Journeys.</u> Book Room Resources Study Island
October	Wild Encounters	Reading Literature (Lessons 7,9) Reading Informational Text (Lessons 6, 8, 10)	CC.1.3.5.A CC.1.3.5.B CC.1.3.5.F CC.1.2.5.A CC.1.2.5.E CC1.2.5. F CC1.2.5. J CC1.2.5 K	Cause and Effect Question Understanding Character Visualize Author’s Purpose Analyze/Evaluate Conclusions and Generalizations Infer and Predict Main Ideas and Details	Suffixes Idioms, Adages, and Proverbs Synonyms Antonyms Prefixes Greek and Latin Roots Shades of Meaning Decoding Words	Unit 2 Lesson 8 Skills in Context Test *includes decoding section Performance Task Unit 1 Benchmark Test	<u>Journeys</u> Book Room Resources Projectables Study Island
November	Revolution!	Reading Literature (Lessons 11,12,13)	CC.1.3.5.B CC.1.3.5.C CC.1.3.5.E CC.1.3.5.G	Cause and Effect Visual Elements Primary Sources Fact/Opinion Tone	Reference Materials Figurative Language Decoding Words	Unit 3 Lesson 13 Skills in Context Test *includes decoding section	<u>Journeys.</u> Book Room Resources Projectables Study Island

			CC1.2.5. J CC1.2.5 K	Question Conclusions and Generalizations Analyze/Evaluate			
December	Revolution!	Biographies- Informational Text (Lessons 14,15)	CC.1.2.5.B CC.1.2.5 C CC.1.2.5.E CC1.2.5.G	Sequence of Events Explain Historical Events Main Idea and Details Summarize Compare and Contrast Actions Text and Graphic Features Text Structure Monitor/clarify	Greek and Latin Roots Prefixes Decoding Words		<u>Journeys.</u> Book Room Resources Projectables Study Island
January	What's Your Story?	Reading Literature (Lessons 16) Informational Text (Lessons17- 18)	CC.1.3.5A CC.1.3.5.C CC.1.3.5.D CC.1.3.5.E CC.1.2.5.C CC.1.2.5.D CC1.2.5.E	Author's Purpose Voice Visual Elements Monitor/Clarify Story Structure Literary Devices Point of View: First Person Infer/Predict Fact and Opinion Main Ideas and Details Analyze/Evaluate	Word Origins Reference Materials Using Context Decoding Words	Unit 3 Benchmark Test Unit 4 Lesson 18 Skills in Context Test *includes decoding section	<u>Journeys.</u> Book Room Resources Projectables Study Island
February	What's Your Story?	Reading Literature (Lessons 19) Informational Text (Lesson 20)	CC.1.3.5.C CC.1.3.5.E CC.1.3.5.G	Author's Purpose Dialogue Characterization Summarize Story Structure Theme Question	Greek and Latin Suffixes Figurative Language Decoding Words		<u>Journeys.</u> Book Room Resources Projectables Study Island
March	Under Western Skies	Reading Literature (Lessons 21, 22, 24)	C.C.1.3.5.C CC.1.3.5.A CC.1.2.5.E CC.1.3.5.C	Sequence of Events Figurative Language Author's Word Choice Visualize Theme Author's Word Choice Visual Elements	Shades of Meaning Reference Materials Using Context Decoding Words	Unit 5 Lesson 23 Skills in Context Test *includes decoding section	<u>Journeys.</u> Book Room Resources Projectables Study Island

				Infer/Predict Cause and Effect Point of View Analyze/Evaluate			
April	Under Western Skies	Informational Text (Lesson 23), Reading Literature (Lessons 25,)	C.C.1.3.5.A C.C.1.2.5.E C.C.1.3.5.A	Text and Graphic Features Main Idea and Details Adages Summarize Primary Sources Explain Historical Events Monitor and Clarify	Adages and Proverbs Analogies Decoding Words	Unit 5 Benchmark Test	<u>Journeys</u> , Book Room Resources Projectables Study Island
May/June	Magazines, Newspapers, Drama and Trade Books	Trade Books: <i>Frindle</i> <i>Skunk Scout</i> <i>Mysteries of Mummy Kids</i> UNIT 6-“Paths to Discovery”	C.C.1.2.5.A C.C.1.2.5.B C.C.1.2.5.E CC.1.3.5.A CC.1.3.5.E CC.1.3.5.G	Text and Graphic Features Visualize Theme Analyze/Evaluate Fact and Opinion Question Conclusions and Generalizations Infer/Predict Main Ides and Details Summarize	Multiple Meaning words Suffixes Idioms Greek and Latin Roots Word Origin Decoding Words	Unit 6 Lesson 28 Skills in Context test *includes decoding section	<u>Journeys</u> , Book Room Resources Projectables <u>Frindle</u> <u>Skunk Scout</u> <u>Mysteries of the Mummy Kids</u> Study Island