Fifth Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
FOUNDATIONAL SKILLS **Phonics and Word Recognition**	**CC1.1.5.D*** 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.	pre-, dis-, mis-, non-, inter-extra-, post-, super-, sub- -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en	Multiple meaning words Synonyms/Antonyms Affixes Word analysis skills	Including, but not limited to: Weekly/Cycle spelling test/sort Teacher made assessments Running records Student writing	Including, but not limited to: Developmental Spelling Lists *Storytown* Spelling Lists
Fluency	**CC1.1.5.E*** Reading with accuracy and fluency to support comprehension. •Read on-level text with purpose and understanding. •Read on level text orally with accuracy, appropriate rate, and expression on successive readings. •Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	.	Accuracy Pace Reading rate Phrasing Intonation Expression	Including, but not limited to: Running records Reader's Theater rubrics Teacher feedback Peer feedback Self-assessment	Including, but not limited to: *Storytown* Themes 1-6 -Main Selections -Paired Selections -Leveled Readers Novel excerpts Reader's Theater Poetry Content Area Reading

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Fifth Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING INFORMATIONAL TEXT Key ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading	**CC.1.2.5.A*** Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text	E05.B-K.1.1.2 Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text	Character Traits and Motivations Sequence Text Features Author's Purpose and Perspective Summarize / Paraphrase Compare and Contrast Vocabulary	Including, but not limited to: *Storytown* comprehension / focus skill / vocabulary tests Performance Task (1 per trimester chosen by grade level) Grade Level report card assessments Student Projects with rubrics AR Quizzes Teacher selected - comprehension assessments Other assessments as determined by grade level team	Including, but not limited to: *Storytown* Themes 1-6 -Main Selections -Paired Selections -Leveled Readers Novels Content Area Reading
	CC.1.2.5.C* Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	E04.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps or concepts in a historical, scientific, or technical text based on specific information in the text.			
	CC.1.2.5.D* Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
	CC.1.2.5.E* Use text structure, in and among texts, to interpret information	E05.B-C.2.1.2 Compare and contrast the overall structure of events, ideas, concepts or information and text features in two or more texts.			

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READING INFORMATIONAL TEXT **Continued page 2**	**CC.1.2.5.F*** Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words and phrases used in a text. E04.B-V.5.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.			
	CC.1.2.5.G* Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer quickly or to solve a problem efficiently.	E05.B-C.3.1.3 Interpret text features and/or make connections between text and the content of text features.			

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READING INFORMATIONAL TEXT Continued Page 3	**C.C.1.2.5.H*** Determine how an author supports particular points in a text through reasons and evidence.	E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point.			
	CC.1.2.5.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	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words and phrases used in a text. E04.B-V.5.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.			

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READING INFORMATIONAL TEXT Continued Page 4	**CC1.2.5.K*** 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.	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words and phrases used in a text.			
	CC.1.2.5.L* Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.				

Fifth Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING LITERATURE Key ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading	**CC.1.3.5.A*** 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.	E05.A-K.1.1.2 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.	Character/Setting Plot: Conflict/Events/ Resolution Character Traits and Motivations Theme Author's Purpose and Perspective Compare/Contrast Visual and Multimedia Elements Vocabulary	Including, but not limited to: *Storytown* comprehension / focus skill / vocabulary tests Performance Task (1 per trimester chosen by grade level) Grade Level report card assessments Student Projects with rubrics AR Quizzes Teacher selected - comprehension assessments Other assessments as determined by grade level team	Including, but not limited to: *Storytown* Themes 1-6 -Main Selections -Paired Selections -Leveled Readers Novels Content Area Reading
	CC.1.3.5.C* Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	E05.A-K.1.1.1 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.			
	C.C.1.3.5.D* Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose of a text and explain how it is conveyed in the text.			
	CC.1.3.5.E* Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				
	CC.1.3.5.F* Determine the meaning of words and phrases as they are used in grade-level text, including the interpretation of figurative language.	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a			

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Fifth Grade ELA Curriculum Map Trimester #1

READING LITERATURE Continued Page 2		word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (similes, metaphors, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.			
	CC.1.3.5.G* Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.				
	CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	E05.A-C.3.1.1 Compare and contrast texts in the same genre on their approaches to similar themes and topics. NOTE: "Stories" means narration of events told through the text types of stories, drama or poems.			
	CC1.3.5.I* 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.	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the			

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READING LITERATURE Continued Page 3		meaning of a word.			
	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.	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (similes, metaphors, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.			
	CC.1.3.5.K* Read and comprehend literary fiction on grade level, reading independently and proficiently.				

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Fifth Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
WRITING	**CC.1.4.5.M*** Write narratives to develop real or imagined experiences or events		Building a Writing Community	Including, but not limited to:	Including, but not limited to:
	CC.1.4.5N* Orient the reader by establishing a situation and introducing a narrator and/or characters.	E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; maintain a controlling point.	The Writing Process Narrative writing (Personal Narrative or Fiction)	Writing Conference Teacher selected writing samples *Storytown* grammar tests	*Being a Writer Units:* Unit 1-The Writing Community Unit 2-The Writing Process
	CC.1.4.5.O* 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.	E05.C.1.3.2 Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations. E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.	Constructed Response Sequence of events Sensory details Transitional words Sentences	Teacher made assessments Student writing Self and peer assessments	Unit 3-Personal Narrative Unit 4 – Fiction *Handwriting without Tears*
	CC.1.4.5.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.	E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; establish a controlling point. E05.C.1.3.3 Use a variety of transitional words, phrases and clauses to manage the sequence of events. E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.	Punctuation Conjunctions Prepositions Interjections Verb Tenses Pronouns	Other assessments as determined by grade level team	*Storytown* Themes 1-6

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Fifth Grade ELA Curriculum Map Trimester #1

WRITING Continued Page 2	**CC.1.4.5.Q*** Write with an awareness of style. Use sentences of varying length. Expand, combine and reduce sentences for meaning, reader/listener interest, and style.	E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. E05.D.2.1.1 Expand, combine and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.2 Choose words and phrases to convey ideas precisely. E05.D.2.1.3 Choose punctuation for effect. E05.D.2.1.4 Choose words and phrases for effect.			
	CC.1.4.5.R* Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.2 Form and use the perfect verb tenses. E05.D.1.1.3 Use verb tense to convey various times, sequences, states and conditions. E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense. E05.D.1.1.5 Use correlative conjunctions. E05.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences. E05.D.1.1.7 Correctly use frequently confused words. E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E05.D.1.2.1 Use punctuation to separate items in a			

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WRITING Continued Page 3		series. E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.3 Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.5 Spell grade appropriate words correctly.			
	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.	E05.E1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.E.1.1.2 Develop the analysis using a variety of evidence form text(s) to support claims, opinions and inferences. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases and clauses. E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.E.1.1.5 Establish and maintain a formal style. E05.E.1.1.6 Provide a concluding section related to the analysis presented.			

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WRITING Continued Page 4	**CC.1.4.5T*** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
	CC.1.4.5.U* With some guidance and support, 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 sitting.			
	CC.1.4.5.X* Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.			

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Fifth Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
SPEAKING AND LISTENING	**CC.1.5.5.A** * Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. **CC.1.5.5.B*** Summarize the main points of a 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. **CC1.5.5.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. **CC1.5.5.F*** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **CC.1.5.5.G*** Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	Discussion skills Presentation skills Retell/Paraphrase/Summarize Ask questions Listening skills Use of technology	Including, but not limited to: Rubrics Peer feedback Self-assessments *Being A Writer* Social Skills Assessment *Being A Writer* Class Assessment Other assessments as determined by grade level team	Including, but not limited to: *Being a Writer* *Storytown* Themes 1-6 -Main Selections -Paired Selections -Leveled Readers Novels Content Area Reading

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Fifth Grade ELA Curriculum Map Trimester #1

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Fifth Grade ELA Curriculum Map Trimester #2

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
FOUNDATIONAL SKILLS **Phonics and Word Recognition**	**CC1.1.5.D*** 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.	pre-, dis-, mis-, non-, inter-extra-, post-, super-, sub- -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en	Multiple meaning words Synonyms/Antonyms Affixes Word analysis skills	Including, but not limited to: Weekly/Cycle spelling test/sort Teacher made assessments Running records Student writing	Including, but not limited to: Developmental Spelling Lists *Storytown* Spelling Lists
Fluency	**CC1.1.5.E*** Reading with accuracy and fluency to support comprehension. •Read on-level text with purpose and understanding. •Read on level text orally with accuracy, appropriate rate, and expression on successive readings. •Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	.	Accuracy Pace Reading rate Phrasing Intonation Expression	Including, but not limited to: Running records Reader's Theater rubrics Teacher feedback Peer feedback Self-assessment	Including, but not limited to: *Storytown* Themes 1-6 -Main Selections -Paired Selections -Leveled Readers Novel excerpts Reader's Theater Poetry Content Area Reading

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Fifth Grade ELA Curriculum Map Trimester #2

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING INFORMATIONAL TEXT Key ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading	**CC.1.2.5.A*** Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text	E05.B-K.1.1.2 Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text	Compare and Contrast Cause and Effect Inference Main Idea and Details Text Features Literary Devices Fact and Opinion Vocabulary	Including, but not limited to: *Storytown* comprehension / focus skill / vocabulary tests Performance Task (1 per trimester chosen by grade level) Grade Level report card assessments Student Projects with rubrics AR Quizzes Teacher selected - comprehension assessments Other assessments as determined by grade level team	Including, but not limited to: *Storytown* Themes 1-6 -Main Selections -Paired Selections -Leveled Readers Novels Content Area Reading
	CC.1.2.5.B* Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	E05.B-K.1.1.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.			
	CC.1.2.5.C* Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	E04.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps or concepts in a historical, scientific, or technical text based on specific information in the text.			
	CC.1.2.5.E* Use text structure, in and among texts, to interpret information	E05.B-C.2.1.2 Compare and contrast the overall structure of events, ideas, concepts or information and text features in two or more texts.			

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Fifth Grade ELA Curriculum Map Trimester #2

READING INFORMATIONAL TEXT **Continued page 2**	**CC.1.2.5.F*** Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words and phrases used in a text. E04.B-V.5.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.			
	CC.1.2.5.G* Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer quickly or to solve a problem efficiently.	E05.B-C.3.1.3 Interpret text features and/or make connections between text and the content of text features.			

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READING INFORMATIONAL TEXT Continued Page 3	**C.C.1.2.5.H*** Determine how an author supports particular points in a text through reasons and evidence.	E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point.			
	CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.	E05.B-C.3.1.2 Integrate information from several texts on the same topic to demonstrate subject knowledge.			
	CC.1.2.5.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	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words and phrases used in a text. E04.B-V.5.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.			

READING INFORMATIONAL TEXT Continued Page 4	CC1.2.5.K* 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.	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words and phrases used in a text.			
	CC.1.2.5.L* Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.				

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Fifth Grade ELA Curriculum Map Trimester #2

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING LITERATURE Key ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading	**CC.1.3.5.A*** 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.	E05.A-K.1.1.2 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.	Cause and Effect Inference Main Idea and Details Literary Devices Fact and Opinion Visual and Multimedia Elements Vocabulary	Including, but not limited to: *Storytown* comprehension / focus skill / vocabulary tests Performance Task (1 per trimester chosen by grade level) Grade Level report card assessments Student Projects with rubrics AR Quizzes Teacher selected - comprehension assessments Other assessments as determined by grade level team	Including, but not limited to: *Storytown* Themes 1-6 -Main Selections -Paired Selections -Leveled Readers Novels Content Area Reading
	CC.1.3.5.B* Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	E05.A-K.1.1.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.			
	CC.1.3.5.E* Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				
	CC.1.3.5.F* Determine the meaning of words and phrases as they are used in grade-level text, including the interpretation of figurative language.	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. E05.A-V.4.1.2 Demonstrate understanding of figurative			

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Fifth Grade ELA Curriculum Map Trimester #2

READING LITERATURE Continued Page 2		language, word relationships, and nuances in word meanings. a. Interpret figurative language (similes, metaphors, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.			
	CC.1.3.5.G* Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.				
	CC1.3.5.I* 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.	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.			
	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.	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.			

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READING LITERATURE Continued Page 3		E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (similes, metaphors, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.			
	CC.1.3.5.K* Read and comprehend literary fiction on grade level, reading independently and proficiently.				

Fifth Grade ELA Curriculum Map Trimester #2

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
Writing	**CC.1.4.5.A** Write informative / explanatory texts to examine a topic and convey ideas and information clearly.		Building a Writing Community The Writing Process	Including, but not limited to: Writing Conference	Including, but not limited to: *Being a Writer* Units:
	CC.1.4.5.B Identify and introduce a topic clearly.	E05.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Persuasive writing Expository Nonfiction Constructed Response	Teacher selected writing samples *Storytown* grammar tests	Unit 1-The Writing Community Unit 2-The Writing Process
	CC.1.4.5.C Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	E05C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations and other information and examples related to the topic. E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences.	Sequence of events Sensory details Transitional words Sentences	Teacher made assessments Student writing Self and peer assessments	Unit 3-Personal Narrative Unit 4 – Fiction *Handwriting without Tears*
	CC.1.4.5.D 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.	E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. E05.C.1.2.3 Link ideas within and across categories of information using words, phrases and clauses. E05.C.1.2.6 Provide a concluding section related to the information or explanation presented. E05.E.1.1.1 Introduce text(s) for the intended	Punctuation Conjunctions Prepositions Interjections Verb Tenses Pronouns	Other assessments as determined by grade level team	*Storytown* Themes 1-6

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WRITING Continued Page 2		audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases and clauses. E05.E.1.1.6 Provide a concluding section related to the analysis presented.			
	CC.1.4.5.E Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying length.	E05.C.1.2.4 Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.C.1.2.5 Establish and maintain a formal style. E05.D.2.1.1 Expand, combine and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.2 Choose words and phrases to convey ideas precisely. E05.D.2.1.3 Choose punctuation for effect. E05.D.2.1.4 Choose words and phrases for effect. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases and clauses. E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.E.1.1.5 Establish and maintain a formal style.			

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WRITING Continued Page 3	**CC.1.4.5.F** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.2 Form and use the perfect verb tenses. E05.D.1.1.3 Use verb tense to convey various times, sequences, states and conditions. E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense. E05.D.1.1.5 Use correlative conjunctions. E05.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences. E05.D.1.1.7 Correctly use frequently confused words. E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E05.D.1.2.1 Use punctuation to separate items in a series. E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.3 Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.5 Spell grade appropriate words correctly.			

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WRITING Continued Page 4	**CC.1.4.5.G** Write opinion pieces on topics or texts.				
	CC.1.4.5.H Introduce the topic and state an opinion on the topic.	E05.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure in which the ideas are logically grouped to support the writer's purpose. E05.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.			
	CC.1.4.5.I Provide reasons that are supported by facts and details: draw from credible sources.	E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details. E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences.			
	CC.1.4.5.J 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.	E05.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure in which the ideas are logically grouped to support the writer's purpose. E05.C.1.1.3 Link opinion and reasons using words, phrases and clauses. E05.C.1.1.5 Provide a concluding section related to the opinion presented. E05.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas			

WRITING Continued Page 5		are logically grouped to support the writer's purpose. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases and clauses. E05.E.1.1.6 Provide a concluding section related to the analysis presented.			
	CC.1.4.5.K Write with an awareness of style. Use sentences of varying length. Expand, combine and reduce sentences for meaning, reader/listener interest, and style.	E05.C.1.1.4 Establish and maintain a formal style. E05.D.2.1.1 Expand, combine and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.2 Choose words and phrases to convey ideas precisely. E05.D.2.1.3 Choose punctuation for effect. E05.D.2.1.4 Choose words and phrases for effect. E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.E.1.1.5 Establish and maintain a formal style.			
	CC.1.4.5.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.2 Form and use the perfect verb tenses. E05.D.1.1.3 Use verb tense to convey various times, sequences, states and conditions. E05.D.1.1.4			

WRITING **Continued** **Page 6**		Recognize and correct inappropriate shifts in verb tense. E05.D.1.1.5 Use correlative conjunctions. E05.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences. E05.D.1.1.7 Correctly use frequently confused words. E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E05.D.1.2.1 Use punctuation to separate items in a series. E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.3 Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.5 Spell grade appropriate words correctly.			
	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.	E05.E1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.E.1.1.2 Develop the analysis using a variety of evidence form text(s) to support claims, opinions and inferences. E05.E.1.1.3			

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WRITING Continued Page 7		Link ideas within and across categories of information using words, phrases and clauses. E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.E.1.1.5 Establish and maintain a formal style. E05.E.1.1.6 Provide a concluding section related to the analysis presented.			
	CC.1.4.5T* With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
	CC.1.4.5.U* With some guidance and support, 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 sitting.				
	CC.1.4.5.X* Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.				

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Fifth Grade ELA Curriculum Map Trimester #2

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
SPEAKING AND LISTENING	**CC.1.5.5.A *** Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	Discussion skills	Including, but not limited to:	Including, but not limited to:
	CC.1.5.5.B* Summarize the main points of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Presentation skills	Rubrics	*Being a Writer*
	CC.1.5.5.C* Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Retell/Paraphrase/Summarize	Peer feedback	*Storytown* Themes 1-6
		Ask questions	Self-assessments	-Main Selections
	CC1.5.5.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.	Listening skills	*Being A Writer* Social Skills Assessment	-Paired Selections -Leveled Readers
		Use of technology	*Being A Writer* Class Assessment	Novels
	CC.1.5.5.E* Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			Content Area Reading
	CC1.5.5.F* Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		Other assessments as determined by grade level team	
	CC.1.5.5.G* Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.			

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Fifth Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
FOUNDATIONAL SKILLS **Phonics and Word Recognition**	**CC1.1.5.D*** 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.	pre-, dis-, mis-, non-, inter-extra-, post-, super-, sub- -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en	Multiple meaning words Synonyms/Antonyms Affixes Word analysis skills	Including, but not limited to: Weekly/Cycle spelling test/sort Teacher made assessments Running records Student writing	Including, but not limited to: Developmental Spelling Lists *Storytown* Spelling Lists
Fluency	**CC1.1.5.E*** Reading with accuracy and fluency to support comprehension. •Read on-level text with purpose and understanding. •Read on level text orally with accuracy, appropriate rate, and expression on successive readings. •Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	.	Accuracy Pace Reading rate Phrasing Intonation Expression	Including, but not limited to: Running records Reader's Theater rubrics Teacher feedback Peer feedback Self-assessment	Including, but not limited to: *Storytown* Themes 1-6 -Main Selections -Paired Selections -Leveled Readers Novel excerpts Reader's Theater Poetry Content Area Reading

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Fifth Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING INFORMATIONAL TEXT Key ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading	**CC.1.2.5.A*** Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text	E05.B-K.1.1.2 Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text	Author's Purpose and Perspective Summarize / Paraphrase Fact and Opinion Text Features Literary Devices Vocabulary	Including, but not limited to: *Storytown* comprehension / focus skill / vocabulary tests Performance Task (1 per trimester chosen by grade level) Grade Level report card assessments Student Projects with rubrics AR Quizzes Teacher selected - comprehension assessments Other assessments as determined by grade level team	Including, but not limited to: *Storytown* Themes 1-6 -Main Selections -Paired Selections -Leveled Readers Novels Content Area Reading
	CC.1.2.5.B* Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	E05.B-K.1.1.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.			
	CC.1.2.5.E* Use text structure, in and among texts, to interpret information	E05.B-C.2.1.2 Compare and contrast the overall structure of events, ideas, concepts or information and text features in two or more texts.			

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| READING INFORMATIONAL TEXT **Continued page 2** | **CC.1.2.5.F*** Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language | E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

E04.B-V.5.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words. | | | |
| | **CC.1.2.5.G*** Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer quickly or to solve a problem efficiently. | E05.B-C.3.1.3 Interpret text features and/or make connections between text and the content of text features. | | | |

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READING INFORMATIONAL TEXT Continued Page 3	**C.C.1.2.5.H*** Determine how an author supports particular points in a text through reasons and evidence.	E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point.			
	CC.1.2.5.I* Integrate information from several texts on the same topic to demonstrate understanding of that topic.	E05.B-C.3.1.2 Integrate information from several texts on the same topic to demonstrate subject knowledge.			
	CC.1.2.5.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	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words and phrases used in a text. E04.B-V.5.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.			

Fifth Grade ELA Curriculum Map Trimester #3

READING INFORMATIONAL TEXT Continued Page 4	**CC1.2.5.K*** 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.	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Determine the meaning of general academic and domain-specific words and phrases used in a text.			
	CC.1.2.5.L* Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.				

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Fifth Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
READING LITERATURE Key ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading	**CC.1.3.5.A*** 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.	E05.A-K.1.1.2 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.	Author's Purpose and Perspective Literary Devices Summarize / Paraphrase Fact and Opinion Visual and Multimedia Elements Vocabulary	Including, but not limited to: *Storytown* comprehension / focus skill / vocabulary tests Performance Task (1 per trimester chosen by grade level) Grade Level report card assessments Student Projects with rubrics AR Quizzes Teacher selected - comprehension assessments Other assessments as determined by grade level team	Including, but not limited to: *Storytown* Themes 1-6 -Main Selections -Paired Selections -Leveled Readers Novels Content Area Reading
	CC.1.3.5.B* Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	E05.A-K.1.1.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.			
	CC.1.3.5.D* Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose of a text and explain how it is conveyed in the text.			
	CC.1.3.5.E* Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				
	CC.1.3.5.F* Determine the meaning of words and phrases as they are used in grade-level text, including the interpretation of figurative language.	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek			

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READING LITERATURE Continued Page 2		and Latin affixes and roots as clues to the meaning of a word. E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (similes, metaphors, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.			
	CC.1.3.5.G* Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.				
	CC1.3.5.I* 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.	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.			
	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,	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a			

READING LITERATURE Continued Page 3	addition, and other logical relationships.	word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (similes, metaphors, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.		
	CC.1.3.5.K* Read and comprehend literary fiction on grade level, reading independently and proficiently.			

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
Writing	**CC.1.4.5.M*** Write narratives to develop real or imagined experiences or events.		Building a Writing Community	Including, but not limited to:	Including, but not limited to:
	CC.1.4.5N* Orient the reader by establishing a situation and introducing a narrator and/or characters.	E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; maintain a controlling point.	The Writing Process Narrative writing (Personal Narrative or Fiction) Constructed Response	Writing Conference Teacher selected writing samples *Storytown* grammar tests	*Being a Writer* Units: Unit 1-The Writing Community Unit 2-The Writing Process
	CC.1.4.5.O* 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.	E05.C.1.3.2 Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations. E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.	Sequence of events Sensory details Transitional words Sentences Punctuation	Teacher made assessments Student writing Self and peer assessments	Unit 3-Personal Narrative Unit 4 – Fiction *Handwriting without Tears*
	CC.1.4.5.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.	E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; establish a controlling point.	Conjunctions Prepositions Interjections Verb Tenses Pronouns	Other assessments as determined by grade level team	*Storytown* Themes 1-6
WRITING Continued Page 2		E05.C.1.3.3 Use a variety of transitional words, phrases and clauses to manage the sequence of events. E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.			

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	CC.1.4.5.Q* Write with an awareness of style. Use sentences of varying length. Expand, combine and reduce sentences for meaning, reader/listener interest, and style.	E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. E05.D.2.1.1 Expand, combine and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.2 Choose words and phrases to convey ideas precisely. E05.D.2.1.3 Choose punctuation for effect. E05.D.2.1.4 Choose words and phrases for effect.			
	CC.1.4.5.R* Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.2 Form and use the perfect verb tenses. E05.D.1.1.3 Use verb tense to convey various times, sequences, states and conditions. E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense. E05.D.1.1.5 Use correlative conjunctions. E05.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences. E05.D.1.1.7 Correctly use frequently confused words. E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E05.D.1.2.1 Use punctuation to separate items in a			

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WRITING Continued Page 3		series. E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.3 Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.5 Spell grade appropriate words correctly.			
	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.	E05.E1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.E.1.1.2 Develop the analysis using a variety of evidence form text(s) to support claims, opinions and inferences. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases and clauses. E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.E.1.1.5 Establish and maintain a formal style. E05.E.1.1.6 Provide a concluding section related to the analysis presented.			

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WRITING Continued Page 4	**CC.1.4.5T*** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
	CC.1.4.5.U* With some guidance and support, 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 sitting.				
	CC.1.4.5.X* Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.				

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Fifth Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
SPEAKING AND LISTENING	**CC.1.5.5.A** * Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	Discussion skills Presentation skills Retell/Paraphrase/Summarize Ask questions Listening skills Use of technology	Including, but not limited to: Rubrics Peer feedback Self-assessments *Being A Writer* Social Skills Assessment *Being A Writer* Class Assessment Other assessments as determined by grade level team	Including, but not limited to: *Being a Writer* *Storytown* Themes 1-6 -Main Selections -Paired Selections -Leveled Readers Novels Content Area Reading
	CC.1.5.5.B Summarize the main points of a 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.			
	CC1.5.5.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.			
	CC1.5.5.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			
	CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.			

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