

Curriculum Map: Riverview Grade 5 ELA

Course: English/Language Arts Grade 5

Grade(s): Fifth Grade

Course Description: In fifth grade, students broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author. Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students are able to summarize and synthesize important works to include in their compositions.

Course Student Learning Outcomes:

1. Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
2. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
3. Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
4. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
5. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Course Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?
- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?

- What do good listeners do?
- How do active listeners make meaning?
- How do active listeners know what to believe in what they hear?
- How do task, purpose, and audience influence how speakers craft and deliver a message?
- How do speakers employ language and utilize resources to effectively communicate a message?
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does one organize and synthesize information from various sources?
- How does one best present findings?
- What makes clear and effective writing?
- Why do writers write? What is the purpose?
- Who is the audience? What will work best for the audience?
- How do learners make decisions concerning formal and informal language in social and academic settings?
- How do grammar and the conventions of language influence spoken and written communication?
- Why learn new words?
- What strategies and resources does the learner use to figure out unknown vocabulary?
- How does one develop and refine vocabulary?

Course Big Ideas:

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

Course Academic Vocabulary:

MODULE 1:
 Main Idea
 Central Idea
 Summary
 Key Details
 Point of View
 Analyze
 Figurative Language
 Literal Meaning
 Theme

Compare and Contrast
Accounts
Similarities
Differences
Interpret
Dialogue
Description

**Course Long
Term
Transfer
Goals:**

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Unit: Becoming a Close Reader and Writing to Learn

**Unit
Description:**

Through close reading, interpretation, and analysis of fiction and nonfiction texts, students synthesize their understanding of various themes as well as identify the narrator's point of view. As close reader, students support their answers with text-based evidence and restate answers in their own words. They refer to specific details in the text when finding the similarities and differences between two or more characters, setting, or events. Students tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem.

Students write narratives to develop real or imagined experiences or events. After researching informational texts on a specific content, students write narrative essays that describe how a character in the novel responds to the focus of the theme.

**Unit Student
Learning
Outcomes:**

Determine two or more main ideas in a text and explain how they are supported by key details; summarizing the text.

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

Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

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.

Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.

Informational: Develop the 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. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

Unit Big Ideas:

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- Determine two or more main ideas in a text and explain how they are supported by key details; summarize the main points of a text or information presented orally
- Analyze multiple accounts of the same event or topic, citing specific examples from the text to note important similarities and differences in the point of view, theme, character development, and events
- 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
- Compare and contrast two or more characters, settings, events, and theme in literature (story, drama, poetry), drawing on specific details in the text
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- Use narrative techniques such as dialogue, description, style and pacing to develop experiences and events or show the responses of characters to situations

Unit Misconceptions & Proper Conceptions:

Misconceptions

Students feel close reading is “racing through the passages” and retelling information.

Students point out what is similar and different between two texts on similar topics based on their background knowledge or perceptions.

Proper Conceptions

Students will be required to do a “close reading of text” through analyzing text read, questioning the text itself, interpreting what is written and justifying their reasoning behind their interpretation using text evidence to support their response.

Students to be able to identify basic similarities in and difference between two texts of the same topic. Students will be required to determine whether the similarities and differences between the texts are due to author's interpretation or based on factual information - drawing information from the text to support their conclusions.

Unit Academic Vocabulary & Definitions: Main Idea
Central Idea
Summary
Key Details
Point of View
Analyze
Figurative Language
Literal Meaning
Theme
Compare and Contrast
Accounts
Similarities
Differences
Interpret
Dialogue
Description

Unit Student Performance Tasks:

- [CC.1.2.5](#) Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
- [.A](#) -
- [CC.1.2.5](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- [.D](#) -
- [CC.1.2.5](#) Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
- [.F](#) -
- [CC.1.3.5](#) 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.
- [.A](#) -
- [CC.1.3.5](#) Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.
- [.C](#) -
- [CC.1.3.5](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- [.D](#) -
- [CC.1.3.5](#) Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- [.E](#) -
- [CC.1.3.5](#) Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
- [.F](#) -
- [CC.1.4.5](#) Write narratives to develop real or imagined experiences or events.
- [.M](#) -
- [CC.1.4.5](#) Orient the reader by establishing a situation and introducing a narrator and/or characters.
- [.N](#) -
- [CC.1.4.5](#) 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.
- [.O](#) -

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.

CC.1.1.5

.E -

Read 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.

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.

Lesson Topic: Main Idea and Supporting Details

Lesson Topic: Multiple Accounts of the Same Topic

Lesson Topic: Theme

Lesson Topic: Compare and Contrast Literary Elements

Lesson Topic: Story Structure

Lesson Topic: Narrative Techniques

Unit: Researching to Build Knowledge and Teaching Others (Emphasis on Narrative Text Types and Writing)

Unit Description: Students read literary non-fiction and informational text. They interpret text structure and analyze elements that contribute to the meaning, tone, or beauty of a text. Students draw from multiple sources to demonstrate the ability to locate text based evidence to answer questions or solve problems efficiently.

Students continue to develop narratives based on real or imagined experiences or events. They will introduce a narrator and/or characters; while including techniques such as dialogue, description, style, and pacing to develop their ideas. After researching informational text, students gather relevant information from print and digital sources to summarize or paraphrase in their writing while providing a list of sources.

Unit Student Learning 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.

Outcomes:

Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

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

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).

Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.

Informational: Develop the 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. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

Draw evidence from text to support analysis, reflection, and research.

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.

Unit Big Ideas:

- Use text structure, within and among texts, to interpret information
- Draw on information from multiple print or digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently
- Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
- Write narratives to develop real or imagined experiences or events that introduce a narrator and/or characters. Include techniques such as dialogue, description, style, and pacing to develop experiences and events or show the responses of character to situations
- Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources

Unit Misconceptions & Proper Conceptions:

Misconceptions

Some students believe writing is a linear process and leave writing assignments to the last minute to turn out a writing assignments. Revisions are only made at the sentence level; nor do they ask themselves, "Is my argument clear? Is it interesting?"

Proper Conceptions

The writing process is complex and the process should be taught explicitly. Students need multiple opportunities to practice and revise.

Unit Student Performance Tasks:

<u>CC.1.2.5</u> <u>.E</u> -	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
<u>CC.1.2.5</u> <u>.G</u> -	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.
<u>CC.1.3.5</u> <u>.E</u> -	Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<u>CC.1.3.5</u> <u>.G</u> -	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).
<u>CC.1.4.5</u> <u>.M</u> -	Write narratives to develop real or imagined experiences or events.
<u>CC.1.4.5</u> <u>.N</u> -	Orient the reader by establishing a situation and introducing a narrator and/or characters.
<u>CC.1.4.5</u> <u>.O</u> -	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.
<u>CC.1.4.5</u> <u>.S</u> -	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
<u>CC.1.4.5</u> <u>.W</u> -	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.
<u>CC.1.1.5</u> <u>.E</u> -	Read with accuracy and fluency to support comprehension: <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 successive readings.• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.•
<u>CC.1.2.5</u> <u>.F</u> -	Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
<u>CC.1.2.5</u> <u>.J</u> -	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.
<u>CC.1.2.5</u> <u>.L</u> -	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<u>CC.1.3.5</u> <u>.A</u> -	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.

<u>CC.1.3.5</u> <u>.C</u> -	Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.
<u>CC.1.3.5</u> <u>.I</u> -	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 and tools.
<u>CC.1.3.5</u> <u>.K</u> -	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<u>CC.1.4.5</u> <u>.I</u> -	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<u>CC.1.4.5</u> <u>.X</u> -	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.
<u>CC.1.5.5</u> <u>.A</u> -	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
<u>CC.1.5.5</u> <u>.F</u> -	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<u>CC.1.5.5</u> <u>.G</u> -	Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Lesson Topic: Text Structure

Lesson Topic: Gathering Information from Multiple Sources

Lesson Topic: Story Structure

Lesson Topic: Visual and Multimedia Elements

Lesson Topic: Narrative Writing

Lesson Topic: Text Evidence

Lesson Topic: Relevant Information

Lesson Topic: Paraphrasing

Unit: Researching to Build Knowledge and Teaching Others (Emphasis on Informational Text Types and Writing)

Unit Description: Through close reading, interpretation, and analysis of fiction and nonfiction texts, students cite text based evidence to identify facts, definitions, concrete details, quotations, and examples related to the topic. Students draw from the information to form logical ideas and connections.

Students continue to develop their writing skills by drawing from multiple sources in order to locate text based evidence to demonstrate their understanding of a topic. They write informational text examining a topic with clear and concise ideas and information. Students thoroughly cultivate their writing through the introduction of a topic. They maintain a clear focus by utilizing facts, definitions, details, quotations, and examples. Students enhance their writing through awareness of style, precise vocabulary, and conventions. After researching informational text, students gather relevant information from print and digital sources, thusly summarizing or paraphrasing in their writing and providing a list of sources.

Unit Student Learning Outcomes:

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.

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.

Informational: Develop the 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. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

Informational: 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. Opinion: 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. Narrative: 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.

Write with an awareness of style.

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Draw evidence from text to support analysis, reflection, and research.

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.

Unit Big Ideas:

- Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently
- Integrate information from several texts on the same topic to demonstrate understanding of that topic
- Write informative/explanatory texts to examine and introduce a topic and convey ideas with a clear focus
- Develop the topic with facts, definitions, concrete details, quotations, and examples related to the topic
- Write informational text with an awareness of organization, style and conventions
- Draw evidence from literary or informational texts to support analysis, reflections, and research in informational writing
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources

Unit Misconceptions & Proper Conceptions:

Misconceptions

Students generally feel the knowledge they have about a topic or subject is correct.

Some students believe that writing is an inborn talent.

Proper Conceptions

Students should be able to ask and answer questions about the text and make inferences from text. This may or may not conform to students' perceptions. Students should refer to text to support responses.

Effective writers have multiple opportunities to practice and refine the craft of writing while understanding the process of writing.

Unit Student Performance Tasks:

[CC.1.2.5](#)

[.G](#) -

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.

[CC.1.2.5](#)

[.I](#) -

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

[CC.1.4.5](#)

[.A](#) -

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

[CC.1.4.5](#)

[.B](#) -

Identify and introduce the topic clearly.

[CC.1.4.5](#)

[.C](#) -

Develop the 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.

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.

CC.1.4.5

.F -

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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.
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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.

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.

CC.1.1.5

.E -

Read 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.
-

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.

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.

CC.1.2.5

.L -

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

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.

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.

CC.1.3.5

.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 and tools.

CC.1.3.5

.K -

Read and comprehend literary fiction on grade level, reading independently and proficiently.

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.

CC.1.5.5

Engage effectively in a range of collaborative discussions on

- .A - grade level topics and texts, building on others' ideas and expressing their own clearly.
- CC.1.5.5
.F - Include multimedia components and visual displays in 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.

Lesson Topic: Gathering Information

Lesson Topic: Integrating Information from Several Texts

Lesson Topic: Informative Writing

Lesson Topic: Developing a Topic

Lesson Topic: Conventions

Lesson Topic: Writing With Style

Lesson Topic: Organize a Writing Piece

Lesson Topic: Text Evidence

Lesson Topic: Relevant Information

Lesson Topic: Paraphrasing

Unit: Considering Perspectives and Supporting Opinions (Emphasis on Opinion Writing Comparing Texts)

Unit Description: Through close reading, interpretation, and analysis of fiction and nonfiction texts, students cite text based evidence to accurately quote what the text says explicitly and make inferences. Students draw from the information and inferences to form opinions.

Students continue to develop their writing skills by drawing from multiple sources in order to form an opinion. They write opinion pieces with a clear topic supported by facts and details from credible sources. Students thoroughly cultivate their opinions by grouping related opinions, facts, and details. Students enhance their writing through an awareness of style, precise vocabulary, and conventions.

Unit Student Learning Outcomes: Integrate information from several texts on the same topic to demonstrate understanding of that topic.

Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

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).

Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.

Informational: Develop the 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. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

Informational: 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. Opinion: 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. Narrative: 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.

Draw evidence from text to support analysis, reflection, and research.

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.

Unit Big Ideas:

- Use text structure, within and among texts, to interpret information
- Integrate information from several texts on the same topic to demonstrate understanding of that topic
- Cite text based evidence by quoting accurately, in order to explain what the text says explicitly and make inferences
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
- Write opinion pieces that introduce a clear topic
 - Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic
 - Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion
- Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and

finished writings, and provide a list of sources

Unit Misconceptions & Proper Conceptions:

Misconceptions

Students have a number of misconceptions concerning their reading of informational text.

Students feel that if they do not read fast then they are stupid and not good readers. The student may also feel that their opinions might be wrong.

Proper Conceptions

Reading is a skill and not an indicator of intelligence.

Reading slowly and being accurate is more desirable than reading fast and inaccurate, no matter what type of text is being read.

Unit Student Performance Tasks:

[CC.1.2.5](#)

[.E](#) -

[CC.1.2.5](#)

[.I](#) -

[CC.1.3.5](#)

[.B](#) -

[CC.1.3.5](#)

[.G](#) -

[CC.1.4.5](#)

[.G](#) -

[CC.1.4.5](#)

[.H](#) -

[CC.1.4.5](#)

[.I](#) -

[CC.1.4.5](#)

[.J](#) -

[CC.1.4.5](#)

[.S](#) -

[CC.1.4.5](#)

[.W](#) -

[CC.1.1.5](#)

[.E](#) -

Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

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).

Write opinion pieces on topics or texts.

Introduce the topic and state an opinion on the topic.

Provide reasons that are supported by facts and details; draw from credible sources.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

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.

Read 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.

<u>CC.1.2.5</u>	• Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
<u>.F</u> -	
<u>CC.1.2.5</u>	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.
<u>.J</u> -	
<u>CC.1.2.5</u>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<u>.L</u> -	
<u>CC.1.3.5</u>	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.
<u>.A</u> -	
<u>CC.1.3.5</u>	Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.
<u>.C</u> -	
<u>CC.1.3.5</u>	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 and tools.
<u>.I</u> -	
<u>CC.1.3.5</u>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<u>.K</u> -	
<u>CC.1.4.5</u>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<u>.I</u> -	
<u>CC.1.4.5</u>	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.
<u>.X</u> -	
<u>CC.1.5.5</u>	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
<u>.A</u> -	
<u>CC.1.5.5</u>	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<u>.F</u> -	
<u>CC.1.5.5</u>	Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.
<u>.G</u> -	

Lesson Topic: Text Structure

Lesson Topic: Integrating Information from Several Texts

Lesson Topic: Citing Evidence

Lesson Topic: Visual and Multimedia Elements

Lesson Topic: Writing Opinion Pieces

Lesson Topic: Providing Support for Opinions

Lesson Topic: Organizational Structure Within an Essay

Lesson Topic: Text Evidence

Lesson Topic: Relevant Information

Lesson Topic: Paraphrasing

Unit: Considering Perspectives and Supporting Opinions (Emphasis on Opinion Writing Explaining with Textual Reasons)

Unit Description: Through close reading, interpretation, and analysis of fiction and nonfiction texts, students will synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent. Students draw on the information from multiple sources to form opinions.

They write opinion pieces with a clear topic supported by facts and details from credible sources. Students thoroughly cultivate their opinions by grouping related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions.

Unit Student Learning Outcomes: 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.

Determine how an author supports particular points in a text through reasons and evidence.

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

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

Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.

Informational: Develop the 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. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

Informational: 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. Opinion: 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. Narrative:

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.

Draw evidence from text to support analysis, reflection, and research.

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.

Unit Big Ideas:

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently
- Determine how an author supports particular points in a text through reasons and evidence
- Integrate information from several texts on the same topic to demonstrate understanding of that topic
- Write opinion pieces that introduce a clear topic
 - Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic
 - Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion
- Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources.
- d

Unit Misconceptions & Proper Conceptions:

Misconceptions

When writing, authors always have one distinct audience or one distinct purpose.

If the purpose is to entertain, then the work must be funny or have a happy ending.

Proper Conceptions

Authors may have in mind multiple audiences, and purposes may be mixed.

In this sense, "to entertain" means simply to keep you interested in what will happen next. Story telling of any kind--dramatic, action-packed, romantic, tear-jerker, you name it--all count as entertainment. So it is with the author's purpose, "to entertain."

**Unit Student
Performance
Tasks:**

[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.

[CC.1.2.5](#)

[.G](#) -

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.

[CC.1.2.5](#)

[.H](#) -

Determine how an author supports particular points in a text through reasons and evidence.

[CC.1.2.5](#)

[.I](#) -

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

[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.

[CC.1.4.5](#)

[.I](#) -

Provide reasons that are supported by facts and details; draw from credible sources.

[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.

[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.

[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.

[CC.1.1.5](#)

[.E](#) -

Read 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.
-

[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.

[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.

[CC.1.2.5](#)

[.L](#) -

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[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.

[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.

[CC.1.3.5](#)

[.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 and

CC.1.3.5

.K -

CC.1.4.5

.I -

CC.1.4.5

.X -

CC.1.5.5

.A -

CC.1.5.5

.F -

CC.1.5.5

.G -

tools.

Read and comprehend literary fiction on grade level, reading independently and proficiently.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Lesson Topic: Multiple Accounts of the Same Topic

Lesson Topic: Gathering Information

Lesson Topic:

Unit: Gathering Evidence and Speaking to Others

Unit Description:

Through close reading, interpretation, and analysis of fiction and nonfiction texts, students synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent. Students draw on the information from multiple sources to demonstrate understanding and form opinions.

Students thoroughly cultivate their opinions through collaborative discussions and building on others' ideas, while expressing their own clearly. They continue to write opinion pieces with a clear topic, supported by facts and details from credible sources. Students group related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions.

Unit Student Learning Outcomes:

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

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

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

Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.

Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Unit Big Ideas:

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently
- Determine how an author supports particular points in a text through reasons and evidence
- Integrate information from several texts on the same topic to demonstrate understanding of that topic
- Write opinion pieces that introduce a clear topic
 - Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic
 - Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion
- Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources

Unit Misconceptions & Proper Conceptions:

Misconceptions

Students tend to think the teacher is the only person who will be reading their writing and is the audience for whom they write to.

Following an organizational structure is boring and uncreative.

Proper Conceptions

Authentic writing experiences require students to be aware of many different audiences (teachers, classmates, the community, etc.). Writing is more exciting when it is shared.

Following an organizational structure helps to form a writer's thoughts based on textual evidence while communicating intentions to an audience.

**Unit Student
Performance
Tasks:**

[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.

[CC.1.2.5.
I](#) -

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

[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.

[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.

[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.1.1.5
.E](#) -

Read 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.
-

[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.

[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.

[CC.1.2.5
.L](#) -

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[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.

[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.

[CC.1.3.5
.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 and tools.

[CC.1.3.5
.K](#) -

Read and comprehend literary fiction on grade level, reading independently and proficiently.

[CC.1.4.5
.I](#) -

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
.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.

[CC.1.5.5
.F](#) -

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

This Curriculum Map Unit has no Topics to display

Unit: Literary Analysis

Unit Description: Through close reading, interpretation, and analysis of fiction and nonfiction texts, students synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent. They use their understandings to analyze the similarities and differences of multiple viewpoints. Students draw on the information from multiple sources to demonstrate understanding and form opinions.

Students thoroughly cultivate their opinions through collaborative discussions and building on others' ideas, while expressing their own clearly. They continue to write opinion pieces with a clear topic, supported by facts and details from credible sources. Students group related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions.

Unit Student Learning Outcomes: 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.

Determine how an author supports particular points in a text through reasons and evidence.

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

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

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

Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.

Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Unit Big Ideas:

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Integrate information from several texts on the same topic to demonstrate

understanding of that topic

- Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently
- Determine how an author supports particular points in a text through reasons and evidence
- Write opinion pieces that introduce a clear topic
 - Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic
 - Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly

**Unit
Misconceptions & Proper
Conceptions:**

Misconceptions

In Readers Theater is only for small children or for those with extensive theatrical experience. Students must memorize their parts, scripts are difficult to find and adapt, and a great deal of time and preparation are required for this instructional technique.

Proper Conceptions

Readers Theater is for any age and reading ability. Possible scripts exist in any material used in the classroom, and that these scripts may quickly be adapted by the students and performed soon afterwards. Readers Theater is not limited to those students with a high level of speaking proficiency; instead, students of all levels can participate in this activity which can involve the entire class.

**Unit Student
Performance
Tasks:**

[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.

[CC.1.2.5](#)

[.G](#) -

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.

[CC.1.2.5](#)

[.H](#) -

Determine how an author supports particular points in a text through reasons and evidence.

[CC.1.2.5](#)

[.I](#) -

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

[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.

[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.

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.1.2.5.L

-

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

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.

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.