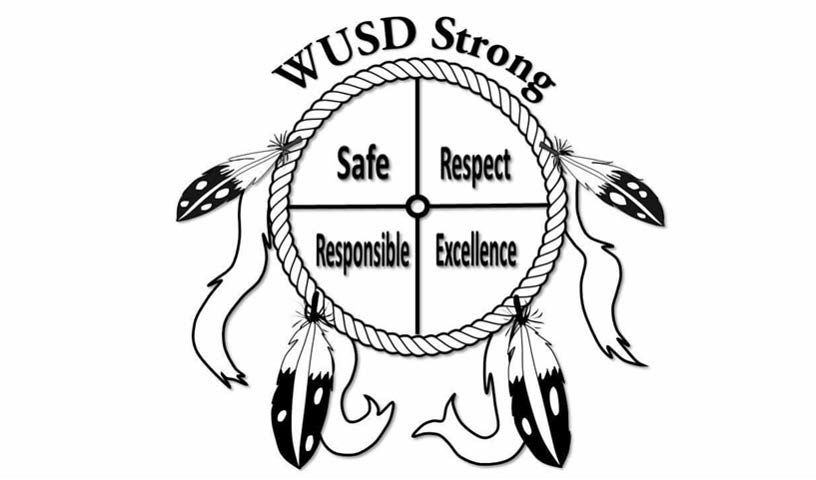
FIFTH GRADE CURRICULUM MAP





English Language Arts Whiteriver Unified School District

**WUSD’s Comprehensive Core Reading Program**

WUSD’s K-5 adopted comprehensive core reading program, Houghton Mifflin Harcourt (HMH) *Journeys*, was designed using current research and evidence- based instructional strategies, experts in English Language Arts, experts in curriculum design, principles of explicit and systematic instruction, including the order of text and skills and strategies presented, and the rigor necessary for all learners to meet the demands of Arizona’s ELA Standards.

**Tier 1 Instruction Includes Both Whole and Small Group Instruction**

**Accuracy and Fluency with the Big Ideas of Reading**

**Differentiation and Scaffolding Provides the Support and Independence Students Need**

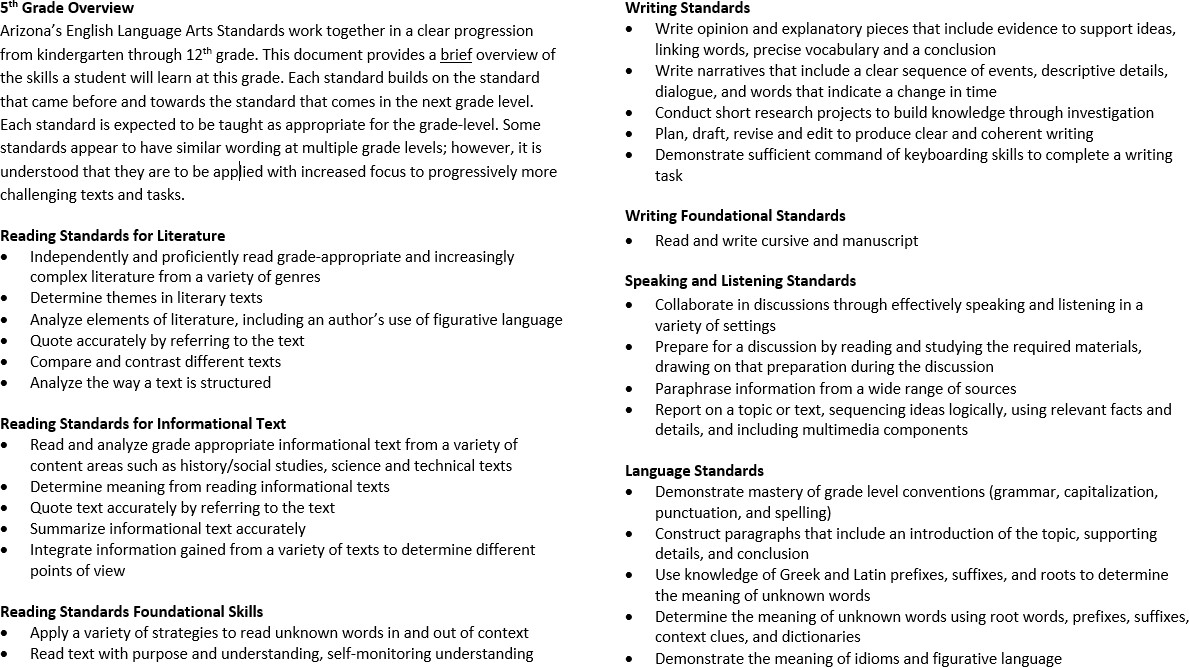
**Significant Grammar and Language Conventions Substantive Academic Discussions**

**Writing**

**Meeting the Needs of the Brain**

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**Meeting the Literacy Needs of All Learners**



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| **Fifth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: How can an experiment clarify an idea?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:**  **Text Title:** *Hound Dog True* **Genre:** Literature Resources are located in Unit 2 TE / **Read Aloud**: *Skunk Scout* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 1**  8/14-8/17 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *A Package for Mrs. Jewels from Wayside School is Falling Down* **Genre**  Humorous fiction  **Vocabulary Strategies**  Using context  **Target/**  **Academic Vocabulary** *disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted*  **Domain-Specific Words** *acceleration, inertia, momentum, physical, property* | **Science** *Questioning Gravity* **Genre** Readers’ theater | **Decoding** The *VCV* Syllable  **Syllable Type** Closed syllables | **Fluency**  Expression  **Spelling Principle**  Short vowels  **Spelling Words Basic Words:** *breath,*  *wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy*  **Review:**  *bunch, district, track, pleasant, odd*  **Challenge:** *Instruct, distress, summit, massive, physical* | **Target Skill**  Story structure  **Target Strategy**  Summarize  **Second Read Skill**  Irony  Point of view | **Read Aloud**  *Ode to Lunch*  **Speaking/ Listening** Explaining the outcome of the story  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context Read text with purpose and understanding, self-monitoring understanding | **Grammar Skill** Complete sentences  **Writing Mode** Narrative writing Opinion writing  **Writing Form**  Short story  **Write About Reading** Performance task  **Research/ Media Literacy Skills** Conduct research to solve a problem  **Writing Foundational Skills** Read and write cursive and manuscript | **¾ Advanced Readers**  *Project Bug*  **p On Level Readers**  *Serves Two Hundred*   * **Struggling Readers**   *The Cafeteria Contest*   * **English Language Learners**   *Dinner for Two Hundred*  **Vocabulary Readers (for all levels)**  *Sports and Motion* |

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| **Fifth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: How can art and performance help people understand a text?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:**  **Text Title:** *Hound Dog True* **Genre:** Literature Resources are located in Unit 2 TE  **Read Aloud**: *Skunk Scout* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 2**  8/21-8/24 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *A Royal Mystery*  **Genre**  Fairytale  **Vocabulary Strategies** Prefixes *non-, un-, dis-, miss-*  **Target/**  **Academic Vocabulary** *discomfort, primitive, interior, honored, secretive, immersed, bungled, contagious, brandishing, imprinted*  **Domain-Specific Words**  *alternative medium, dimension, mood, performance, technique* | **Literature** *The Princess and the Pea* **Genre** Fairytale | **Decoding** Vowel sounds and VCV syllable patterns  **Syllable Type**  Vowel team and vowel consonant e (VCe) | **Fluency**  Accuracy  **Spelling Principle**  Long *a* and long *e*  **Spelling Words Basic words:** *awake, feast, stray,*  *greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, waist, beneath, sheepish, release, remain, sway, training, niece* **Review:**  *stale, afraid, freedom, eager, explain* **Challenge:** *terrain, succeed, betray, motivate, upheaval* | **Target Skill**  Theme  **Target Strategy**  Question  **Second Read Skill** Elements of drama and  characterization | **Read Aloud**  *The Iron Princess*  **Speaking/ Listening** Summarizing the conclusion, explaining in their own words what they think will happen  **Speaking and Listening Skill** Present a multimedia story adaptation  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context.  Read text with purpose and understanding, self-monitoring understanding | **Grammar Skill** Kinds of sentences  **Writing Mode**  Narrative writing  **Writing Form** Descriptive narrative  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers** *Jack and the Mean Beans*  **p On Level Readers** *City Cousin, Country Cousin*   * **Struggling Readers**   *Ella’s Big Night*   * **English Language Learners**   *In the City, In the Country*  **Vocabulary Readers (for all levels)**  *Presenting: The Play!* |

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| **Fifth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: Why is determination a good quality for a politician to have?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:**  **Text Title:** *Hound Dog True* **Genre:** Literature Resources are located in Unit 2 TE  **Read Aloud**: *Skunk Scout* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 3**  8/28-8/30 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *Off and Running*  **Genre**  Realistic fiction  **Vocabulary Strategies**  Using Context  **Target/**  **Academic Vocabulary** *debate, inflated, shaken, decorated, gradually, hesitated, scanned, stalled, beckoned, prodded*  **Domain-Specific Words** *ballot, campaign, debate, election, slogan* | **Literature** *Vote for Me!*  **Genre** Persuasive text | **Decoding**  VCCV  Pattern  **Syllable Type**  Vowel team Final E | **Fluency**  Intonation  **Spelling Principle**  Long i Long o  **Spelling Words Basic Words:**  *sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approach*  **Review:**  *sign, twice, shown, tonight, remote*  **Challenge:**  *require, reproach, defy, plight, opponent* | **Target Skill** Compare and contrast  **Target Strategy**  Infer/Predict  **Second Read Skill**  Idioms Formal and informal language | **Read Aloud**  *Should We Let Politics Become Personal?*  **Speaking/Listening** Expressing an opinion and explaining why  **Speaking and Listening Skill** Participate in a debate  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring  understanding | **Grammar Skill** Compound sentences  **Writing Mode** Narrative writing  **Writing Form**  Dialogue  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers**  *The Geography Bee*  **p On Level Readers**  *The Presentation*   * **Struggling Readers**   *The Mighty, Mighty Daffodils*   * **English Language Learners** *A Better Plan*   **Vocabulary Readers**  **(for all levels)** *Running for President* |

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| **Fifth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: How can being active in sports improve someone’s attitude?** | | | | | | |
| **\*Teach Sometime During Quarter 1:**  **Text Title:** *Hound Dog True* **Genre:** Literature Resources are located in Unit 2 TE /  **Read Aloud**: *Skunk Scout* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 4**  Skip Lesson 4 | **Paired Selection**  **s** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*  **Genre**  Narrative nonfiction  **Vocabulary Strategies**  Suffixes –ion, -tion  **Target/**  **Academic Vocabulary** *unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying*  **Domain-Specific Words** *athletics, cardiovascular, physical exam, sportsmanship* | **Arts** *Score!* **Genre** Poetry | **Decoding** Digraphs in Multi- syllable Words  **Syllable Type**  Vowel team Final E | **Fluency**  Phrasing: Pauses  **Spelling Principle**  Vowel Sounds: /oo/,  /yoo/  **Spelling Words Basic Words***: glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view,*  *confuse, cruise, jewel, execute, route, cartoon, avenue, include assume, souvenir* **Review:**  *fruit, group, refuse, argue, foolish* **Challenge*:*** *conclude, pursuit, intrude, subdue, presume* | **Target Skill** Sequence of events  **Target Strategy**  Monitor/Clarify  **Second Read Skill**  Rhythm narrative pacing | **Read Aloud** *Learning the Ropes*  **Speaking/ Listening** Summarizing in one sentence  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self-monitoring understanding | **Grammar Skill** Common and proper nouns  **Writing Mode**  Narrative writing  **Writing Form** Fictional Narrative: Prewrite  **Write About Reading**  Performance task  **Research/Media Literacy Skills** Answer a research question  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers** *Title IX*  **p On Level Readers**  *Patsy Mink*   * **Struggling Readers**   *Games We Play*   * **English Language Learners**   *Patsy Mink and Title IX*  **Vocabulary Readers (for all levels)**  *Fun in Colonial Times* |

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| **Fifth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: How can overcoming a challenge change someone’s life?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:**  **Text Title:** *Hound Dog True* **Genre:** Literature Resources are located in Unit 2 TE /  **Read Aloud**: *Skunk Scout* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 5**  9/5-9/7 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Elisa’s Diary* **Genre**  Realistic fiction  **Vocabulary Strategies**  Suffixes –ly, -ful  **Target/**  **Academic Vocabulary** *officially, preliminary, opponents, brutal, embarrassed, typically, gorgeous, supposedly, sweeping, obvious*  **Domain-Specific Words** *cultural identity, language barrier, perspective, non-verbal communication, translation* | **Arts** *Words Free as Confetti* **Genre** Poetry | **Decoding** Stressed and unstressed syllables  **Syllable Type:** Vowel team | **Fluency**  Stress  **Spelling Principle**  Vowel sounds: /ou/, /o/, /oi/  **Spelling Words Basic Words:**  *ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter*  **Review:**  *cause, faucet, tower, false, amount*  **Challenge:**  *poise, loiter, exhaust, assault, alternate* | **Target Skill**  Theme  **Target Strategy**  Visualize  **Second Read Skill** Dialogue sequence of events | **Read Aloud**  *Fair or Foul?*  **Speaking/ Listening** Summarizing  **Speaking and Listening Skill** Participate in group discussion  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding,  self-monitoring understanding | **Grammar Skill** Singular and plural nouns  **Writing Mode** Narrative writing  **Writing Form** Fictional Narrative: Revise  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers**  *Far from Home*  **p On Level Readers** *Baseball Blues*   * **Struggling Readers**   *Not Just Second Place*   * **English Language Learners** *Baseball Memories*   **Vocabulary Readers**  **(for all levels)** *Journals of the West* |

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| **Fifth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: Why is it important to research and protect endangered animals?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:**  **Text Title:** *Hound Dog True* **Genre:** Literature Resources are located in Unit 2 TE /  **Read Aloud**: *Skunk Scout* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 6**  9/11-9/14 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text-** *Quest for the Tree Kangaroo*  **Genre**  Informational text  **Vocabulary Strategies**  Synonyms and antonyms  **Target Academic Vocabulary-** *dwarfed, presence, procedure, outfitted,*  *transferred, calculate, snug, perch, enthusiastic beaming*  **Domain-Specific Words** *adaptive, endangered species, habitat, preservation, satellite tracking* | **Science-** *Why Koala Has No Tail* **Genre-** Myth | **Decoding** Common Beginning Syllables | **Fluency**  Expression  **Spelling Principle**  *Vowel + /r/ sounds*  **Spelling Words Basic Words:**  *glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform, former*  **Review:**  *broad, repair, sharp, square, compare* **Challenge:**  *discard, forfeit, orchestra, rarity, hoard* | **Target Skill** Cause and effect  **Target Strategy**  Question  **Second Read Skill**  Quotes and descriptions Domain specific vocabulary | **Read Aloud**  America’s Eagle  **Speaking/ Listening** Summarizing the information  **Speaking and Listening Skill**  Explain an author’s argument  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring understanding | **Grammar Skill**  Verbs  **Writing Mode**  Informative writing  **Writing Form** Procedural composition  **Write About Reading** Performance task  **Research/Media Literacy Skills** Investigate different aspects of a topic  **Writing Foundational Skills** Read and write cursive and manuscript | **¾ Advanced Readers**  *Mad for Marsupials*  **p On Level Readers**  *On the Trail of the Rainforest Wildlife*   * **Struggling Readers** *Kangaroos* * **English Language Learners**   *Animals of the Rain Forest*  **Vocabulary Readers (for all levels)**  *The Lost World of Papua New Guinea* |

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| **Fifth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: How can dangerous situations bring people closer together?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:**  **Text Title:** *Hound Dog True* **Genre:** Literature Resources are located in Unit 2 TE  **Read Aloud**: *Skunk Scout* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 7**  9/18-9/21 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Old Yeller* **Genre** Historical fiction  **Vocabulary Strategies** Adages and proverbs  **Target/ Academic Vocabulary** *frantic, lunging, stride, checking,*  *wheeled, bounding, shouldered, strained, romp, picturing*  **Domain-Specific Words,** *devotion, maturity, obligation* | *What Makes It Good?*  **Genre-** Persuasive text | **Decoding** Vowel + /r/ sounds | **Fluency**  Intonation  **Spelling Principle** More vowel + /r/ sounds  **Spelling Words Basic Words:** *Earth, peer, twirl,*  *burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, one-third, reverse, worship, career, research, volunteer* **Review:**  *early, world, rear, current, cheer* **Challenge:**  *year, engineer, interpret, dreary, external* | **Target Skill** Understanding characters  **Target Strategy**  Visualize  **Second Read Skill**  Author’s word choice  dialect | **Read Aloud**  *Annie’s Pride*  **Speaking/ Listening** Answering questions to develop a summary  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding,  self-monitoring understanding | **Grammar Skill** Direct and indirect objects  **Writing Mode**  Informative writing  **Writing Form** Compare and contrast  **Write About Reading** Performance task  **Research/Media Literacy Skills** Report on a text  **Writing Foundational Skills** Read and write cursive and manuscript | **¾ Advanced Readers** *Riding with the Camel Corps*  **p On Level Readers**  *On the Long Drive*   * **Struggling Readers**   *Young Eagle and His Horse*   * **English Language Learners**   *The Long Cattle Drive*  **Vocabulary Readers (for all levels)**  *The Lost World of Papua New Guinea* |

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| **Fifth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: What reasons do people have for protecting the environment?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:**  **Text Title:** *Hound Dog True* **Genre:** Literature Resources are located in Unit 2 TE  **Read Aloud**: *Skunk Scout* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 8**  9/25-9/28 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Everglades Forever: Restoring America’s Great Wetland* **Genre** Narrative Nonfiction  **Vocabulary Strategies**  Prefixes  *en-, re-, pre-, pro-*  **Target/**  **Academic Vocabulary** *endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility*  **Domain-Specific Words** *carbon, footprint, ecosystem, natural, resource, wilderness* | *National Parks of the West Science* **Genre**  Informational text | **Decoding**  Homophones | **Fluency**  Adjust rate to purpose  **Spelling Principle**  Homophones  **Spelling Words Basic Words:** *steel, steal, aloud,*  *allowed, ring, wring, lesson, lessen, who’s,*  *whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue*  **Review:**  *wait, weight, vain, vane, vein*  **Challenge:**  *canvass, canvas, site, sight, cite* | **Target Skill** Author’s purpose  **Target Strategy** Analyze and evaluate  **Second Read Skill**  Explain scientific ideas  Domain specific vocabulary | **Read Aloud** *Attack of the Alien Species*  **Speaking/ Listening** Picking out a  memorable detail and discussing if the story was effective as a call to action  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding,  self-monitoring understanding | **Grammar Skill**  Conjunctions  **Writing Mode** Informative writing  **Writing Form** Cause and effect essay  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers**  *The Salton Sea*  **p On Level Readers**  *America’s Urban Parks*   * **Struggling Readers** G*uardian of the Everglades* * **English Language Learners**   *America’s City Parks*  **Vocabulary Readers**  **(for all levels)**  Black Bears |

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| **Fifth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing October 2nd-5th** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **Fifth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: How can an act of courage reveal a person’s true nature?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, AZ Standards Reading List \*\*  **Required Text Title:** *Where the Mountain Meets the Moon* **Genre:** Literature | | | | | | | |
| **Lesson 9**  10/16-10/19 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Storm Warriors* **Genre**  Historical fiction  **Vocabulary Strategies**  Greek and Latin roots  **Target/ Academic Vocabulary** *critical, secured, realization,*  *annoyance, bundle, clammy, squalling, commotion, demolished, elite*  **Domain-Specific Words**  *bold, competent, humility, purpose* | *Pea Island’s Forgotten Heroes* **Genre** Informational text | **Decoding** Compound words | **Fluency**  Phrasing punctuation  **Spelling Principle**  Compound words  **Spelling Words Basic Words:**  *wildlife, uproar, home run, headache, top-secret, teammate, wheelchair, light bulb, well-known, throughout, life preserver, barefoot, part-time, warehouse, overboard, post office, outspoken, up-to- date, awestruck, newscast* **Review:**  *goodbye, all right, forever, twenty-two, somebody* ***Challenge:***  *motorcycle, overseas,*  *quick-witted, stomachache, bulletin board* | **Target Skill** Conclusion and generalizations  **Target Strategy**  Infer and predict  **Second Read Skill**  Point of view characterization | **Read Aloud**  *A Watery Grave*  **Speaking/ Listening** Discussing the significance of the title  **Speaking and Listening Skill** Hold a literature discussion  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding,  self-monitoring  understanding | **Grammar Skill** Complex sentences  **Writing Mode** Informative writing  **Writing Form** Prewrite a research report  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write  cursive and manuscript | **¾ Advanced Readers**  *Night of the Killer Waves*  **p On Level Readers**  *The River Kept Rising*   * **Struggling Readers**   *Sugaring Weather*   * **English Language Learners**   *The Rising River*  **Vocabulary Readers**  **(for all levels)**  Mangrove Swamp |

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| **Fifth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | | |
| **Unit 2** | | **This Week's Essential Question: What can a scientist learn by observing the behaviors of a particular animal?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading-AZ Standards Reading List \*\*  **Required Text Title:** *Where the Mountain Meets the Moon* **Genre:** Literature | | | | | | | | |
| **Lesson 10**  10/23-10/26 | **Paired Selections** | | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Cougars* **Genre**  Informational text  **Vocabulary Strategies**  Shades of meaning  **Target/ Academic Vocabulary** *unobserved, available,*  *detecting, mature, ferocious, resemble, particular, vary, Contentment, keen*  **Domain-Specific Words** *adaptation, development, instinctive,*  *observation, trait* | *Purr-fection* **Genre** Poetry | | **Decoding** Recognizing Schwa+ /r/ sounds | **Fluency**  Stress  **Spelling Principle** Final Schwa +/r/ sounds  **Spelling Words Basic Words:**  *cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter* **Review:**  *collar, honor, doctor, enter, answer* **Challenge:**  *stellar, clamor, tremor, circular, adviser* | **Target Skill** Main ideas and details  **Target Strategy** Monitor and Clarify  **Second Read Skill**  Explain scientific ideas  Domain specific vocabulary | **Read Aloud** *Who Tamed the Cat?*  **Speaking/ Listening**  Summarizing  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring understanding | **Grammar Skill**  Direct quotations and interjections  **Writing Mode**  Informative writing  **Writing Form**  Write a research paper  **Write About** Reading performance task  **Research/Media Literacy Skills** Integrate information from multiple texts.  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers**  *Saving the Mexican Wolves*  **p On Level Readers**  *The Return of the Yellowstone Grizzly*   * **Struggling Readers** *Sharks* * **English Language Learners** *Grizzly Bears Return to Yellowstone*   **Vocabulary Readers**  **(for all levels)**  Saved from the Sea |

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| **Fifth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: What can individuals do to help shape a new government?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading—AZ Standards Reading List \*\*  **Required Text Title:** *Where the Mountain Meets the Moon* **Genre:** Literature | | | | | | | |
| **Lesson 11**  10/30-11/2 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Dangerous Crossing* **Genre**  Historical fiction  **Vocabulary Strategies** Reference materials  **Target/Academic Vocabulary** *cramped, distracted, viewpoint, shattered, surveyed, pressing, representatives, embark, bracing, conduct*  **Domain Specific Words**  *checks and balances, congress, declaration, individual rights, representation* | **Social Studies** *Revolution and Rights* **Genre** Informational text | **Decoding** Vowel sounds in stressed syllables  Multisyllabic words/ typically the unstressed syllable has a schwa | **Fluency**  Accuracy and self- correction  **Spelling Principle**  *VCCV pattern*  **Spelling Words Basic Words:**  *bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom suggest, perhaps, lawyer, timber, common, publish, burden, scissors*  **Review:**  *perfect, danger, narrow, survive, valley*  **Challenge:**  *narrate, mentor, attempt, collide, ignore* | **Target Skill** Cause-and- effect  **Target Strategy**  Visualize  **Second Read Skill**  Visual elements Primary sources | **Read Aloud** *Mother and Son*  **Speaking and Listening Skill** Summarize  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring understanding | **Grammar Skill** Subject and object pronouns  **Writing Mode**  Opinion writing  **Writing Form**  Opinion essay  **Write About Reading** Performance task  **Research/Media Literacy Skills** Research early American government  **Writing Foundational Skills**  Read and write cursive and  manuscript | **¾ Advanced Readers**  *An Artist for the Revolution*  **p On Level Readers**  *A Night to Remember*   * **Struggling Readers**   *Fife and Drum Boys*   * **English Language Learners** *A Special Night*   **Vocabulary Readers**  **(for all levels)** *Ben Franklin Goes to Paris* |

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| **Fifth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: How can people’s differences of opinion lead to a revolution?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:**Required Reading, Curriculum—AZ Standards Reading List \*\*  **Required Text Title:** *Where the Mountain Meets the Moon* **Genre:** Literature | | | | | | | |
| **Lesson 12- Two WEEKS**  11/6-11/16 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *Can’t You Make Them Behave, King George?* **Genre**  Narrative nonfiction  **Vocabulary Strategies**  Figurative language  **Target/**  **Academic Vocabulary** *benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious*  **Domain-Specific Words**  *colonies, freedom, protest, patriots, revolution* | **Social Studies** *Tea Time!* **Genre** Narrative Nonfiction | **Decoding** Open and Closed Syllable: VCV  Pattern | **Fluency**  Rate  **Spelling Principle**  VCV Pattern  **Spelling Words Basic Words:**  *human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve*  **Review:**  *figure, total, model, equal, amaze*  **Challenge:**  *autumn, nuisance, logic, column, laser* | **Target Skill**  Fact and opinion  **Target Strategy**  Question  **Second Read Skill**  Tone Similes | **Read Aloud**  *A Taxing Poem*  **Speaking/ Listening** Describing a character in one sentence, sharing ideas  **Speaking and Listening Skill** Summarize and paraphrase information  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring understanding | **Grammar Skill**  Verb tenses  **Writing Mode**  Opinion writing  **Writing Form** Problem-Solving composition  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers**  *A Home at Mount Vernon*  **p On Level Readers** *Pamphleteers of the Revolution*   * **Struggling Readers**   *A Song Heard*  *‘Round the Word*   * **English Language Learners** *Printed Words of the Revolution*   **Vocabulary Readers**  **(for all levels)** *Redcoats in America* |

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| **Fifth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: How do individual acts of bravery shape history?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading—AZ Standards Reading List \*\*  **Required Text Title:** *Where the Mountain Meets the Moon* **Genre:** Literature | | | | | | | |
| **Lesson 13-**  **Two Weeks**  11/20-11/30 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *They Called Her Molly Pitcher*  **Genre**  Narrative nonfiction  **Vocabulary Strategies**  Reference materials  **Target/**  **Academic Vocabulary** *conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble*  **Domain-Specific Words** *commendation, duty, general, officer, regiment* | **Social Studies** *A Spy for Freedom* **Genre** Play | **Decoding** Recognizing initial and medial digraphs | **Fluency**  Phrasing: Pauses  **Spelling Principle VCCCV Pattern**  **Spelling Words Basic Words:** *conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin partner, complain, tremble* **Review:**  *hundred, example, although, supply, empty*  **Challenge:**  *anthem, illustrate, function, conscience, apostrophe* | **Target Skill** Conclusions and generalizations  **Target Strategy** Analyze/ Evaluate  **Second Read Skill**  Text structure Domain-Specific vocabulary | **Read Aloud**  *Lydia’s Journey*  **Speaking/ Listening** Discussing the story, analyzing different outcomes, expressing what they would have done in her position  **Speaking and Listening Skill** Dramatize a story event  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context.  Read text with purpose and understanding, self-monitoring understanding | **Grammar Skill** Regular and irregular verbs  **Writing Mode**  Opinion writing  **Writing Form** Persuasive letter  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers** *George Washington’s Invisible Enemy*  **p On Level Readers**  *An Unsung American Hero*   * **Struggling Readers**   *Emily Geiger’s Dangerous Mission*   * **English Language Learners** *Joseph Warren an American Hero*   **Vocabulary Readers (for all levels)**  *The Battle of Monmouth* |

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| **Fifth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings,*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: What events or feelings would lead someone to fight for freedom?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading- English Language Arts—AZ Standards Reading List \*\*  **Required Text Title:** *Where the Mountain Meets the Moon* **Genre:** Literature | | | | | | | |
| **Lesson 14**  12/4-12/7 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *James Forten Now Is Your Time!* **Genre**  Biography  **Vocabulary Strategies** Greek and Latin roots: *graph, meter, port, ject*  **Target/**  **Academic Vocabulary** *persuade, apprentice, contribution, influential, aspects, authorities, bandage, provisions, dexterity, tentative*  **Domain-Specific Words** *abolitionist, emancipate, ethics, humanity, slavery* | **Social Studies** *Modern Minute Man* **Genre** Informational text | **Decoding** VV syllable pattern  **Syllable Type**  Vowel teams | **Fluency**  Expression  **Spelling Principle**  VV Pattern  **Spelling Words Basic Words:** *actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize,*  *create, riot, genuine, area, annual, audio, dial, theater, patriot* **Review:**  *video, science, February, period, usual*  **Challenge:** *diagnose, media, appreciate, society, prior* | **Target Skill** Sequence of events  **Target Strategy**  Summarize  **Second Read Skill**  Explain historical events Main ideas and details | **Read Aloud** *Freedom for Chatham Freeman*  **Speaking/ Listening** Summarize key events  **Speaking and Listening Skill** Create and present a timeline  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring understanding | **Grammar Skill** Commas and semicolons  **Writing Mode** Opinion writing  **Writing Form** Persuasive Essay: Prewrite  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and  manuscript | **¾ Advanced Readers**  *A Noble French Patriot*  **p On Level Readers**  *The Extraordinary Life of Thomas Peters*   * **Struggling Readers**   *The Oneidas*   * **English Language Learners** *Thomas Peters a Remarkable Man*   **Vocabulary Readers**  **(for all levels)**  *Battles at Sea* |

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| **Fifth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: How are patriotism and courage related?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading—AZ Standards Reading List \*\*  **Required Text Title:** *Where the Mountain Meets the Moon* **Genre:** Literature | | | | | | | |
| **Lesson 15**  12/11-12/14 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *We Were There, Too! Joseph Plumb Martin and Sybil Ludington* **Genre**  Biography  **Vocabulary Strategies**  Prefixes *in-, im-,il-,ir-*  **Target/**  **Academic Vocabulary** *mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal*  **Domain-Specific Words** *defense, democracy, nationalism, pride, union* | **Arts** *Patriotic Poetry* **Genre** Poetry | **Decoding** Vowel + /l/ sounds in Unstressed final syllable | **Fluency**  intonation  **Spelling Principle**  Final Schwa + /l/ sounds  **Spelling Words Basic Words:**  *formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil*  **Review:**  *title, nickel, special, trouble, simple*  **Challenge:** *Identical, vehicle, mineral, colonel, artificial* | **Target Skill** Compare and contrast  **Target Strategy**  Monitor/ clarify  **Second Read Skill**  Text and graphic features text structure | **Read Aloud**  *Citizen Spies*  **Speaking/ Listening** Summarizing a particular part  **Speaking and Listening Skill** Discuss poetic elements  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding,  self-monitoring understanding | **Grammar Skill**  Transitions  **Writing Mode**  Opinion writing  **Writing Form** Revise a persuasive essay  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers** *Abigail Adams*  **p On Level Readers**  *Phillis Wheatley*   * **Struggling Readers** *Benedict Arnold* * **English Language Learners**   *The Life of Phillis Wheatley*  **Vocabulary Readers**  **(for all levels)** *Paul Revere Hero On Horseback* |

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| **Fifth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing December 18-21** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **Fifth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: In what ways can illustrations enhance a reader’s experience?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Resources are located in Unit 4 TE \*\* **Text Title:** *About Time: A First Look at Time and Clocks* **Genre:** Literature **Target Strategies:** Monitor/Clarify, Infer/Predict, Question | | | | | | | |
| **Lesson 16**  1/8-1/11 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Lunch Money* **Genre**  Realistic Fiction  **Vocabulary Strategies** Word origins  **Target/ Academic Vocabulary** *record, mental, launch, assuming,*  *episodes, developed, feature, incredibly, villains, thumbed*  **Domain-Specific Words** *continuity, frame,*  *movement, storyline* | **Social Studies** *Zap! Pow!: A History of the Comics*  **Genre** Informational text | **Decoding** Word parts and inflectional endings | **Fluency**  Rate  **Spelling Principle**  Words with –ed or -ing  **Spelling Words Basic Words:** *scrubbed, listening, stunned, knitting,*  *carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffered, scanned, ordered, totaled, answered, upsetting* **Review:**  *wandering, dimmed, stripped, ordered, snapping* **Challenge:**  *compelling, deposited, occurred, threatening, canceled* | **Target Skill**  Author’s Purpose  **Target Strategy**  Monitor/Clarify  **Second Read Skill**  Voice  Visual elements | **Read Aloud** *Japanese Cartoons are Magnificent*  **Speaking/ Listening** Summarizing the purpose in one sentence  **Speaking and Listening Skill** Share and summarize a story  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self-  monitoring understanding | **Grammar Skill**  Adjectives  **Writing Mode** Narrative writing  **Writing Form**  Friendly letter  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers**  *The Three R’s*  **p On Level Readers** *Incognito*   * **Struggling Readers**   *Dog Walker, Inc.*   * **English Language Learners**   *The Lost Comic Book*  **Vocabulary Readers**  **(for all levels)**  *Job Sense* |

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| **Fifth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: What role does imagination play in the invention process?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Resources are located in Unit 4 TE \*\* **Text Title:** *About Time: A First Look at Time and Clocks* **Genre:** Literature **Target Strategies:** Monitor/Clarify, Infer/Predict, Question | | | | | | | |
| **Lesson 17**  **Two Weeks**  1/15-25 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *LAFFF*  **Genre**  Science Fiction  **Vocabulary Strategies** Reference Materials  **Target/ Academic Vocabulary**  *impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment*  **Domain-Specific Words** *experimentation, futuristic, ingenuity, patent, revolutionize* | **Science**  *From Dreams to Reality* **Genre** Informational Text | **Decoding** Recognizing Common Word Parts | **Fluency**  Intonation  **Spelling Principle**  More Words with –*ed* and -  *ing*  **Spelling Words Basic Words:**  *tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated*  **Review:**  *pleasing, dared, traveled, checking, landed*  **Challenge:**  *assigned, entertaining, operated, rehearsing,*  *donated* | **Target Skill**  Story Structure  **Target Strategy**  Infer/Predict  **Second Read Skill**  Literary devices Point of view | **Read Aloud**  *The Visitor*  **Speaking/ Listening** Discussing key ideas to draw conclusions  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self-monitoring understanding | **Grammar Skill**  Adverbs  **Writing Mode**  Narrative writing  **Writing Form** Character description  **Write About Reading** Performance task  **Research/Media Literacy Skills** Create a multi- media presentation  **Writing Foundational Skills** Read and write cursive and manuscript | **¾ Advanced Readers** *Pancakes*  **p On Level Readers**  *The Watch Girl*   * **Struggling Readers** *Robot Rescue* * **English Language Learners**   *Kendria’s Watch*  **Vocabulary Readers**  **(for all levels)** *That’s a Wacky Idea* |

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| **Fifth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: How do facts and opinions contribute to a story?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Resources are located in Unit 4 TE \*\*  **Text Title:** *About Time: A First Look at Time and Clocks* **Genre:** Literature **Target Strategies:** Monitor/Clarify, Infer/Predict, Question | | | | | | | |
| **Lesson 18**  1/29-2/1 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *The Dog Newspaper* **Genre** Autobiography  **Vocabulary Strategies** Homophones and homographs  **Target/**  **Academic Vocabulary** *career, publication, household, edition, required, formula, background, insights, uneventful, destruction*  **Domain-Specific Words**  *brainstorm, creative license, manuscript, publication, target audience* | **Arts** *Poetry About Poetry* **Genre** Poetry | **Decoding** Recognizing suffixes | **Fluency**  Phrasing: punctuation  **Spelling Principle**  Changing final y to i  **Spelling Words Basic Words:**  *duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies*  **Review:**  *easier, families, studied, countries, happiest*  **Challenge:**  *unified, dictionaries, boundaries, satisfied,*  *tragedies* | **Target Skill**  Fact and opinion  **Target Strategy** Analyze/ evaluate  **Second Read Skill**  Main Ideas and details Narrative pacing | **Read Aloud** *Hundreds Rally at Fullerton High*  **Speaking/ Listening** Summarize the main conflict  **Speaking and Listening Skill** Use formal and informal English  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring  understanding | **Grammar Skill** Prepositions and prepositional phrases  **Writing Mode** Narrative writing  **Writing Form**  Autobiography  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and  manuscript | **¾ Advanced Readers** *Isabel Allende*  **p On Level Readers**  *B. B. King*   * **Struggling Readers**   *Maria Tallchief*   * **English Language Learners**   *The Life of B.B. King*  **Vocabulary Readers**  **(for all levels)**  *Print It!* |

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| **Fifth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: Why is it important to be aware of your community’s needs?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Resources are located in Unit 4 TE \*\*  **Text Title:** *About Time: A First Look at Time and Clocks* **Genre:** Literature **Target Strategies:** Monitor/Clarify, Infer/Predict, Question | | | | | | | |
| **Lesson 19**  2/5-2/8 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers**  **for Small Group Differentiation** |
| **Anchor Text** *Darnell Rock Reporting* **Genre**  Realistic fiction  **Vocabulary Strategies** Greek and Latin Suffixes -*ism, -ist, - able, -ible*  **Target/**  **Academic Vocabulary** *issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum*  **Domain-Specific Words**  *charity, coalition, generosity, neighborhood* | **Literature** *Volunteer* **Genre** Persuasive text | **Decoding** More Common Suffixes | **Fluency**  Stress  **Spelling Principle**  Suffixes: *-ful, -ly, -ness, -less, - ment*  **Spelling Words Basic Words:**  *lately, settlement, watchful, countless, steadily, closeness, calmly, government, agreement, cloudiness, delightful, noisily, tardiness, forgetful, forgiveness, harmless, enjoyment, appointment, effortless, plentiful*  **Review:**  *clumsiness, movement, pavement, lonely, penniless* **Challenge:**  *suspenseful, merciless, seriousness, contentment, suspiciously* | **Target Skill**  Author's Purpose  **Target Strategy**  Summarizing  **Second Read Skill** Dialogue  Characterization | **Read Aloud**  *The Power of Spirit Lake*  **Speaking/ Listening** Drawing a diagram of the system described  **Speaking and Listening Skill**  Give and evaluate a persuasive speech  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring understanding | **Grammar Skill** More kinds of pronouns  **Writing Mode** Narrative writing  **Writing Form** Prewrite a personal narrative  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers** *Another View*  **p On Level Readers** *Saving the General*   * **Struggling Readers**   *The Big Interview*   * **English Language Learners** *The Old Tree*   **Vocabulary Readers**  **(for all levels)** *From Parking Lot to Garden* |

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| **Fifth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: What can a person learn by building a relationship with an animal?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Resources are located in Unit 4 TE \*\* **Text Title:** *About Time: A First Look at Time and Clocks* **Genre:** Literature  **Target Strategies:** Monitor/Clarify, Infer/Predict, Question | | | | | | | |
| **Lesson 20**  2/12-2/15 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *The Black Stallion*  **Genre**  Adventure  **Vocabulary Strategies** Figurative Language  **Target/ Academic Vocabulary**  *piercing, descended, quivered, savage, delicacy, fitful, heave, diminishing, rhythmic, marveling*  **Domain-Specific Words** *behaviors, cooperation, patience,*  *relationship, training* | **Science** *Horse Power* **Genre** Informational Text | **Decoding** Stress in three syllable words | **Fluency**  accuracy  **Spelling Principle** Words from other languages  **Spelling Words Basic Words:**  *salsa, mattress, tycoon, burrito, bandanna, tomato, poncho, dungarees, lasso, patio, siesta, cargo, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant* **Review:**  *canyon, mirror, magazine, rodeo, monkey*  **Challenge:**  *mosquito, cathedral, alligator, tambourine, sombrero* | **Target Skill**  Story Structure  **Target Strategy**  Question  **Second Read Skill** Characterization theme | **Read Aloud**  *The Huntress*  **Speaking/ Listening** Summarizing with details about plot, setting, characters, theme  **Speaking and Listening Skill** *Hold a literature discussion*  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring  understanding | **Grammar Skill** Proper mechanics and writing titles  **Writing Mode** Narrative writing  **Writing Form** Revise a personal narrative  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write  cursive and manuscript | **¾ Advanced Readers**  *Day of the Coyotes*  **p On Level Readers** *Wilderness Rangers*   * **Struggling Readers**   *The Deer*   * **English Language Learners**   *Lost in a Canyon*  **Vocabulary Readers**  **(for all levels)**  *Island Ponies* |

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| **Fifth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: What does it mean to have good instincts?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Resources are located in Unit 4 TE \*\* **Text Title:** *About Time: A First Look at Time and Clocks* **Genre:** Literature **Target Strategies:** Monitor/Clarify, Infer/Predict, Question | | | | | | | |
| **Lesson 21**  **Two Weeks**  2/20-2/29 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Tucket's Travels* **Genre**  Historical Fiction  **Vocabulary Strategies**  Shades of meaning  **Target/ Academic Vocabulary** *undoubtedly,*  *salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor*  **Domain-Specific Words** *atmosphere, barometer, climate, drought, thunderstorm* | **Science** *Wild Weather* **Genre** Technical text | **Decoding** Common final syllables | **Fluency**  Phrasing: pauses  **Spelling Principle**  Final /n/ or schwa n/, ch schwa r/, zh schwa r  **Spelling Words Basic Words:**  *nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure*  **Review:**  *picture, capture, surprise, receive, idea*  **Challenge:**  *leisure, sculpture, architecture, chieftain, enclosure* | **Target Skill** Sequence of Events  **Target Strategy**  Visualize  **Second Read Skill** Figurative language Author's word choice | **Read Aloud**  *Land Rush!*  **Speaking/ Listening** Summarize a description in their own words  **Speaking and Listening Skill** *Present quantitative information*  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring understanding | **Grammar Skill** The verbs be and have  **Writing Mode** Opinion writing  **Writing Form**  editorial  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers** *Decision at Fort Laramie*  **p On Level Readers**  *Riding with the Pony Express*   * **Struggling Readers** *Voyage to California* * **English Language Learners**   *Ned Rides for the Pony Express*  **Vocabulary Readers (for all levels)**  *Four Stops on the Santé Fe Trail* |

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| **Fifth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing March 13-16** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **Fifth Grade ELA Curriculum Map—Quarter 4, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: How can traditions influence a person’s thoughts and feelings?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Resources are located in Unit 4 TE \*\* **Text Title:** *About Time: A First Look at Time and Clocks* **Genre:** Literature **Target Strategies:** Monitor/Clarify, Infer/Predict, Question | | | | | | | |
| **Lesson 22**  March 18-21 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers**  **for Small Group Differentiation** |
| **Anchor Text**  *The Birchbark House*  **Genre**  Historical Fiction  **Vocabulary Strategies** Reference materials  **Target/ Academic Vocabulary**  *reasoned, margins, envy, upright, bared, spared, nerve, banish, astonished, deserted*  **Domain-Specific Words**  *customs, indigenous, language,*  *mythology, values* | **Literature** *Four Seasons of Food* **Genre** Informational text | **Decoding** More final syllables | **Fluency**  Rate  **Spelling Principle**  Final /ij/, /iv/ /is/  **Spelling Words Basic Words:**  *storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language*  **Review:**  *notice, marriage, package, office, manage* **Challenge:**  *prejudice, cooperative, beverage, heritage, apprentice* | **Target Skill**  Theme  **Target Strategy**  Visualize  **Second Read Skill**  Author's Word Choice  Visual Elements | **Read Aloud**  *Tales and Truths of the Ojibwa*  **Speaking/ Listening** Summarizing in writing, then reading their writing with appropriate rate  **Speaking and Listening Skill**  Give an informative speech  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context.  Read text with purpose and understanding, self- monitoring  understanding | **Grammar Skill**  Perfect tenses  **Writing Mode**  Opinion writing  **Writing Form** Response to literature  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers**  *Old Bark's Cure*  **p On Level Readers** *Buffalo Hunt*   * **Struggling Readers**   *City in the Cliffs*   * **English Language Learners** *The Big Hunt*   **Vocabulary Readers**  **(for all levels)**  *Meet the Ojibwa* |

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| **Fifth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: What kinds of lessons were learned by people who lived in the old West?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:**  **Text Title:** *Frindle* **Genre:** Literature Resources are located in Unit 6 TE  **Read Aloud:** *Mysteries of the Mummy Kid* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 23**  3/25-3/28 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *Vaqueros: America's First Cowboys*  **Genre**  Informational text  **Vocabulary Strategies**  Adages and Proverbs  **Target/**  **Academic Vocabulary** *extending, dominated, residents,*  *flourished, acquainted, prospered, hostile, acknowledged, sprawling, decline*  **Domain-Specific Words** *gold rush, pioneer, prospector, rancher, westward expansion* | **Arts** *Rhyme on the Range* **Genre** Poetry | **Decoding** Unstressed syllables | **Fluency**  Expression  **Spelling Principle**  Unstressed syllables  **Spelling Words Basic Words:** *entry, limit, talent,*  *disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge* **Review:**  *honest, instead, whether, event, attend* **Challenge:**  *adapt, refuge, distribute, industry, somber* | **Target Skill** Text and graphic features  **Target Strategy** Summarize  **Second Read Skill**  Main ideas and details adages | **Read Aloud** *The Turbulent History of Texas*  **Speaking/ Listening** Summarizing in a paragraph, then reading the paragraph with appropriate expression  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding,  self-monitoring understanding | **Grammar Skill** Easily confused verbs  **Writing Mode**  Opinion writing  **Writing Form** Persuasive argument  **Write About Reading** Performance task  **Research/Media Literacy Skills** Report on a text  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers**  *How Barbed Wire Changed the West*  **p On Level Readers**  *The Goodnight- Loving Trail*   * **Struggling Readers** *Rodeo!* * **English Language Learners** *Blazing a Cattle Trail*   **Vocabulary Readers**  **(for all levels)**  *In the Days of Missions and*  *Ranchos* |

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| **Fifth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: Why would a pioneer traveler record events in a journal?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:**  **Text Title:** *Frindle* **Genre:** Literature Resources are located in Unit 6 TE  **Read Aloud:** *Mysteries of the Mummy Kid* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 24**  4/1-4/4 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *Rachel's Journal: The Story of a Pioneer Girl* **Genre**  Historical Fiction  **Vocabulary Strategies**  Using Context  **Target/**  **Academic Vocabulary** *rustling, balked, lectured, disadvantage, quaking, beacon, mishap, surged, torment, fared*  **Domain-Specific Words**  *frontier, trailblazers, prairie, settlement, wagon train* | **Social Studies** *Westward to Freedom* **Genre** Informational text | **Decoding** Simple Prefixes | **Fluency**  Accuracy and Self- correction  **Spelling Principle**  Prefixes: *in-, un-, dis-, mis-*  **Spelling Words Basic Words:**  *mislead, dismiss, insincere, unable, indirect, mistreat, disaster, dishonest, insecure, unknown, incomplete, unequal, unstable, misspell, disagree, informal, discover, unwise, mislaid, disgrace*  **Review:**  *untidy, disorder, mistaken, uneven, dislike*  **Challenge:**  *Invisible, mishap, unfortunate, discourage, unnecessary* | **Target Skill** Cause-and- Effect  **Target Strategy** Analyze/ Evaluate  **Second Read Skill** Figurative language Point of view | **Read Aloud**  *Tales of the Trail*  **Speaking/ Listening** Summarizing a particular part  **Speaking and Listening Skill** Compare and contrast varieties of English  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring understanding | **Grammar Skill** Making comparisons  **Writing Mode**  Opinion writing  **Writing Form** Prewrite a response essay  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **¾ Advanced Readers** *Dear Cousin*  **p On Level Readers**  *Gold for Chan Li*   * **Struggling Readers** *Down the Columbia* * **English Language Learners**   *Chan Li's Pot of Gold*  **Vocabulary Readers**  **(for all levels)**  *Horses in North America* |

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| **Fifth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: How did explorers help America become the country it is today?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:**  **Text Title:** *Frindle* **Genre:** Literature Resources are located in Unit 6 TE  **Read Aloud:** *Mysteries of the Mummy Kid* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 25**  4/8-4/11 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehensio n** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers**  **for Small Group Differentiation** |
| **Anchor Text** *Lewis and Clark* **Genre**  Narrative Nonfiction  **Vocabulary Strategies** Analogies  **Target/ Academic Vocabulary**  *expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek*  **Domain-Specific Words**  *discovery, expedition, route, supplies, traveler* | **Arts**  *A Surprise Reunion* **Genre** Play | **Decoding** Consonant alternations | **Fluency**  Phrasing Punctuation  **Spelling Principle**  Suffix: *-ion*  **Spelling Words Basic Words:**  *elect, election, tense, tension, react, reaction, confess, confession, decorate, decoration, contribute, contribution, express, expression, imitate, imitation, connect, connection, admire, admiration*  **Review:**  *camera, famous, question, movie, minute*  **Challenge:**  *fascinate, fascination, construct, construction* | **Target Skill** Main idea and details  **Target Strategy** Monitor/ Clarity  **Second Read Skill**  Primary source explain historical events | **Read Aloud**  *The True Story of Sacagawea*  **Speaking/ Listening** Summarizing main point by writing three statements  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context.  Read text with purpose and understanding, self-monitoring understanding | **Grammar Skill**  Contractions  **Writing Mode**  Opinion writing  **Writing Form** Revise a response essay  **Write About Reading** Performance task  **Research/Media Literacy Skills** Use primary and  secondary sources  **Writing Foundational Skills** Read and write cursive and manuscript | **¾ Advanced Readers**  *Friends Along the Way*  **p On Level Readers**  *History of the Fur Trade*   * **Below Level Readers**   *The Corps of Discovery*   * **English Language Learners** The *American Fur Trade*   **Vocabulary Readers**  **(for all levels)**  *River Travel* |

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| **Fifth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: What can people learn by reading about how different animals adapt and survive?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:**  **Text Title:** *Frindle* **Genre:** Literature Resources are located in Unit 6 TE  **Read Aloud:** *Mysteries of the Mummy Kid* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 26**  4/15-4/18 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers**  **for Small Group Differentiation** |
| **Long Article** *Animals on the Move*  **Genre**  Informational text  **Vocabulary Strategies** Multiple-Meaning words  **Review Vocabulary** *disturbing, struggled, gradually, scanned, identical, routine, gorgeous, sweeping, primitive, brandishing* | **Short Article** *Sky Woman's Rescue* **Genre** Play  **Poetry**  The Whale, Wild Geese | **Decoding** Prefixes and word roots | **Fluency**  Phrasing: pauses  **Spelling Principle**  Word parts: com-, con-, pre-, pro-  **Spelling Words Basic Words:**  *produce, company, protect, preview, contain, combat, prejudge, commotion, contest, prefix, progress, computer, confide, convince, prospect, confirm, preflight, provide, propose, promotion* **Review:**  *continue, protest, pretend, prepare*  **Challenge:** *concurrent, conscious, commercial, complete, conversation* | **Target Skill**  Text and graphic features  **Target Strategy**  Visualize | **Read Aloud**  *Moving from Place to Place*  **Speaking/ Listening** Paraphrasing and rephrasing in their own words  **Speaking and Listening Skill** *Presenting a Dramatization*  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring  understanding | **Grammar Skill**  Possessive Nouns  **Writing Mode**  Informative Writing  **Writing Form** Definition Paragraph  **Write About Reading** Performance Task  **Writing Foundational Skills** Read and write cursive and manuscript | * **Below Level Trade Book** *Skunk Scout* |

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| **Fifth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: What lessons can we learn from other cultures?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:**  **Text Title:** *Frindle* **Genre:** Literature Resources are located in Unit 6 TE /  **Read Aloud:** *Mysteries of the Mummy Kid* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson**  **27**  4/22-4/25 | **Paired**  **Selections** | **Phonics/**  **Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and**  **Writing** | **Leveled**  **Readers for**  **Small Group**  **Differentiation** |
| **Long Article** *Mysteries At Cliff Palace*  **Genre**  Readers' Theatre  **Vocabulary Strategies** Suffixes  *-ness, -less, -ment*  **Review Vocabulary** *dwarfed, procedure, transferred, enthusiastic, adapted, conserving, critical, realization, available, resemble* | **Short Article** *Cave of the Crystals* **Genre** Readers' Theatre  **Poetry** *Places and Names: A Traveler's Guide, Los libros/ Books* | **Decoding** More familiar suffixes | **Fluency**  Adjust rate to purpose  **Spelling Principle**  Suffixes -ant, -ent, -able, -ible,  -ism, -ist  **Spelling Words Basic Words:**  *vacant, insistent, reversible, patriotism, finalist, honorable, contestant, observant, urgent, pessimist, comfortable, absorbent, optimism, journalism, novelist, terrible, frequent, laughable, radiant, collectible* **Review:**  *president, important, becoming, cheerful, illness* **Challenge:**  *evident, triumphant,*  *occupant, digestible, curable* | **Target Skill**  Theme  **Target Strategy** Analyze/ Evaluate | **Read Aloud**  *The Paleo Indians: Changing with the Times*  **Speaking/Listening** Paraphrasing main ideas to respond to a question  **Speaking and Listening Skill**  Give a persuasive speech  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context.  Read text with purpose and understanding, self-  monitoring understanding | **Grammar Skill** Titles and abbreviations  **Writing Mode** Informative writing  **Writing Form**  Journal entry  **Write About Reading** Performance  **Writing Foundational Skills**  Read and write cursive and manuscript | * **Below Level Trade Book** *Skunk Scout* |

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| **Fifth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: How does the study of fossils relate to our everyday lives?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:**  **Text Title:** *Frindle* **Genre:** Literature Resources are located in Unit 6 TE  **Read Aloud:** *Mysteries of the Mummy Kid* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 28**  4/29-5/2 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for**  **Small Group Differentiation** |
| **Long Article:** *Fossils: a Peek into the Past* **Genre:** Informational text  **Vocabulary Strategies** Idioms  **Review Vocabulary** *viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize* | **Short Article** *Trapped in Tar!*  **Genre** Informational text  **Poetry** Journey of the Woolly Mammoth, Fossils | **Decoding** Greek word roots | **Fluency**  Expression  **Spelling Principle**  Greek Word Parts  **Spelling Words Basic Words:**  *telephone, autograph, microscope, photograph, televise, biology, microphone, paragraph, symphony, telegraph, megaphone, microwave, photocopy, biography, saxophone, telescope, calligraphy, xylophone, homophone, homograph* **Review:**  *athlete, history, melody, type, topic*  **Challenge:**  *telecommute, bibliography, phonetic, microbe, autobiography* | **Target Skill** Fact and Opinion  **Target Strategy**  Question | **Read Aloud**  *Sue Tells a Story*  **Speaking/ Listening** Analyzing facts and opinions to understand the message  **Speaking and Listening Skill** Participate in a debate  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring understanding | **Grammar Skill** Commas in sentences  **Writing Mode**  Informative writing  **Writing Form**  Summary  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive and manuscript | * **Below Level Trade Book**   *Skunk Scout* |

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| **Fifth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Post Benchmark Test May 6-9** |
| **BAW or Journeys Writing Project for End of Year** | |

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| **Fifth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: Why are people fascinated by nature?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:**  **Text Title:** *Frindle* **Genre:** Literature Resources are located in Unit 6 TE  **Read Aloud:** *Mysteries of the Mummy Kid* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson 29**  5/13-5/16 | **Paired Selections** | **Phonics/ Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for**  **Small Group Differentiation** |
| **Anchor Text** *The Case of the Missing Deer* **Genre**  Realistic Fiction  **Vocabulary Strategies** Greek and Latin Roots: *tele, photo, graph, meter, scrib, rupt, port, ject*  **Review Vocabulary** *record, incredibly, destination, suspense, required, insights, dependent, effective, diminishing,*  *marveling* | **Science** *Fossil Fish Found!*  **Genre** Informational text | **Decoding** Latin word roots | **Fluency**  Stress  **Spelling Principle**  Latin word parts  **Spelling Words Basic Words:**  *inspect, export, erupt, predict, respect, bankrupt, dictate, porter, report, bankrupt, dictate, porter, report, spectacle, deport, interrupt, dictator, import, disrupt, portable, transport, spectator, verdict, dictionary* **Review:**  *support, hospital, polite, recent, memory* **Challenge:**  *spectacular, contradict, corrupt, retrospect, rupture* | **Target Skill** Conclusions and Generalizations  **Target Strategy**  Infer/Predict | **Read Aloud**  *Fossils*  **Speaking/ Listening** Paraphrasing a particular part and rephrasing in their own words.  **Speaking and Listening Skill** Oral presentation  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding,  self-monitoring understanding | **Grammar Skill**  More commas  **Writing Mode**  Informative writing  **Writing Form** Prewrite an informational essay  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive and manuscript | * **Below Level Trade Book**   *Skunk Scout* |

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| **Fifth Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings,*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: What traits help make a person good at solving problems?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:**  **Text Title:** *Frindle* **Genre:** Literature Resources are located in Unit 6 TE **Read Aloud:** *Mysteries of the Mummy Kid* Resources are located in Unit 6 TE | | | | | | | |
| **Lesson**  **30**  5/20-5/23 or Skip Lesson 30 | **Paired** | **Phonics/**  **Decoding** | **Fluency and Spelling** | **Comprehension** | **Speaking and**  **Listening** | **Grammar and**  **Writing** | **Leveled**  **Readers for**  **Small Group**  **Differentiation** |
| **Selections** |
| **Anchor Text**  *Get Lost- The Puzzle of Mazes*  **Genre**  Informational text  **Vocabulary Strategies**  Word Origins  **Target/**  **Academic Vocabulary** *undouble, pace, reasoned, nerve, underestimated, disadvantage, extending, residents, balked, techniques, barrier* | **Science** *Journey to Cuzco* **Genre** Myth | **Decoding** Identifying *VCV,*  *VCCV,* and  *VCCCV*  syllable patterns | **Fluency**  Accuracy  **Spelling Principle** Words from other Languages  **Spelling Words Basic Words:**  *ballet, echo, bouquet, cassette, coupon, safari, portrait, barrette, depot, courtesy, petite, denim, brunette, buffet, garage, essay, alphabet*  ***Review:***  *routine, rescue, crayon, amuse, reason*  ***Challenge:***  *encore, collage, matinee, premiere, embarrass* | **Target Skill** Main ideas and detail  **Target Strategy**  Summarize | **Read Aloud**  *Finding Their Way*  **Speaking/ Listening** Summarizing by paraphrasing main points  **Speaking and Listening Skill**  Using multimedia in an oral report  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context. Read text with purpose and understanding, self- monitoring understanding | **Grammar Skill**  Other punctuation  **Writing Mode**  Informative writing  **Writing Form** Draft and revise and informational essay  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive and manuscript | * **Below Level Trade Book** *Skunk Scout* |