

Grade 5 ELA Curriculum Map



5th Grade Standard Mastery Assessments

DATE	% PROFICIENT	STANDARD
MidQuarter 1		LAFS.5.RL.1.3 Comparing and Contrasting Characters, Settings, and Events in a Drama (LAFS Lessons #5 & #6)
		LAFS.5.RI.1.3 Explaining Relationships in Scientific, Technical, and Historical Texts (LAFS Lessons #4a & #4b)
End of Quarter 1		LAFS.5.RL.2.4 Language and Meaning (LAFS Lesson #15)
		LAFS.5.RI.2.4 Unfamiliar Words (LAFS Lesson #11)
		LAFS.5.RL.1.1 Using Details to Support Inferences in Literary Texts (LAFS Lesson #10)
		LAFS.5.RI.1.1 Using Details to Support Inferences (LAFS Lesson #3)
MidQuarter 2		LAFS.5.RI.1.2 Finding Main Ideas and Details (LAFS Lesson #1) Summarizing Informational Texts (LAFS Lesson #2)
		LAFS.5.RL.2.5 Understanding Literary Structure (LAFS Lesson #16)
		LAFS.5.RI.2.5 Comparing Text Structures (LAFS Lesson #12 Chronology, Problem-Solution) Comparing Text Structures (LAFS Lessons #13 Cause-Effect, Compare-Contrast)
End of Quarter 2		LAFS.5.RL.1.2 Finding the Theme of a Story or Drama (LAFS Lesson #7) Finding the Theme of a Poem (LAFS Lesson #8) Summarizing Literary Texts (LAFS Lesson #9)
		LAFS.5.RL.2.6 Point of View (LAFS Lesson #17)
		LAFS.5.RI.2.6 Analyzing Accounts of the Same Topic (LAFS Lesson #14)
MidQuarter 3		LAFS.5.RI.3.7 Finding Information from Multiple Sources (LAFS Lesson #18)
		LAFS.5.RI.3.8 Understanding Supporting Evidence (LAFS Lesson #19)
		LAFS.5.RI.3.9 Using Multiple Sources for Writing and Speaking (LAFS Lesson #20)
End of Quarter 3		LAFS.5.RL.3.7 Analyzing Visual Elements in Literary Texts (LAFS Lesson #21)
		LAFS.5.RL.3.9 Comparing and Contrasting Stories in the Same Genre (LAFS Lesson #22)

5th Grade ReadyGen Standards Alignment - by Module

Unit/Module	1A	1B	2A	2B	3A	3B	4A	4B
RL.1.1		XX				X	X	
RL.1.2	XXXXXXXX	X	XXX		XX	X	XXX	XX
RL.1.3	XXXX	XXXX	XX		XXXXXX	XXX	X	XXXX
RL.2.4	X		XX		XX	XX	X	X
RL.2.5	X	X	XXX		XXX	XX		XX
RL.2.6	X		XX		X		X	
RL.3.7			XXX		X	XX		
RL.3.9	XXX		X		XXX		X	
RI.1.1							X	
RI.1.2		XXX		XXXXXX			XX	XXXX
RI.1.3		XXX		XXXX		X	XX	X
RI.2.4		X		XX		X		
RI.2.5		X	X	XX			XX	
RI.2.6		XX		XX		X	X	X
RI.3.7						X		
RI.3.8			X	X		XXX	XX	XX
RI.3.9				X	XX			X
W.1 (opinion)			X				X	X
W.2(informative)		X		X		X		
W.3 (narrative)	X							

5th Grade ELA Curriculum Map at a Glance

Quarter 1	
MidQuarter 1 August - Sept	
LAFS Standards	ReadyGen Unit 1 Module A
<p>iReady Diagnostic #1 in August</p> <p>Assessments:</p> <p>ELA MidQuarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.5.RL.1.3 Comparing and Contrasting Characters in a Drama LAFS.5.RI.1.3 Explaining Relationships in Scientific, Technical, and Historical Texts</p>	<p>Assessments:</p>
LAFS Standard Lessons	ReadyGen Stories
<p><u>Lesson 5 & 6:</u> LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact)</p> <p><u>Lessons 4a & 4b:</u> LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Night of the Spadefoot Toads (Lessons 1 - 11) Shells - Text Collection (Lessons 12 & 13) Night of the Spadefoot Toads & Shells (Lesson 14) Hatchet - Text Collection (Lessons 15 - 16) Night of the Spadefoot Toads & Hatchet (Lessons 17 - 18)</p> <p>*Replace ReadyGen Narrative Writing Lessons with TopScore Informative Writing Lessons</p>

End of Quarter 1 Sept - Oct

LAFS Standards	-ReadyGen Unit 1 Module B
<p>Assessments:</p> <p>ELA End of Quarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by the End of Quarter. Record as a Test Grade- Weight 4 in Reading.</i></p> <p>LAFS.5.RL.2.4 Language and Meaning LAFS.5.RI.2.4 Unfamiliar Words LAFS.5.RL.1.1 Using Details to Support Inferences in Literary Texts LAFS.5.RI.1.1 Using Details to Support Inferences</p>	<p>Assessments:</p> <p>Writing End of Quarter 1 Test Grade: District Writing Prompt <i>Record as a Test Grade-Weight 4 in Writing.</i> http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf LAFS.5.W.1.2 - Write an informative/explanatory texts to examine a topic and convey ideas and information clearly. Writing Assessment - 5th Grade Informative - Ocean Exploration http://languageartsreading.dadeschools.net/pdf/Writing/District%20Writing%20Pre-Test%202014-15_Elem/3-5_Writing_Pre-Test_Final.pdf</p>
LAFS Standard Lessons	ReadyGen Stories
<p><u>Lesson 15:</u> LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, such as figurative language including metaphors and similes</p> <p><u>Lesson 11:</u> LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area</p> <p><u>Lesson 10:</u> LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p><u>Lesson 3:</u> LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p>	<p>Washed Up! (Lessons 1 - 8) Rainforest Food Chains (Lessons 9 - 12) Washed Up! & Rainforest Food Chains (Lesson 13) Pale Male - Text Collection (Lessons 14 - 16) Washed Up! & Pale Male (Lesson 17) Washed Up!, Rainforest Food Chains, & Pale Male (Lesson 18)</p>

Quarter 2

MidQuarter 2 Oct. - Nov.

LAFS Standards

Assessments:

ELA MidQuarter 2 Test Grade:

Combine the Standard Mastery Form A Assessments given for MidQuarter Test Grade. Weight 4 in Reading.

LAFS.5.RI.1.2 Finding Main Ideas and Details
LAFS.5.RI.1.2 Summarizing Informational Texts
LAFS.5.RL.2.5 Understanding Literary Structure
LAFS.5.RI.2.5 Comparing Text Structures
LAFS.5.RI.2.5 Comparing Text Structures

LAFS Standard Lessons

Lesson 1: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text

Lesson 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text

Lesson 16: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

Lesson 12 & 13: Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

ReadyGen Unit 2 Module A

Assessments:

Writing MidQuarter 2 Test Grade:

Record as a Test Grade-Weight 4 in Writing.

http://fsassessments.org/wp-content/uploads/2014/07/OpinionRubric4-5_Final1.pdf

<https://fsassessm>

LAFS.5.W.1.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Writing Assessment - 5th Grade Opinion - Should Elementary School Students Switch Classes?

https://fsassessments.org/assets/documents/practice-tests-paper/FSA_5W_Practice-Test_approved.pdf

ReadyGen Stories

The Road to Freedom (Lessons 1 - 10)

Harriet Tubman (Lesson 11)

Operation Clean Sweep - Text Collection (Lessons 12 -13)

The Road to Freedom & Operation Clean Sweep (Lesson 14)

Cesar Chavez:Champion of Workers - Text Collection (Lessons 15 - 16)

The Road to Freedom, Operation Clean Sweep, & Cesar Chavez (Lessons 17 - 18)

End of Quarter 2 Nov. - Dec.

LAFS Standards	ReadyGen Unit 2 Module B
<p>iReady Diagnostic #2 in December Assessments:</p> <p>ELA End of Quarter 2 Test Grade: <i>Combine the Standard Mastery Form A Assessments given for End of Quarter Test Grade. Weight 4 in Reading.</i></p> <p>LAFS.5.RL.1.2 Finding the Theme of a Story or Drama LAFS.5.RL.1.2 Finding the Theme of a Poem LAFS.5.RL.1.2 Summarizing Literary Texts LAFS.5.RL.2.6 Point of View LAFS.5.RI.2.6 Analyzing Accounts of the Same Topic</p>	<p>Assessments:</p> <p>Writing End of Quarter 2 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf LAFS.5.W.1.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Writing Assessment - 5th Grade Opinion - Water Choices http://languageartsreading.dadeschools.net/pdf/Writing/District%20Writing%20Pre-Test%202014-15_Elem/3-5_Writing_Pre-Test_Final.pdf</p>
LAFS Standard Lessons	ReadyGen Stories
<p><u>Lessons 7-9:</u> LAFS.5.RL.1.2 Determine the theme of a story, drama, or poem details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p> <p><u>Lesson 17:</u> LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described</p> <p><u>Lesson 14:</u> LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Real-Life Superheroes (Lessons 1 - 7) The Great Migration (Lessons 8 - 10) Real-Life Superheroes & The Great Migration (Lesson 11) Angel Island - Text Collection (Lessons 12 - 16) Real-Life Superheroes & Angel Island (Lesson 17) Real-Life Superheroes, The Great Migration, & Angel Island (Lesson 18)</p>

Quarter 3

MidQuarter 3 Jan. - Feb.

LAFS Standards

Assessments:

ELA MidQuarter 3 Test Grade:

Combine the Standard Mastery Form A Assessments given for MidQuarter Test Grade. Weight 4 in Reading.

LAFS.5.RI.3.7 Finding Information from Multiple Sources

LAFS.5.RI.3.8 Understanding Supporting Evidence

LAFS.5.RI.3.9 Using Multiple Sources for Writing and Speaking

ReadyGen Unit 3 Module A

Assessments:

Writing MidQuarter 3 Test Grade: **District Writing Prompt**

Record as a Test Grade-Weight 4 in Writing.

http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf

LAFS.5.W.1.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Writing Assessment - 5th Grade Opinion - Neat is Nice, But Clutter is Cool?

<https://dcps.duvalschools.org/cms/lib/FL01903657/Centricity/Domain/1602/Grades-4-5-FSA-ELA-Writing-Paper-Based-Training-Test.pdf>

LAFS Standard Lessons

Lesson 18: LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Lesson 19: LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Lesson 20: LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ReadyGen Stories

George's Secret Key to Universe (Lessons 1 -12)

The Man Who Went to the Far Side of the Moon (Lessons 13 - 14)

George's Secret Key to the Universe & The Man Who Went to the Far Side of the Man (Lesson 15)

Mayday on the Moon of Jupiter (Lesson 16)

George's Secret Key to the Universe & Mayday on the Moon of Jupiter (Lesson 17)

George's Secret Key to the Universe, The Man Who Went to the Far Side of the Moon, & Mayday on the Moon of Jupiter (Lesson 18)

End of Quarter 3 Feb. - March

LAFS Standards	ReadyGen Unit 3 Module B
<p>Assessments:</p> <p>ELA End of Quarter 3 Test Grade: <i>Combine the Standard Mastery Form A Assessments given for End of Quarter Test Grade. Weight 4 in Reading.</i> LAFS.5.RL.3.7 Analyzing Visual Elements in Literary Texts LAFS.5.RL.3.9 Comparing and Contrasting Stories in the Same Genre</p>	<p>Assessments:</p> <p>Writing End of Quarter 3 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf LAFS.5.W.1.2 - Write an informative/explanatory texts to examine a topic and convey ideas and information clearly. Writing Assessment - 5th Grade Informative - Light Pollution https://scoringguides.airast.org/pdfs/Grade_5.pdf</p>
LAFS Standard Lessons	ReadyGen Stories
<p>Lesson 21: LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem)</p> <p>Lesson 22: LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics</p>	<p>Jess and Layla's Astronomical Assignment (Lessons 1 - 10) Our Mysterious Universe (Lessons 11 - 13) Jess and Layla's Astronomical Assignment & Our Mysterious Universe (Lesson 14) A Black Hole is NOT a Hole (Lessons 15 - 16) Jess and Layla's Astronomical Assignment & A Black Hole is NOT a Black Hole (Lesson 17) Jess and Layla's Astronomical Assignment, Our Mysterious Universe, & A Black Hole is NOT a Black Hole (Lesson 18)</p>

Quarter 4

MidQuarter 4 March - April

LAFS Standards

ReadyGen Unit 4 Module A

**FSA in May
iReady Diagnostic #3 in April/May**

Assessments:

Assessments:

ELA MidQuarter 4 Grades:

Weight Quiz a 3 in Reading

Quiz - iReady Interim pgs. 176-184 Going Downhill on a Bicycle, A Boy's Song/Throwing Fire

Quiz - iReady Interim pgs. 308-316 The Spider and the Fly/Kate's Vigil

Weight Test a 4 in Reading

Test - iReady Interim pgs. 416-428 from Peter Pan/from Dorothy and the Wizard in Oz

LAFS Standard Lessons

ReadyGen Stories

iReady Interim pgs. 80-88 A Time of Discovery and Rediscovery

iReady Interim pgs. 250-262 Boston Tea Party Eyewitness Account: Joshua Wyeth & John Andrews/The Massachusetts Gazette

iReady Interim pgs. 368-380 The Rainforest-Worth Saving/ Animals of the Rainforest/Medicinal Plants of the Rainforest

Explorers: Triumphs and Troubles (Lessons 1 - 8)

Pedro's Journal - Text Collection (Lessons 9 - 13)

Explorers: Triumphs and Troubles & Pedro's Journal (Lesson 14)

Secrets of the Canyon Cave (Lessons 15 - 16)

Turtle's Race with Bear and How the Butterflies Came to Be (Lesson 17)

Explorers: Triumphs and Troubles, Pedro's Journal, & Secrets of the Canyon Cave (Lesson 18)

End of Quarter 4 April - May

LAFS Standards	ReadyGen Unit 4 Module B
Assessments:	Assessments: ELA End of Quarter 4 Test Grade: <i>Record as a Test Grade-Weight 4 in Reading</i> ReadyGen Unit 4 Module B Assessment: Unit 4B Assessment Writing End of Quarter 4 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing:</i> http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf LAFS.5.W.1.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. TE pg. 392 - Performance Based Assessment
LAFS Standard Lessons	ReadyGen Stories
	Beyond the Horizon (Lessons 1 - 8) Explorers of North America (Lessons 9 - 13) Beyond the Horizon & Explorers of North America (Lesson 14) New Beginnings: Jamestown and the Virginia Colony (Lessons 15 -16) Beyond the Horizon, Explorers of North America, & New Beginnings: Jamestown and the Virginia Colony (Lesson 17) "To Go with the Flow" - TE (Lesson 18)

5th Grade ELA
Unit 1 Depending on Each Other
Module A (Approximately 25 days)
MidQuarter 1 (Aug. - Sept.)

<p>Required Assessments</p>	<p style="text-align: center;">iReady Diagnostic #1 in August</p> <p style="text-align: center;">Assessments:</p> <p>ELA MidQuarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter.</i> <i>Record as a Test Grade-Weight 4 in Reading.</i> LAFS.5.RL.1.3 Comparing and Contrasting Characters in a Drama LAFS.5.RI.1.3 Explaining Relationships in Scientific, Technical, and Historical Texts</p>
<p>iReady LAFS Lessons</p>	<p><u>Lesson 5 & 6:</u> LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact)</p> <p><u>Lessons 4a & 4b:</u> LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text</p>

5th Grade ELA
Unit 1 “Depending on Each Other”
Module A (Approximately 25 days)

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WRITING LAFS.5.W.1.2 Informational	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
LAFS Lesson 5 - Comparing & Contrasting Characters LAFS Lesson 6 - Comparing & Contrasting Settings & Events LAFS Lesson 4a - Explaining Relationships in Scientific & Technical Texts	Lessons 1 - 11: <i>Night of the Spadefoot Toads</i> (LT, 610L) AR Quiz: 131221	Lesson 1 & 6: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3) Lesson 2: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4) Lesson 3: Describe how a narrator’s or speaker’s point of view influences how events are described. (RL.2.6) Lessons 4, 5, 8 - 11: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.1.2) Lessons 7: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5) FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 Lessons 1 - 5: suffix -ly Lessons 6 - 10: Greek and Latin Roots		Use Top Score Informational Lessons for Writing Instruction in this Module.

		Lessons 11: compound words		
LAFS Lesson 4b - Explaining Relationships in Historical Texts	Lesson 12 - 13: Shells (Text Collection)	Lesson 12: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3) Lessons 13: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.1.2)		
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 12 - 13: compound words		
	Lesson 14: Night of the Spadefoot Toads (LT, 610L) and Shells (Text Collection)	Lesson 14: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9)		
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 14: compound words		
	Lesson 15 - 16: Hatchet (Text Collection)	Lessons 15: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.1.2) Lesson 16: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the		

		text. (RL.1.3)		
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5		
		Lessons 15: compound words Lessons 16: shades of meaning		
	Lesson 17: Night of the Spadefoot Toads (LT, 610L) and Hatchet (Text Collection)	Lesson 17: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9)		
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 17: shades of meaning		
	Lesson 18: Night of the Spadefoot Toads (LT, 610L) and Hatchet (Text Collection)	Lesson 18: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9)		
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 18: shades of meaning		

ESSENTIAL QUESTIONS:**RL1.3**

- Who were the major/minor characters in the story? Support your answer using text evidence.
- In the story, what character traits best describe the characters ____ and ____? Use evidence from the text to support your answer.
- In what ways are the characters ____ and ____ alike? Use details from the text to support your comparison.
- In what ways are the characters ____ and ____ different? How do these differences affect the story?
- What attitudes do the characters display in the story? Describe the events/circumstances that contribute to making them feel this way.
- How do the characters ____ and ____ respond to the challenge(s) in the story? Compare and contrast their responses using details from the text.
- What event(s) in the story contributes to a change in the main character's attitude from ____ to ____?
- Look at the dialogue in the passage. What does it reveal about the character's personality or actions?
- How is the setting at the beginning of the story alike/different from the setting at the end? How does the change in setting affect the passage?
- What are some similarities and differences between ____ (setting) and ____ (setting)?
- What are two major events in the text and how does each event affect the outcome of the story?

RI 1.3

- How are ____ and ____ related? Use sequence, time, or cause and effect words to explain their relationship.
- How did this historical event/scientific discovery change history? Explain your thinking using evidence from the text.
- How did the events/individuals/ideas/or concepts discussed in the text impact history? Support your answer using details from the text.
- According to the article, how does ____ interact with ____ during the process of ____? Support your answer using details from the text.
- Compare and contrast the accomplishments of both ____ and ____.
- Name the steps in a procedure from the text. Use sequence or time words to explain how they are connected.
- Create a timeline of the important historical events mentioned in the text. How are these events connected?

ADDITIONAL TEXT IN TEXT SET***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 1.**

Title	Author	Book Level	Word Count	AR Quiz
The Alaskan Pipeline	Benjamin Lazarus	5.8	2815	910494
Animals of the Arctic	Elizabeth Crane	5.4	2816	910361
The Battle Over the Rainforest	Sarah Bright	6.2	2027	904874
The Best Community Service Project Ever	Joan Nichols	4.1	2964	910351
Birds of a Feather	Linda Lara Puente	3.7	1523	904740
Dogs on the Job	Jim Aaron	5.4	1824	910456
The Ecosystems of Rainforests	M.J. Spackman	5.1	2024	904829
Egg Watching	Natalie Rompella	3.3	2442	904858
Exploring the World Below	Kathy Furgang	6.7	2630	910367
Living in Harsh Lands	Richard C. Lawrence			
Sharing Our Planet	Margie O'Hern	5.0	3040	910493
The Signs	Becky Cheston	4.4	2806	908631
Twilight of the Wolves	Jason Lublinski	5.2	7576	904818
Two Powerful Rivers	Stephanie Sigue	5.6	1945	901506
A Visit to El Yunque	Hugo Acevedo	4.7	1290	904733

5th Grade ELA
Unit 1 Depending on Each Other
Module B (Approximately 25 days)
End of Quarter 1 (Sept. - Oct.)

<p>Required Assessments</p>	<p style="text-align: center;">Assessments:</p> <p>ELA End of Quarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.5.RL.2.4 Language and Meaning LAFS.5.RI.2.4 Unfamiliar Words LAFS.5.RL.1.1 Using Details to Support Inferences in Literary Texts LAFS.5.RI.1.1 Using Details to Support Inferences</p> <p>Writing End of Quarter 1 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf LAFS.5.W.1.2 - Write an informative/explanatory texts to examine a topic and convey ideas and information clearly. Writing Assessment - 5th Grade Informative - Ocean Exploration District Writing Prompt http://languageartsreading.dadeschools.net/pdf/Writing/District%20Writing%20Pre-Test%202014-15_Elem/3-5_Writing_Pre-Test_Final.pdf</p>
<p>iReady LAFS Lessons</p>	<p><u>Lesson 15:</u> LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, such as figurative language including metaphors and similes</p> <p><u>Lesson 11:</u> LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area</p> <p><u>Lesson 10:</u> LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p><u>Lesson 3:</u> LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p>

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WRITING LAFS.5.W.1.2 Informative	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
LAFS Lessons 15 - Language & Meaning LAFS Lesson 11 - Unfamiliar Words	Lessons 1 - 8: <i>Washed Up!</i>	Lesson 1 & 4: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (RL.1.1) Lesson 2, 3, 5 & 6: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3) Lessons 7: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5). Lessons 8: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.1.2)	Lesson 1: Choose and Introduce a Topic Lesson 2: Organize Ideas Lesson 3: Use Quotations to Develop a Topic Lesson 4: Develop a Topic with Facts and Details Lesson 5: Develop a Topic with Domain-Specific Vocabulary Lesson 6: Develop a Topic with Visuals Lesson 7: Use Transitions to Link Information Lesson 8: Develop a Conclusion	Lesson 1: Write an Introductory Paragraph Lesson 2: Develop an Outline Lesson 3: Incorporate Quotations into a Draft Lesson 4: Include Facts and Details in Body Paragraphs Lesson 5: Add Domain-Specific Terminology Lesson 6: Add Visuals Lesson 7: Revise for Organization and Transitions Lesson 8: Develop a Conclusion
		FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.4 and LAFS.5.L.5.5		
		Lessons 1 - 5: suffix -ing Lessons 6 - 10: Homographs & Homonyms		
LAFS Lesson 10 - Using Details to Support Inferences in Literary Texts	Lesson 9 - 12: <i>Rainforest Food Chains (Text Collection)</i>	Lesson 9, 10: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.1.3) Lessons 11: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.2.4)	Lesson 9: Analyze Text Features and Visuals Lesson 10: Research a Topic Lesson 11: Synthesize Information from Multiple Sources Lesson 12: Plan an Informative Brochure	Lesson 9: Write an Analysis Lesson 10: Conduct Research and Take Notes Lesson 11: Synthesize Information Lesson 12: Create an Outline

LAFS Lesson 3 - Using Details to Support Inferences		Lessons 12: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2)		
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 9 - 10: Homographs and Homonyms Lessons 11 - 12: Words from Spanish/French		
	Lesson 13: <i>Washed Up!</i> (LT, 910L) and <i>Rainforest Food Chains</i> (Text Collection)	Lesson 13: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (RI.2.6)	Lesson 13: Draft and Informative Brochure	Lesson 13: Write a Draft
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 13: Words from Spanish/French		
	Lesson 14 - 16: <i>Pale Male</i> (Text Collection)	Lessons 14, 16: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2). Lesson 15: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.1.3)	Lesson 14: Revise or Rewrite an Informative Brochure Lesson 15: Edit and Proofread an Informative Brochure Lesson 16: Publish and Present an Informative Brochure	Lesson 14: Write an Informative/ Explanatory Text Lesson 15: Informative/ Explanatory Writing Lesson 16: Informative/ Explanatory Writing
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 14 - 15: Words from Spanish/French Lessons 16: suffixes -tion, -ion		
	Lesson 17: <i>Night of the Spadefoot Toads</i> (LT, 610L) and <i>Hatchet</i> (Text Collection)	Lesson 17: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.2.5)	Lesson 17: Compare and Contrast Information	Lesson 17: Write an Informative/ Explanatory Text

		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 17: suffixes -tion, -ion		
	Lesson 18: <i>Night of the Spadefoot Toads</i> (LT, 610L) and <i>Hatchet</i> (Text Collection)	Lesson 18: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (RI.2.6)	Lesson 18: Develop a Compare-Contrast Essay	Lesson 18: Write an Informative/ Explanatory Text
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 18: suffixes -tion, -ion		

ESSENTIAL QUESTIONS:

RL2.4	<ul style="list-style-type: none">• What does the word/phrase _____ mean? What context clues can you find in the text that help you figure out the meaning?• What does the word/phrase _____ mean in the sentence “_____”?• Which word(s) from the passage has a positive/negative connotation? Why do you think the author chose to use this word(s)?• What do you think the author is trying to say when (s)he uses the figurative phrase ____? What evidence can you find in the text to help you figure out the meaning?• Why do you think the author compares _____ with _____ in the simile/metaphor “_____”?• What mood does the author create/communicate by using the simile _____?• What does the idiom “_____” mean? What context clues can you find in the text that help you figure out the meaning?
RI 2.4	<ul style="list-style-type: none">• What does the word/phrase _____ mean? What context clues can you find in the text that help you figure out the meaning?• What does the word/phrase _____ mean in the sentence “_____”?• What word(s) in the sentence helps the reader understand what the word _____ means?• What tools or strategies can you use to figure out the meaning of the word _____?• Where else in the text can you look to help you figure out what the word _____ means?• In the word _____, are there any parts of the word that you already know? How can you use that information to help you figure out the word’s meaning?• What Greek/Latin root words make up the word _____? What do its roots suggest about the word’s meaning?
RL1.1	<ul style="list-style-type: none">• What can you infer from what you have read so far? Use evidence from the text to support your thinking.• What was the author’s purpose in writing the text? Use evidence from the text to support your answer.• What can you conclude after reading the text? Explain the details from the text that led you to your conclusions.• Based on the text evidence, how does ____ (character) feel about ____? Use details and examples from the text to support your answer.• According to the evidence found in the text, what is the major difference between _____ and _____?• Where in the text does the author state that _____?• Why do you think the author chose to tell the story from _____’s point of view? Use text evidence to support your answer.
RI 1.1	<ul style="list-style-type: none">• Who or what is the text about? Use text evidence to support your answer.• What do you think was the author’s purpose in writing this passage? Support your thinking with evidence.• What conclusion(s) can you make from the text? Use evidence to support your answer.• What is the author’s point of view on the topic discussed in the text? Use evidence to support your answer.• What reason from the text best supports the author’s point of view that _____?• Where in the text does the author say that _____? Point to the evidence that supports your answer.• What is one important detail that you learned while reading the article ____? Use text evidence to explain why you think it is important.

ADDITIONAL TEXT IN TEXT SET***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 1.**

Title	Author	Book Level	Word Count	AR Quiz
The Alaskan Pipeline	Benjamin Lazarus	5.8	2815	910494
Animals of the Arctic	Elizabeth Crane	5.4	2816	910361
The Battle Over the Rainforest	Sarah Bright	6.2	2027	904874
The Best Community Service Project Ever	Joan Nichols	4.1	2964	910351
Birds of a Feather	Linda Lara Puente	3.7	1523	904740
Dogs on the Job	Jim Aaron	5.4	1824	910456
The Ecosystems of Rainforests	M.J. Spackman	5.1	2024	904829
Egg Watching	Natalie Rompella	3.3	2442	904858
Exploring the World Below	Kathy Furgang	6.7	2630	910367
Living in Harsh Lands	Richard C. Lawrence			
Sharing Our Planet	Margie O'Hern	5.0	3040	910493
The Signs	Becky Cheston	4.4	2806	908631
Twilight of the Wolves	Jason Lublinski	5.2	7576	904818
Two Powerful Rivers	Stephanie Sigue	5.6	1945	901506
A Visit to El Yunque	Hugo Acevedo	4.7	1290	904733

5th Grade ELA
Unit 2 Finding Courage
Module A (Approximately 25 days)
MidQuarter 2 (Oct. - Nov.)

<p>Required Assessments</p>	<p style="text-align: center;">Assessments:</p> <p>ELA MidQuarter 2 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.5.RI.1.2 LAFS.5.RL.2.5 LAFS.5.RI.2.5</p> <p>Writing MidQuarter 2 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf LAFS.5.W.1.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Writing Assessment - 5th Grade Opinion - Should Elementary School Students Switch Classes? https://fsassessments.org/assets/documents/practice-tests-paper/FSA_5W_Practice-Test_approved.pdf</p>
<p>iReady LAFS Lessons</p>	<p><u>Lesson 1:</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> <p><u>Lesson 2:</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> <p><u>Lesson 16:</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem</p> <p><u>Lesson 12 & 13:</u> Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>

LAFS Lesson 12 - Comparing Text Structures: Chronology, Problem- Solution		Lessons 1 - 5: Words from Spanish Lessons 6 - 10: Word Families		
	Lesson 11: <i>Harriet Tubman</i> (Text Collection)	Lesson 11: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5)	Lesson 11: Evaluate Opinion	Lesson 11: Write an Opinion Essay
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 11: suffixes -s, -ed, -ing		
	Lesson 12 - 13: <i>Operation Clean Sweep</i> (Text Collection)	Lesson 12: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3) Lesson 13: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4)	Lesson 12: Plan a Speech Lesson 13: Draft a Speech	Lesson 12: Plan and Prewrite an Opinion Speech Lesson 13: Draft an Opinion Speech
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 12 - 13: suffixes -s, -ed, -ing		
LAFS Lesson 13 - Comparing Text Structures: Cause-Effect, Compare-	Lesson 14: <i>The Road to Freedom</i> (LT, 780L) and <i>Operation Clean Sweep</i> (Text Collection)	Lesson 14: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9)	Lesson 14: Revise and Rewrite a Speech	Lesson 14: Revise for Structure and Word Choice
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 14: suffixes -s, -ed, -ing		
	Lesson 15 - 16: <i>Cesar Chavez:</i>	Lesson 15: Explain how an author uses reasons and evidence to support particular points in a text,	Lesson 15: Edit and Proofread a Speech Lesson 16:	Lesson 15: Use Peer Review to Improve Opinion Writing

Contrast	<i>Champion of Workers</i> (Text Collection)	identifying which reasons and evidence support which point(s). (RI.3.8) Lesson 16: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.2.5)	Present a Speech	Lesson 16: Prepare to Present
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5		
		Lessons 15: suffixes -s, -ed, -ing Lessons 16: Shades of Meaning		
	Lesson 17 - 18: <i>The Road to Freedom</i> (LT, 780L), <i>Operation Clean Sweep</i> (Text Collection), and <i>Cesar Chavez: Champion of Workers</i> (Text Collection)	Lesson 17: 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). (RL.3.7) Lesson 18: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5)	Lesson 17: Conduct Research and Cite Sources Lesson 18: Analyze Sources and Develop an Opinion	Lesson 17: Write an Opinion Lesson 18: Prepare to Write
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 17 - 18: Shades of Meaning		

ESSENTIAL QUESTIONS:

RI 1.2	<ul style="list-style-type: none">• What is the main idea of the text? How is it conveyed through the details in the passage? Use text evidence to support your answer.• Explain how the main idea _____ is supported by key details in the text. Use evidence to support your answer.• What is the main idea of the section titled “_____”?• Which key detail best supports the main idea of paragraph # _____ on page # _____?• Why do you think the article has the title _____? Use evidence from the text to support your answer.• Which sentence from the article tells the author’s main message? Support your thinking with evidence from the text.• Using one or two sentences summarize the main idea of the text.
RL2.5	<ul style="list-style-type: none">• How did the author organize the story/play/poem?• What is the difference between a chapter in a book and a scene in a play?• What is the importance of having stanzas in a poem?• How do the stanzas in the poem _____ fit together so the poem flows from beginning to end?• How does chapter/scene/stanza # _____ build on previous chapters/scenes/stanzas? Use details from the text to support your answer.• How would the story/play/poem change if chapter/scene/stanza # _____ were removed? Use details from the text to support your answer.• What is the key event/idea in chapter/scene/stanza # _____? Why is this event/idea important to the outcome of the story/play/poem?
RI 2.5	<ul style="list-style-type: none">• Compare and contrast the text structures in the articles _____ and _____.• Do you think the text structures the authors chose were effective in helping them convey their message? Explain your thinking using evidence from the texts.• How are the ideas or concepts in the texts _____ and _____ the same? How are they different? Use text evidence to support your answer.• How does the author organize the information in the article _____? Why do you think (s)he chose to do that? Explain your thinking using text evidence.• Both articles discuss the idea/concept/event/topic of _____. Which article do you believe was most effective in persuading/presenting/explaining _____? Support your answer using text evidence.• How does the author organize paragraph # _____ on page # _____?• How does the author organize the section labeled “_____”?

ADDITIONAL TEXT IN TEXT SET

***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 2.**

Title	Author	Book Level	Word Count	AR Quiz
Bessie Coleman: Queen of the Skies	Sharon Franklin	4.8	2073	908729
The Black Ensemble Theater	Penelope Reese	5.0	1158	908749
Blues Legends	Stephanie Wilder	6.2	2342	910271
Equality in American Schools	Lillian Forman	6.7	1696	905213
Grace Hopper: Computer Pioneer	Peggy Thomas			
It Can Be Done! The Life and Legacy of Cesar Chavez	Vivian Cuesta			
Louis Armstrong, Jazz Artist	Maya Davis	4.3	1232	904750
A Migrant Music: Jazz	C.A. Barnhart	7.2	2354	910389
The Most Dangerous Woman in America	Becky Cheston	5.9	2655	910316
The Movements of Citizens	Jill Kushner	7.3	2352	910352
Our New Life in the Big City	Guy Wakemore	4.1	2949	910374
The Very Special Gift	Natalie Rompella	4.3	3280	910388
Women Who Broke Barriers: The New Face of TV News	Lou Ann Walker			
Bessie Coleman: Queen of the Skies	Sharon Franklin	4.8	2073	908729
The Black Ensemble Theater	Penelope Reese	5.0	1158	908749

5th Grade ELA
Unit 2 Finding Courage
Module B (Approximately 25 days)
End of Quarter 2 (Nov. - Dec.)

<p>Required Assessments</p>	<p style="text-align: center;">Assessments:</p> <p>ELA End of Quarter 2 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter.</i> <i>Record as a Test Grade-Weight 4 in Reading.</i> LAFS.RL.1.2 Finding Main Ideas and Details; Summarizing Informational Texts LAFS.RL.2.5 Understanding Literary Structure LAFS.RI.2.5 Comparing Text Structures</p> <p>Writing End of Quarter 2 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf LAFS.5.W.1.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Writing Assessment - 5th Grade Opinion - Water Choices http://languageartsreading.dadeschools.net/pdf/Writing/District%20Writing%20Pre-Test%2014-15_Elem/3-5_Writing_Pre-Test_Final.pdf</p>
<p>iReady LAFS Lessons</p>	<p><u>Lessons 7-9:</u> LAFS.5.RL.1.2 Determine the theme of a story, drama, or poem details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p> <p><u>Lesson 17:</u> LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described</p> <p><u>Lesson 14:</u> LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>

		in the point of view they represent (RI.2.6)		
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 8 - 10: suffixes -tion, -ion, -ous		
	Lesson 11: <i>Real-Life Superheroes</i> (IT, 1030L) and <i>The Great Migration</i> (IT, 830L)	Lesson 11: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.2.5)	Lesson 11: Evaluate Sources	Lesson 11: Evaluate Sources for a Research Paper
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 11: Compound Words		
LAFS Lesson 17 - Point of View	Lesson 12 - 16: <i>Angel Island</i> (Text Collection - IT, 970L)	Lesson 12, 14: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2) Lesson 13: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.3.8) Lesson 15: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.1.3) Lessons 16: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.2.4)	Lesson 12: Plan an Informative Presentation Lesson 13: Draft an Informative Presentation Lesson 14: Revise or Rewrite an Informative Presentation Lesson 15: Edit and Proofread an Informative Presentation Lesson 16: Publish and Present an Informative Presentation	Lesson 12: Use Research to Plan an Informative Presentation Lesson 13: Draft Presentation Lesson 14: Revise and Rewrite to Incorporate Feedback Lesson 15: Peer Review Lesson 16: Publish and Present Information
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5		
		Lessons 12 - 15: Compound Words Lessons 16: prefixes pre-, re-		

LAFS Lesson 14 - Analyzing Accounts of the Same Topic	Lesson 17: <i>Real-Life Superheroes</i> (IT, 1030L) and <i>Angel Island</i> (Text Collection - IT, 970L)	Lesson 17: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.2.5)	Lesson 17: Analyze Reasons and Evidence	Lesson 17: Write an Analysis Essay
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5		
		Lessons 17: prefixes pre-, re-		
	Lesson 18: <i>Real-Life Superheroes</i> (IT, 1030L), <i>The Great Migration</i> (IT, 830L), and <i>Angel Island</i> (Text Collection - IT, 970L)	Lesson 18: Integrate information from several texts on the same topic in order to write to speak about the subject knowingly. (RI.3.9)	Lesson 18: Compare and Contrast Texts	Lesson 18: Write an Informative/ Explanatory Text
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 18: prefixes pre-, re-		

ESSENTIAL QUESTIONS:

RL1.2	<ul style="list-style-type: none">• What message does the author want to give the reader in this passage? How is it conveyed through the details in the text?• What is the theme of this passage? How is it conveyed through the details in the text?• Which sentence found in the text best supports the theme found in this passage?• What lesson does _____ (character) learn in the passage? Use text evidence to support your answer.• Which action by a character best describes the lesson of this passage?• What is the main problem/conflict in the passage? Use text evidence to support your answer.• How did the characters react to the problem/conflict? How does the author use their reaction to develop the theme of the story?• How did the characters solve the main problem/conflict? Use text evidence to support your answer.• In the poem _____, find and highlight examples that show when the speaker is reflecting about the topic. Based on these examples, how does the speaker feel about the topic? Use details to support your thinking.• Using one or two sentences summarize the story/drama/poem in your own words. Remember to include important details from the text.• Does the story have any universal themes such as person v. nature, love and friendship, a great journey, coming of age, good vs. evil, etc.? If so, which theme is present? Support your answer using text evidence.
RL2.6	<ul style="list-style-type: none">• Who is the narrator/speaker of the passage? What clues in the story help you determine who the narrator/speaker is?• Is the story written in first or third person point of view? How do you know? What word(s) give you clues?• How is telling the story from _____'s point of view effective? Use examples from the story to support your answer.• How does the narrator's/speaker's point of view influence how the events are described in the story? Use text evidence to support your answer.• What information is known/unknown because the text is told from _____'s point of view? How does this information impact the story?• How would the story be different if it were written from _____'s point of view? What might the reader know if _____ were the narrator? Use details to support your answer.• Read this sentence from the passage "_____". What does it tell you about the narrator's point of view? Support your answer with clear text evidence.
RI 2.6	<ul style="list-style-type: none">• Who or what is the source of the accounts described in each of the articles?• Are the texts _____ and _____ told from a firsthand or secondhand account of the event? What makes you think so? Use evidence from the text to support your answer.• Compare and contrast the points of view in each passage. Use text evidence from both articles to explain how the viewpoints are similar and different.• What are some similarities and differences in the information provided between the two accounts given? Why do you think some information is different? Support your answer with text evidence.• Why do you think the authors describe the same topic or events differently?• What details did the author provide to convey the similarity(ies) between _____ and _____?• What details did the author provide to convey the difference(s) between _____ and _____?

ADDITIONAL TEXT IN TEXT SET

***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 2.**

Title	Author	Book Level	Word Count	AR Quiz
Bessie Coleman: Queen of the Skies	Sharon Franklin	4.8	2073	908729
The Black Ensemble Theater	Penelope Reese	5.0	1158	908749
Blues Legends	Stephanie Wilder	6.2	2342	910271
Equality in American Schools	Lillian Forman	6.7	1696	905213
Grace Hopper: Computer Pioneer	Peggy Thomas			
It Can Be Done! The Life and Legacy of Cesar Chavez	Vivian Cuesta			
Louis Armstrong, Jazz Artist	Maya Davis	4.3	1232	904750
A Migrant Music: Jazz	C.A. Barnhart	7.2	2354	910389
The Most Dangerous Woman in America	Becky Cheston	5.9	2655	910316
The Movements of Citizens	Jill Kushner	7.3	2352	910352
Our New Life in the Big City	Guy Wakemore	4.1	2949	910374
The Very Special Gift	Natalie Rompella	4.3	3280	910388
Women Who Broke Barriers: The New Face of TV News	Lou Ann Walker			
Bessie Coleman: Queen of the Skies	Sharon Franklin	4.8	2073	908729
The Black Ensemble Theater	Penelope Reese	5.0	1158	908749

5th Grade ELA
Unit 3 Understanding the Universe
Module A (Approximately 20 days)
Mid Quarter 3 (Jan. - Feb.)

<p>Required Assessments</p>	<p style="text-align: center;">Assessments:</p> <p>ELA MidQuarter 3 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.5.RI.3.7 LAFS.5.RI.3.8 LAFS.5.RI.3.9</p> <p>Writing MidQuarter 3 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf LAFS.5.W.1.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Writing Assessment - 5th Grade Opinion - Neat is Nice, But Clutter is Cool? District Writing Prompt https://dcps.duvalschools.org/cms/lib/FL01903657/Centricity/Domain/1602/Grades-4-5-FSA-ELA-Writing-Paper-Based-Training-Test.pdf</p>
<p>iReady LAFS Lessons</p>	<p><u>Lesson 18:</u> LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><u>Lesson 19:</u> LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><u>Lesson 20:</u> LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>

LAFS Lesson 20 - Using Multiple Sources for Writing and Speaking	<i>Moon</i> (Text Collection - IT, 810L)	in a poem reflects upon a topic; summarize the text. (RL.1.2) Lesson 14: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)		
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 13 - 14: prefixes com-, epi-, pro-		
	Lesson 15: <i>George's Secret Key to the Universe</i> (LT, 850L) and <i>The Man Who Went to the Far Side of the Moon</i> (Text Collection - IT, 810L)	Lesson 15: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9) Integrate information from several texts on the same topic in order to write to speak about the subject knowingly. (RI.3.9)		
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 15: prefixes com-, epi-, pro-		
	Lesson 16: <i>Mayday on Moon of Jupiter</i> (Text Collection - LT, 650L)	Lesson 16: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5)		
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 16: Idioms		
	Lesson 17: <i>George's Secret Key to the Universe</i> (LT, 850L) and <i>Mayday on Moon of Jupiter</i> (Text Collection - LT, 650L)	Lesson 17: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9)		

		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 17: Idioms		
	Lesson 18: <i>George's Secret Key to the Universe</i> (LT, 850L), <i>The Man Who Went to the Far Side of the Moon</i> (Text Collection - IT, 810L), and <i>Mayday on Moon of Jupiter</i> (Text Collection - LT, 650L)	Lesson 18: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9) Integrate information from several texts on the same topic in order to write to speak about the subject knowingly. (RI.3.9)		
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 18: Idioms		

ESSENTIAL QUESTIONS:**RI 3.7**

- What source/reference book would be best to use in order to find more information about _____?
- Use information from _____ and _____ to find the answer(s) to the question _____.
- Which search engine would be best to use in order to find more information about _____?
- What keywords would be best to use in order to search more information about _____?
- Use internet sources to find the answer(s) to the question _____. Remember to use specific keywords to focus your search.
- Locate the index. On what page can you find more information about _____?
- Locate the glossary. What is the meaning of the word _____?

RI 3.8

- What does the author claim about _____? What reasons or evidence found in the text support the author's claim(s)?
- Do you think the author has provided enough reasons or evidence to back up his/her claim(s)? Explain your answer.
- What reasons or evidence could the author have added to make his/her point(s) stronger? Explain your thinking.
- Where in the text does the author provide evidence to support his point of view on _____?
- What text evidence does the author provide to support his/her message? How does the evidence help communicate the message that (s)he is trying to say?
- Does the author provide the reader with any reasons for writing the text? If so, what reasons does (s)he give? If not, why do you think the author might have written _____?
- What is the difference between reasons and evidence? Which do you think is more effective in proving an author's point(s)/claim(s)? Explain your thinking.

RI 3.9

- What did you learn about the topic from each of the texts? Be specific and use the text to support your answer.
- Did one text have important details that were NOT mentioned in the other text? If so, what were they? How did their inclusion or omission affect your understanding of the text?
- What key details and points are the same/different in the texts _____ and _____?
- Why do you think the details in both passages are different even though the topic is the same? Support your answer using details.
- What strategies will you use to decide what details are important enough to include in your writing?
- How will you keep track of the important information you gather from each text so that you can include it when writing or speaking about the topic?
- Using the information you gathered from the texts, write to explain _____.

ADDITIONAL TEXT IN TEXT SET

***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 3.**

Title	Author	Book Level	Word Count	AR Quiz
Can Humans Make a Home in Outer Space?	Lillian Forman	6.4	2050	910229
The Domes on Mars	Caspar Brundle	5.8	6750	910409
Earth and Its Place in Space	Elizabeth Alexander	5.7	2673	910365
Elements in Our Universe	Beth Parlikar	6.7	1696	905213
Exploring Mars	Erin Rogers	6.1	3101	910335
Eyes in the Skies: The Story of the Hubble Space Telescope	Yolanda Williams	5.7	1353	904743
A Guide to Constellations	Gib Goodfellow and Liz Stenson			
Moon Kids, Earth Kids	Mary F. Blehl	4.5	3458	910343
The Mysteries of Space	Gini Douglass	7.6	3085	910498
One Giant Leap	Sharon Franklin	5.9	2688	910463
Orbiting the Sun	Donna Latham	5.6	2493	910492
Sailing the Stars	Anne Cambal	6.1	2435	910281
Shining Stars	Marilee Robin Burton	3.6	1288	901307
Space - and People's Ideas About Space	Israel Walker	5.5	1362	904755
Space Travel Inventions	Peggy Bresnick Kendler	7.0	2852	910310

5th Grade ELA
Unit 3 Understanding the Universe
Module B (Approximately 20 days)
End of Quarter 3 (Feb. - March)

<p>Required Assessments</p>	<p style="text-align: center;">Assessments:</p> <p>ELA End of Quarter 3 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.5.RL.3.7 Analyzing Visual Elements in Literary Texts LAFS.5.RL.3.9 Comparing and Contrasting Stories in the Same Genre</p> <p>Writing End of Quarter 3 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf LAFS.5.W.1.2 - Write an informative/explanatory texts to examine a topic and convey ideas and information clearly. Writing Assessment - 5th Grade Informative - Light Pollution https://scoringguides.airast.org/pdfs/Grade_5.pdf</p>
<p>iReady LAFS Lessons</p>	<p><u>Lesson 21:</u> LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem)</p> <p><u>Lesson 22:</u> LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics</p>

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WRITING LAFS.5.W.1.2 Informative	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
LAFS Lesson 21 - Analyzing Visual Elements in Literary Texts	Lessons 1 - 10: <i>Jess and Layla's Astronomical Assignment</i> (LT, 910L) AR Quiz: 400002 (teacher made)	Lesson 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (RL.1.1) Lesson 2, 9: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3) Lessons 3, 6: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4) Lessons 4, 7: 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). (RL.3.7) Lesson 5, 10: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5) Lesson 8: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.1.2)	Lesson 1: Choose and Introduce a Topic Lesson 2: Organize Ideas Lesson 3: Research Scientific Texts Lesson 4: Research Digital Sources Lesson 5: Develop the Topic Lesson 6: Develop and Link Ideas Lesson 7: Incorporate Visuals and Multimedia Lesson 8: Create a Works Cited List Lesson 9: Develop a Conclusion Lesson 10: Research a Current Topic	Lesson 1: Choose a Topic Lesson 2: Make a Writing Plan Lesson 3: Take Notes Lesson 4: Choose Digital Sources Lesson 5: Synthesize Information Lesson 6: Use Domain-Specific Language and Transitions Lesson 7: Choose and Research Visuals or Multimedia Lesson 8: Create a Works Cited List Lesson 9: Develop a Conclusion Lesson 10: Research a Current Topic
		FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.4 and LAFS.5.L.5.5		
		Lessons 1 - 5: Synonyms Lessons 6 - 10: prefix im-		
	Lesson 11 - 13:	Lesson 11:	Lesson 11:	Lesson 11:

LAFS Lesson 22 - Comparing and Contrasting Stories in the Same Genre	<i>Our Mysterious Universe</i> (IT, 980L)	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.1.3) Lesson 12, 13: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.3.8)	Evaluate Sources Lesson 12: Plan an Informative Journal Article Lesson 13: Draft an Informative Journal Article	Informative/ Explanatory Writing Lesson 12: Informative/ Explanatory Writing Lesson 13: Informative/ Explanatory Writing
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 11 - 13: Acronyms		
	Lesson 14: <i>Jess and Layla's Astronomical Assignment</i> (LT, 910L) and <i>Our Mysterious Universe</i> (IT, 980L)	Lesson 14: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.2.6)	Lesson 14: Revise or Rewrite an Informative Journal Article	Lesson 14: Revise or Rewrite
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 14: Acronyms		
	Lesson 15 - 16: <i>A Black Hole is NOT a Hole</i> (Text Collection - IT, 900L)	Lesson 15: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.3.8) Lesson 16: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.2.4)	Lesson 15: Edit and Proofread an Informative Journal Article Lesson 16: Publish and Present an Informative Journal Article	Lesson 15: Edit and Proofread Lesson 16: Prepare to Publish and Present an Article
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5		
		Lessons 15: Acronyms Lessons 16: Greek and Latin Roots		

	Lesson 17: Jess and Layla's Astronomical Assignment (LT, 910L) and A Black Hole is NOT a Hole (Text Collection - IT, 900L)	Lesson 17: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.3.7)	Lesson 17: Compare and Contrast Texts	Lesson 17: Write an Informative/ Explanatory Text
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 17: Greek and Latin Roots		
	Lesson 18: Jess and Layla's Astronomical Assignment (LT, 910L), Mysterious Universe (IT, 980L), and A Black Hole is NOT a Hole (Text Collection - IT, 900L)	Lesson 18: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)	Lesson 18: Develop a Compare-Contrast Essay	Lesson 18: Write an Informative/ Explanatory Text
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4		
		Lessons 18: Greek and Latin Roots		

ESSENTIAL QUESTIONS:**RL3.7**

- Which visual elements in the story/graphic novel add to its meaning/tone/beauty? Use specific details to support your answer.
- How does the illustration(s) on page # _____ help you better understand what is happening in the story?
- What mood does the illustration on page # _____ create? How does it help the reader better understand the text?
- Which visual elements in the multimedia presentation of the story add to its meaning/tone/beauty? Use specific examples to support your answer.
- How do the animations/videos/photos/sounds in the presentation help you better understand the story _____? Use specific examples from the presentation to support your answer.
- How do the animations/videos/photos/sounds in the multimedia presentation of the story _____ add to its tone/beauty? Use specific examples from the presentation to support your answer.
- How does adding photo images or video to a multimedia presentation help increase your understanding of a text? Use details to support your answer.

RL3.9

- What are some common characteristics found in the genre _____? Highlight and explain some examples of these characteristics which can be found in the stories _____ and _____.
- How are the themes found in the stories _____ and _____ alike? How are they different? Which text is more effective in demonstrating this theme? Use text evidence to support your answer.
- How do the authors of _____ (story) and _____ (story) present the theme of _____ differently? Provide text evidence to support your answer.
- How are the topics discussed in the stories _____ and _____ alike? How are they different? Which text is more effective in discussing this topic? Use text evidence to support your answer.
- How do the authors of _____ and _____ present the topic of _____ differently? Provide text evidence to support your answer.
- How do the ideas in _____ (story) compare to the ideas in _____ (story)? Use evidence from both passages to support your answer.
- Compare and contrast how the stories _____ and _____ are organized.

ADDITIONAL TEXT IN TEXT SET***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 3.**

Title	Author	Book Level	Word Count	AR Quiz
Can Humans Make a Home in Outer Space?	Lillian Forman	6.4	2050	910229
The Domes on Mars	Caspar Brundle	5.8	6750	910409
Earth and Its Place in Space	Elizabeth Alexander	5.7	2673	910365
Elements in Our Universe	Beth Parlikar	6.7	1696	905213
Exploring Mars	Erin Rogers	6.1	3101	910335
Eyes in the Skies: The Story of the Hubble Space Telescope	Yolanda Williams	5.7	1353	904743
A Guide to Constellations	Gib Goodfellow and Liz Stenson			
Moon Kids, Earth Kids	Mary F. Blehl	4.5	3458	910343
The Mysteries of Space	Gini Douglass	7.6	3085	910498
One Giant Leap	Sharon Franklin	5.9	2688	910463
Orbiting the Sun	Donna Latham	5.6	2493	910492
Sailing the Stars	Anne Cambal	6.1	2435	910281
Shining Stars	Marilee Robin Burton	3.6	1288	901307
Space - and People's Ideas About Space	Israel Walker	5.5	1362	904755
Space Travel Inventions	Peggy Bresnick Kendler	7.0	2852	910310

5th Grade ELA
Unit 4 Exploring New Worlds
Module A (Approximately 25 days)
Mid quarter 4 (March-April)

<p>Required Assessments</p>	<p style="text-align: center;">Assessments:</p> <p>ELA MidQuarter 4 Grades: <i>Weight Quiz a 3 in Reading</i> Quiz - iReady Interim pgs. 176-184 Going Downhill on a Bicycle, A Boy's Song/Throwing Fire Quiz - iReady Interim pgs. 308-316 The Spider and the Fly/Kate's Vigil</p> <p><i>Weight Test a 4 in Reading</i> Test - iReady Interim pgs. 416-428 from Peter Pan/from Dorothy and the Wizard in Oz</p>
<p>iReady LAFS Lessons</p>	<p>iReady Interim pgs. 80-88 A Time of Discovery and Rediscovery</p> <p>iReady Interim pgs. 250-262 Boston Tea Party Eyewitness Account: Joshua Wyeth & John Andrews/The Massachusetts Gazette</p> <p>iReady Interim pgs. 368-380 The Rainforest-Worth Saving/ Animals of the Rainforest/Medicinal Plants of the Rainforest</p>

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WRITING LAFS.5.W.1.1 Opinion	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
	Lessons 1 - 8: Explorers: Triumphs and Troubles (IT, 1000L) AR Quiz: n/a	Lesson 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.1.1) Lesson 2, 4: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2) Lessons 3, 5: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.3.8) Lessons 6: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.2.5) Lessons 7, 8: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.1.3)	Lesson 1: Analyze Author's Viewpoint Lesson 2: Analyze Visual Elements Lesson 3: Analyze Author's Style Lesson 4: Develop an Opinion Statement and Introduction Lesson 5: Gather Evidence Lesson 6: Organize Reasons and Evidence Lesson 7: Strengthen Reasons and Evidence Lesson 8: Add Transitions	Lesson 1: Write an Opinion Lesson 2: Write an Opinion Lesson 3: Write an Opinion Lesson 4: Write an Introduction Lesson 5: Gather Information Lesson 6: Create an Outline Lesson 7: Write and Revise Lesson 8: Revise to Add Transitions
		FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.2 and LAFS.5.L.5.4 Lessons 1 - 5: Complex Spelling Patterns and Morphemes Lessons 6 - 8: prefixes over-, in-		
	Lesson 9 - 13: Pedro's Journal (Text Collection - LT, 1020L)	Lesson 9: Describe how a narrator's or speaker's point of view influences how events are described. (RL.2.6) Lesson 10, 12: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a	Lesson 9: Develop a Conclusion Lesson 10: Conduct Research Lesson 11: Synthesize Research Lesson 12:	Lesson 9: Write a Conclusion Lesson 10: Write an Opinion Lesson 11: Write an Opinion Lesson 12:

		<p>poem reflects upon a topic; summarize the text. (RL.1.2)</p> <p>Lesson 11: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)</p> <p>Lesson 13: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4)</p>	<p>Plan an Opinion Essay Lesson 13: Draft an Opinion Essay</p>	<p>Write an Opinion Lesson 13: Write an Draft</p>
		<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5</p>		
		<p>Lessons 9 - 10: prefixes over-, in- Lessons 11 - 13: Compound Words</p>		
	<p>Lesson 14: <i>Explorers: Triumphs and Troubles (IT, 1000L) and Pedro's Journal (Text Collection - LT, 1020L)</i></p>	<p>Lesson 14: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.2.5)</p>	<p>Lesson 14: Revise and Rewrite</p>	<p>Lesson 14: Revise or Rewrite an Opinion Essay</p>
		<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p>		
		<p>Lessons 14: Compound Words</p>		
	<p>Lesson 15 - 16: <i>Secrets of the Canyon Cave (Text Collection - LT, 810L)</i></p>	<p>Lesson 15: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.1.2)</p> <p>Lesson 16: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.1.1)</p>	<p>Lesson 15: Edit and Proofread Lesson 16: Publish and Present an Opinion Essay</p>	<p>Lesson 15: Edit and Proofread an Opinion Essay Lesson 16: Present an Opinion Essay</p>
		<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p>		
		<p>Lessons 15: Compound Words Lessons 16: Words from Russian</p>		

	Lesson 17: <i>Turtle's Race with Bear and How the Butterflies Came to Be</i> (TE)	Lesson 17: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (RL.3.9)	Lesson 17: Plan an Opinion Essay	Lesson 17: Plan and Write an Opinion Essay
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 17: Words from Russian		
	Lesson 18: <i>Explorers: Triumphs and Troubles</i> (IT, 1000L), <i>Pedro's Journal</i> (Text Collection - LT, 1020L), and <i>Secrets of the Canyon Cave</i> (Text Collection - LT, 810L)	Lesson 18: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.2.6)	Lesson 18: Draft and Revise an Opinion Essay	Lesson 18: Complete and Opinion Essay
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 18: Words from Russian		

ADDITIONAL TEXT IN TEXT SET***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 4.**

Title	Author	Book Level	Word Count	AR Quiz
The Adventures in Matunaland	Guy Wakemore	4.3	6949	910406
American Immigrants	Slava Petrovsky	5.1	1322	904737
The Aztec Empire	Jesse McDermott	6.4	2383	910381
Becoming a Melting Pot	Joshua Nissenbaum	6.9	2525	910450
Finding a Way: Six Historic U.S. Routes	Anastasia Suen			
From Territory to Statehood	Elizabeth Alexander	6.9	2751	910301
The Golden Journey	Rena Korb	4.5	3921	910287
Greetings from the Four Corners!	Sheila Sweeny Higginson	6.3	2459	910371
Journey to the New World	Gretchen McBride	5.6	5829	910279
The Land of Opportunity	Peggy Bresnick Kendler	7.5	2730	910314
Land of Plenty	Suzanne Weyn	4.0	1884	910248
Lewis, Clark, and the Corps of Discovery	Cindy Swan	5.2	1471	910459
Living and Growing in China	Kathleen Cox	7.0	2630	910341
Mystery of the Ancient Pueblo	Kathy Furgang	6.7	2478	910402
The Navajo Code Talkers	Gretchen McBride	6.8	2283	910499

5th Grade ELA
Unit 4 Exploring New Worlds
Module B (Approximately 20 days)
End of Quarter 4 (April - May)

<p>Required Assessments</p>	<p style="text-align: center;">Assessments:</p> <p>ELA End of Quarter 4 Test Grade: <i>Record as a Test Grade-Weight 4 in Reading</i> ReadyGen Unit 4 Module B Assessment: Unit 4B Assessment</p> <p>Writing End of Quarter 4 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing:</i> http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf Narrative LAFS.5.W.1.3 - Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p>iReady LAFS Lessons</p>	

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WRITING LAFS.5.W.1.1 Opinion	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
	Lessons 1 - 8: <i>Beyond the Horizon</i> (LT, 890L) AR Quiz: 400010 <i>(teacher-made)</i>	Lesson 1, 3, 6, 7: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3) Lesson 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.1.2) Lessons 4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4) Lessons 5, 8: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5)	Lesson 1: Choose and Issue Lesson 2: Gather Evidence for an Editorial Lesson 3: Organize Reasons and Evidence for an Editorial Lesson 4: Strengthen Reasons and Evidence for an Editorial Lesson 5: Develop Appropriate Tone and Voice in an Editorial Lesson 6: Address Opposing Viewpoints in an Editorial Lesson 7: Add Transitions in an Editorial Lesson 8: Develop a Conclusion in an Editorial	Lesson 1: Select a Topic and Point of View Lesson 2: Take Notes to Draft an Editorial Lesson 3: Choose an Organizational Structure Lesson 4: Write an Editorial Lesson 5: Review a Draft for Tone and Voice Lesson 6: Anticipate and Refute a Counterargument Lesson 7: Revise for Organization and Clarity Lesson 8: Write a Conclusion
		FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.2 and LAFS.5.L.5.5		
		Lessons 1 - 5: Complex Spelling Patterns and Morphemes Lessons 6 - 8: Word Families		
	Lesson 9 - 13: <i>Explorers of North America</i> (Text Collection - IT, 650L)	Lesson 9, 13: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.3.8) Lesson 10: Explain the relationships or interactions	Lesson 9: Revise Drafts Lesson 10: Conduct Research Lesson 11: Synthesize Research Lesson 12:	Lesson 9: Revise and Strengthen a Draft Lesson 10: Write an Opinion Lesson 11: Write an Opinion

		<p>between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.1.3)</p> <p>Lesson 11, 12: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2)</p>	<p>Plan an Editorial Lesson 13: Draft an Editorial</p>	<p>Lesson 12: State an Opinion and Make a Plan Lesson 13: Write an Editorial</p>
		<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p>		
		<p>Lessons 9 - 10: Word Families Lessons 11 - 13: Compound Words</p>		
	<p>Lesson 14: <i>Beyond the Horizon</i> (LT, 890L) <i>and Explorers of North America</i> (Text Collection - IT, 650L)</p>	<p>Lesson 14: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.2.6)</p>	<p>Lesson 14: Draft an Editorial</p>	<p>Lesson 14: Draft an Editorial</p>
		<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p>		
		<p>Lessons 14: Compound Words</p>		
	<p>Lesson 15 - 16: <i>New Beginnings: Jamestown and the Virginia Colony</i> (Text Collection - IT, 610L)</p>	<p>Lesson 15, 16: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2)</p>	<p>Lesson 15: Revise or Rewrite an Editorial Lesson 16: Edit and Proofread an Editorial</p>	<p>Lesson 15: Revise an Editorial Lesson 16: Edit an Editorial</p>
		<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p>		
		<p>Lessons 15: Compound Words Lessons 16: Homographs</p>		
	<p>Lesson 17: <i>Beyond the Horizon</i> (LT, 890L), <i>Explorers of North America</i> (Text Collection - IT, 650L), <i>and New Beginnings: Jamestown and the</i></p>	<p>Lesson 17: Integrate information from several texts on the same topic in order to write to speak about the subject knowingly. (RI.3.9)</p>	<p>Lesson 17: Publish and Present an Editorial</p>	<p>Lesson 17: Prepare to Present</p>
		<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p>		

	Virginia Colony (<i>Text Collection - IT, 610L</i>)	Lessons 17: Homographs		
	Lesson 18: <i>“To Go with the Flow”</i> - (TE)	Lesson 18: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.1.2)	Lesson 18: Support a Viewpoint in an Opinion Essay	Lesson 18: Write a Viewpoint in an Opinion Essay
		FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5		
		Lessons 18: Homographs		

ADDITIONAL TEXT IN TEXT SET***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 4.**

Title	Author	Book Level	Word Count	AR Quiz
The Adventures in Matunaland	Guy Wakemore	4.3	6949	910406
American Immigrants	Slava Petrovsky	5.1	1322	904737
The Aztec Empire	Jesse McDermott	6.4	2383	910381
Becoming a Melting Pot	Joshua Nissenbaum	6.9	2525	910450
Finding a Way: Six Historic U.S. Routes	Anastasia Suen			
From Territory to Statehood	Elizabeth Alexander	6.9	2751	910301
The Golden Journey	Rena Korb	4.5	3921	910287
Greetings from the Four Corners!	Sheila Sweeny Higginson	6.3	2459	910371
Journey to the New World	Gretchen McBride	5.6	5829	910279
The Land of Opportunity	Peggy Bresnick Kendler	7.5	2730	910314
Land of Plenty	Suzanne Weyn	4.0	1884	910248
Lewis, Clark, and the Corps of Discovery	Cindy Swan	5.2	1471	910459
Living and Growing in China	Kathleen Cox	7.0	2630	910341
Mystery of the Ancient Pueblo	Kathy Furgang	6.7	2478	910402
The Navajo Code Talkers	Gretchen McBride	6.8	2283	910499