

SAUSD Common Core Aligned Curriculum Map: Fifth Grade ELA

SAUSD Grade Level Curriculum Map

These curriculum maps are designed to address CCSS Literacy outcomes. The overarching focus for all curriculum maps is building student's content knowledge and literacy skills as they develop knowledge about the world.

1. Each unit provides several weeks of instruction. Each unit also includes formative and summative assessments.
2. Taken as a whole, this curriculum map is designed to give teachers recommendations and some concrete strategies to address the shifts required by CCSS.
3. **Note that the curriculum map addresses all components of ELA except for the “green section” of OCR/Language Arts.** Teachers should continue teaching the “the Green Section” as it is sequenced in Open Court Reading. Research (NRP) has shown that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and Open Court Reading green section offers a systematic scope and sequence of phonics instruction.
4. **The selected texts in this curriculum map represent only one type of the reading that students must do to become proficient readers. A quality instructional program will include:**
 - **Complex Text for Close Reading**, both informational and narrative (as addressed in this curriculum map)
 - **Decodable Texts for Students** still building phonics skills (as addressed in OCR Green Section)
 - **Reading at student's individual level to build fluency, vocabulary, and comprehension** (as addressed through workshop strategies, intervention or Accelerated Reader, etc.)

Components

- a. **CCSS Shifts:** reviews SAUSD's approach to the Common Core Literacy Shifts which guided the curriculum map.
- b. **Year at a Glance:** provides a quick look into each unit of study. It includes the big idea, and essential questions, core complex texts chosen through close analysis and the performance task. (see further explanation of the criteriabelow). The amount of time spent for each unit is also included.

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b. **Narrative Overview:** describes the purpose for the unit, the connections with previous and subsequent units, standards addressed, and the unit anchor text(s).

c. **Curriculum Map:** *The Curriculum Map is presented by trimester. Each trimester includes:*

- **Unit Title:** These are either the title of the Open Court Unit itself, or when applicable, the SAUSD Common Core Unit of Study
- **Date range and number of weeks:** Includes the approximate dates when the unit will be taught and the estimated number of weeks classrooms will spend on the unit. The flexibility offered by a range of dates allows for teachers to use formative assessment and be responsive to the needs of students. In this vein, an estimated range of dates is conducive to supporting students in developing a deep understanding which promotes transfer of knowledge and skills to other contexts.
- **Performance Task:** The performance task is a culminating activity that allows students to apply the both content knowledge and literacy skills gained throughout the unit. It is a relevant and real-life application that involves reading, writing, and often presenting is tied the big idea and essential questions for the unit. The performance task might be collaborative or independent in nature. Teachers will make decisions about the strategies and scaffolds needed to support students in the task.
- **Big Ideas and Essential Questions:** The big idea for each unit is a statement describing the universal theme of the unit. The essential questions drive the inquiry around the big idea. The texts and tasks are aligned to the big idea and essential questions that students will explore throughout the unit.
- **Complex Texts:** We look at our Open Court selections in a new way. We will spend more time on key selections and have the option to use some other selections in flexible ways based on student needs. In the curriculum maps, text selections are identified **as anchor, standard, read-aloud, or optional** based on their centrality to the unit:
 - **Anchor Text:** These selections are central to the unit. They are complex and closely aligned to the big idea and essential questions of the unit. They provide multiple opportunities for teaching the qualitative aspects of text and the CCSS standards. Teachers will want to spend an extended period of time (up to 2 weeks) in order to teach these selections in depth. With each anchor text, students will closely read for a *variety of purposes to deeply explore the text*, engage in collaborative conversations surrounding the text, and write their own texts using the selection as a source. The anchor text presents many opportunities to address the CCSS literacy shifts as students build knowledge as they read, write, and speak about a complex text using academic language.

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- **Standard Texts:** These selections, while an important part of the unit, won't require the same depth of reading as the anchor texts. Teachers will want to spend about one week of instruction on these selections, to include: reading, asking and answering text dependent questions, and participating in collaborative conversations.
- **Read-Aloud Texts:** These selections link to the unit big idea and essential questions, but based on qualitative analysis and time constraints, it is suggested that these selection are read aloud to students so as to allow more time for anchor and standard texts. Although teachers will still ask text dependent questions and have students interact during the read aloud, this might be accomplished in one sitting and other extended activities aren't required. Read-aloud texts also provide opportunities for students to have access to texts that might otherwise be at their frustration reading level while simultaneously developing listening skills.
- **Optional Texts:** Though many of these selections have merit, they are optional in order to make more time for anchor and standard texts. Teachers may choose to skip these texts or use them in other flexible ways.
- **Content Standards:** When there are connections to History Social/Science or Science standards, those standards are indicated here. Though the unit concepts connect to these standards, additional instruction might be needed to fully address the content standards
- **CCSS Standards:** The Common Core Standards addressed in each unit for reading, writing, speaking and listening, and language are identified. These standards should be addressed through questioning and student tasks. Standards are "bundled" and not taught in isolation so they represent authentic experiences.

Note: the distinction between standards "across units" vs. "central to this unit". Standards labeled "across units" are foundational to the CCSS shifts, and therefore are taught early and reinforced through the year. Standards central for this unit are the focus for that specific unit.

- **Cross-Content Real World Connection:** To provide relevance to students, as identified in the shifts and SAUSD Theoretical Framework, the cross-content, real world connections to the unit are indicated. The emphasis of learning is the application of knowledge to real world experiences. This gives purpose to learning, which is motivating to students.

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Common Core Shifts for English Language Arts

Building knowledge through content-rich nonfiction	<p><i>SAUSD's approach emphasizes effective literacy instruction through the use of compelling topics that engage students in informational and literary texts. The texts are sequenced around a topic leading to the big idea and essential questions in order to provide a clear and explicit purpose for instruction.</i></p> <ul style="list-style-type: none">• Curriculum includes a rich variety of texts, including literature, nonfiction, media, primary sources, visuals.• Curriculum is based in part on what resources teachers likely already have, but also includes additional authentic texts needed to craft a coherent learning progression within and among grade levels.
Reading, writing, and speaking grounded in evidence from text, both literary and informational	<p><i>SAUSD's approach emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read. It emphasizes performance tasks that require students to cite textual evidence, to revise and reflect on their own writing as well as their peers' writing. It emphasizes students building expertise about a topic and often sharing that expertise with classmates or a wider audience.</i></p> <ul style="list-style-type: none">• Throughout instruction, students are asked to return to the text through sequenced, rich, and rigorous evidence based questioning, discussions, and varied, engaging tasks.• Students write routinely, including a balance of on-demand and process writing. Students will draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms.• All end-of-unit performance tasks directly build on the reading students have been doing in the unit. Many are designed to build students' engagement by asking them to do a more real-world task.• Performance tasks may include narratives, but emphasize informative and argumentative writing.
Regular practice with complex text and its academic language	<p><i>SAUSD's approach emphasizes active reading of complex texts by all students. Students will read a progression of complex texts and focus on building academic language and syntax in context.</i></p> <ul style="list-style-type: none">• Texts are chosen to reflect a variety of factors: Lexile level, complexity of the topic/concept, the appropriateness of the text given the specific literacy standard or task.• Texts cultivate students' interests, are relevant to their culture, and engage them in reading, writing, and speaking.• Curriculum directly address supports for meeting the needs of a wide range of learners in order for every student to become a more proficient and independent reader.• Curriculum emphasizes academic and domain specific vocabulary as well as other words ELLs or other struggling readers might not know• Curriculum strongly emphasize teaching students how to figure out words in context.• Students are expected to do regular independent reading to build on concepts and ideas in each unit. Research shows that students must read a high volume of text at their reading level in order to build a strong vocabulary.

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Year at-a-Glance

Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
Unit 1: Cooperation & Competition	6-7 Weeks End of Aug. to beg. of Oct.	As a group, create a written proposal which includes a poster, on a fund raising idea to present to the teacher.	Goals can be achieved through cooperation and competition.	<ol style="list-style-type: none"> 1. How can cooperation or competition help in achieving positive results? 2. How does cooperation result in achieving a goal? 3. Why do people react differently to competition? 	<i>Babe Didrikson- Read Aloud</i> <i>Class President - Standard</i> <i>The Marble Champ- optional</i> <i>Juggling - Standard</i> <i>The Abacus Contest Standard</i> <i>S.O.R. Losers - optional</i> <i>Founders of the Children’s Rain Forest - Anchor</i>
Unit 2: Astronomy	6-7 Weeks Mid-Oct. to end of Nov.	Research an object in the universe using multiple sources/ media and create a written or multi-media report using the identified rubric from the Writing Handbook. A multi-media rubric will be included.	Knowledge of our universe is an ongoing process.	<ol style="list-style-type: none"> 1. How do astronomers acquire information about the universe? 2. How has our understanding of the solar system changed? 3. How did different cultures relate to the universe? 	<i>Galileo – Anchor</i> <i>Telescopes - Standard</i> <i>Heavenly Zoo – Standard</i> <i>Circles, Squares, Daggers – Optional</i> <i>Mystery of Mars – Standard</i> <i>Stars - Read Aloud</i> <i>The Book that Saved the Earth - Standard</i>
Unit 3: Heritage	6-7 Weeks Beg. of Dec. to beg. of Feb.	You are an ancestry historian for your family. Create a family tree which includes an interview with a family member. Criteria for the visual will be included in the rubric.	Diversity creates an understanding towards other cultures.	<ol style="list-style-type: none"> 1. In what ways is culture passed from generation to generation? 2. How does learning about other cultures create acceptance? 3. How is your culture similar/different than other cultures? 	<i>Bats-Read Aloud</i> <i>The Land I Lost -Anchor</i> <i>In Two Worlds....-Optional</i> <i>The West Side-Standard</i> <i>Love as Strong as Ginger-Standard</i> <i>The Night Journey-Optional</i> <i>Parmele-Standard</i>
Unit 4: Making a New Nation	6-7 Weeks Mid-Feb. to mid- April	You are a person in the American Revolution. Develop an oral presentation with multi-media on your contributions to the changes made during the revolution. This can be a group of individual project.	New ideas cause changes in society.	<ol style="list-style-type: none"> 1. How did the colonies change politically, socially, and economically during the Revolution? 2. What were the causes and effects of the colonists’ dissatisfaction with the British King? 3. Who contributed to the changes that resulted in a new nation and what were they? 	<i>If You Lived at the Time....-Anchor</i> <i>The Night the Revolution Began-Standard</i> <i>The Midnight Ride of Paul Revere-Standard</i> <i>The Declaration of Independence-Standard</i> <i>The Master Spy of Yorktown-Standard</i> <i>Shhh! We’re writing the Constitution-Optional</i> <i>We, the People of the United States-Optional</i>

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<p>Unit 5: Going West</p>	<p>5-6 Weeks End of April to June</p>	<p>Your family has an opportunity to move West. Write an argument in letter format persuading your family to stay or go.</p>	<p>Expansion can be positive or negative depending on different perspectives.</p>	<ol style="list-style-type: none"> 1. What motivated groups to explore the west? 2. How did Native Americans adapt to the westward movement? 3. What sacrifices and challenges did each group endure during the expansion of the United States? 	<p><i>Sacagawea's Journey</i>-Anchor <i>Buffalo Hunt</i>-Standard <i>The Journal of Wong Ming-Chung</i>-Standard <i>The Coming of the Long Knives</i>-Standard <i>Old Yeller and the Bear</i>-Read Aloud <i>Bill Pickett...</i>-Optional <i>McBroom the Rainmaker</i>-Read Aloud</p>
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Narrative Overview

Grade: Unit 1	<p>3</p> <p>Cooperation & Competition: In this Open Court Reading unit, students explore their deeper understanding of cooperation and competition, their contrasting and complementary natures, and how they help us reach our goals. In this unit they will encounter characters who struggle with the issues surrounding these themes. Through this unit, students will explore the Big Idea “Goals can be achieved through cooperation and competition” while also considering the essential questions: 1. How can cooperation or competition help in achieving positive results? 2. How does cooperation result in achieving a goal? 3. Why do people react differently to competition?</p> <p>Key Standards: RL. 5.1, RL. 5.2, RL. 5.3, RL. 5.4, RL.5.5, RL. 5.6, RL. 5.9, RL.5.10; RI. 5.1, RI. 5.2; RF 5.3, RF 5.4; W.5.3, W. 5.4, W. 5.5, W. 5.10; SL. 5.1, SL. 5.2, SL. 5.4; L.5.1, L. 5.2, L5.3, L5.4, L5.5</p> <p>Builds on Prior Knowledge: The students at the Fifth Grade level have experiential knowledge of cooperation through their relationships with their peers. They will build upon that knowledge through reading narrative and expository text. Also, the stories in this unit will connect to their understanding of their units of study in 2nd grade, <i>Kindness</i>, and 3rd Grade, <i>Friendship</i>. They will build their understanding of competition through their experiences with K, <i>Teamwork</i>, 1st, <i>Keep Trying</i>, and 4th, <i>Risks and Consequences</i>.</p> <p>Anchor Texts: <i>Founders of the Children’s Rain Forest</i></p>
Unit 2	<p>Astronomy: Through this Open Court Unit, students will explore the basic concepts of astronomy and gain an understanding of how astronomers acquire information about the universe. Students will extend their knowledge about the solar system and the stars as well as learn the most up to date findings from space probes and telescopes. They will read both fiction and expository text. Throughout this unit, students will explore the Big Idea “Knowledge of our universe is an ongoing process” while considering the following essential questions: 1. How do astronomers acquire information about the universe? 2. How has our understanding of the solar system changed? 3. How did different cultures relate to the universe?</p> <p>Key Standards: RL. 5.1, RL. 5.2, RL. 5.4; RI. 5.1, RI. 5.2, RI. 5.3, RI. 5.4, RI. 5.5, RI. 5.7, RI. 5.9, RI. 5.10; RF 5.3, RF 5.4; W.5.2, W. 5.7, W. 5.8, W. 5.10; SL. 5.1, SL. 5.4, SL 5.5; L.5.1, L. 5.2, L5.3, L5.4, L5.5</p> <p>Builds on Prior Knowledge: Students studied the Solar System in third grade through the science standards. This unit will serve to help students build on that knowledge and to understand that the discovery of these planets is an on-going process by astronomers and other scientists.</p> <p>Anchor Text: <i>Galileo</i></p>

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Unit 3

Heritage: Through the Open Court Unit “Heritage,” students explore and expand their knowledge and appreciation for their own and others’ heritage. They will deepen their understanding of the customs, beliefs, and values that have been passed to them through their ancestors. Students will investigate a variety of ethnic and family backgrounds and gain exposure to both new and ancient traditions. In this unit of study, students will explore the big idea “Diversity creates an understanding towards other cultures” while also considering the essential questions: 1. In what ways is culture passed from generation to generation? 2. How does learning about other cultures create acceptance? 3. How is your culture similar/different than other cultures?

Key Standards: RL. 5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9, RL. 5.10; RI. 5.1, RI. 5.2, RI. 5.3, RI. 5.6, RI. 5.10; RF.5.3, RF.5.4; W. 5.1, W.5.4, W. 5.5, W. 5.8, W. 5.9, W. 5.10; SL. 5.1, SL. 5.2, SL. 5.3, SL. 5.6; L.5.1, L. 5.2, L5.3, L5.4, L5.5

Builds on Prior Knowledge: Students will build upon their knowledge of heritage through their connections to their family and extended members as well as their neighborhood. They may also be familiar with other cultures from friends whose heritage differs. Previous Open Court units which included stories of diverse heritage are 2nd grade, *Kindness and Courage*; 3rd Grade *Friendship* and *Storytelling*; 4th Grade, *Risks and Consequences*, *Survival* and *Communication*.

Anchor Texts: *The Land I Lost*

Unit 4

Making of a New Nation: In this Open Court Reading unit, students will investigate the causes leading up to the American Revolution because of the colonists’ belief that all people should have equal opportunity for life, liberty, and the pursuit of happiness. Students will then explore the subsequent events of the Revolution itself. They will learn that through these events and beliefs, the Declaration of Independence and Constitution were created as the foundation of our new nation, the United States of America. In this unit of study, students will explore the big idea “New ideas cause changes in society” while also considering the essential questions: 1. How did the colonies change politically, socially, and economically during the Revolution? 2. What were the causes and effects of the colonists’ dissatisfaction with the British King? 3. Who contributed to the changes that resulted in a new nation and what were they?

Key Standards: RL. 5.1, RL.5.2, RL.5.3, RL.5.4, RL.6, RL5.10; RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI. 5.5, RI.5.7, RI.5.8, RI.5.9, RI. 5.10; RF.5.3, RF.5.4; W.5.1, W.5.4, W.5.5, W. 5.6, W. 5.5, W. 5.8; SL.5.1, SL. 5.3, SL.5.4; L.5.1, L. 5.2, L5.3, L5.4, L5.5

Builds on Prior Knowledge: Students will build upon their knowledge of the United States through History-Social Studies standards and Open Court Units in previous grades: Kinder OCR - *Red, White and Blue* & HSS K.6: Students understand that history relates to events, people, and places of other times; 1st HSS 1.1: Students describe the rights and individual responsibilities of citizenship, 1.3: Students know and understand the symbols, icons, and traditions of the United States; 2nd HSS 2.3: Students explain governmental institutions and practices in the United States; 3rd HSS 3.4: Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government; 4th HSS 4.5: Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

Anchor Texts: *If You Had Lived in the Time of the American Revolution*

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Unit 5

Going West: In this Open Court Reading unit, students will understand the motivation (economics and desire to own their own land) that caused groups to move to American West. Students will learn about the routes of early explorers, the camps and villages of the Native American groups, onto the homesteads of early settlers, and into the rings of Western rodeos with early cowboys. Students will also come to realize the impact settlers had on the people, land, and animals in the American West and how perspectives about expansion differed. In this unit of study, students will explore the big idea “Expansion can be positive or negative depending on different perspectives” while also considering the essential questions: 1. What motivated groups to explore the west? 2. How did Native Americans adapt to the westward movement? 3. What sacrifices and challenges did each group endure during the expansion of the United States?

Key Standards: RL. 5.1, RL.5.2, RL.5.3, RL.5.4, RL. 5.6, RL5.10; RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.8, RI.5.9, RI. 5.10; RF.5.3, RF.5.4; W.5.1, W.5.4, W.5.5, W. 5.6, W.5.7, W.5.8, W. 5.9; SL.5.1, SL.5.2, SL.5.3; L.5.1, L. 5.2, L5.3, L5.4, L5.5

Builds on Prior Knowledge: Students studied the westward movement in 4th grade while learning about the Gold Rush by tapping into some stories in OCR Unit 6 and the HSS 4.3.2: Compare how and why people traveled to California and the routes they traveled. In 2014, students who studied the 3rd gr. Common Core unit of study on the Dust Bowl will also have prior knowledge about reasons people moved west.

Anchor Texts: *Sacagawea’s Journey*

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First Trimester

	UNIT 1 Cooperation and Competition 6-7 Weeks End of Aug. to beg. of Oct.	UNIT 2 Astronomy 6-7 Weeks Mid Oct. to end of Nov.
District Assessments	Renaissance Learning 9/16 – 9/27	Writing Proficiency #1 Narrative (11/4 – 11/8) ELA and Math Benchmark #1 (11/13-11/20)
TITLE	Cooperation and Competition	Astronomy
END OF UNIT PERFORMANCE TASK	As a group, create a written proposal which includes a poster on a fund raising idea to present to the teacher and classmates. Using an identified rubric, groups will compete for which proposal could be most profitable.	Research an object in the universe using multiple sources/ media and create a written or multi-media report using the identified rubric from the Writing Handbook.
BIG IDEAS AND ESSENTIAL QUESTION	<p>Big Idea: Goals can be achieved through cooperation and competition.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can cooperation or competition help in achieving positive results? 2. How does cooperation result in achieving a goal? 3. Why do people react differently to competition? 	<p>Big Idea: Knowledge of our universe is an ongoing process.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do astronomers acquire information about the universe? 2. How has our understanding of the solar system changed? 3. How did different cultures relate to the universe?
COMPLEX TEXTS	<p><i>Babe Didrikson</i> - Read Aloud <i>Class President</i> - Standard <i>The Marble Champ</i> - optional <i>Juggling</i> - Standard <i>The Abacus Contest</i> - Standard <i>S.O.R. Losers</i> - optional <i>Founders of the Children’s Rain Forest</i> - Anchor</p>	<p><i>Galileo</i> – Anchor <i>Telescopes</i> - Standard <i>Heavenly Zoo</i> – Standard <i>Circles, Squares, Daggers</i> – Optional <i>Mystery of Mars</i> – Standard <i>Stars</i> - Read Aloud <i>The Book that Saved the Earth</i> - Standard</p>
CONTENT STANDARDS	<p>HSS 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>HSS 5.3. 1-6 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p>	<p>HSS 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <ol style="list-style-type: none"> 1. Describe the entrepreneurial characteristics of early explorers and the technological developments <p>NGSS 5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p> <p>NGSS 5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p>

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	UNIT 1 Cooperation and Competition 6-7 Weeks End of Aug. to beg. of Oct.	UNIT 2 Astronomy 6-7 Weeks Mid Oct. to end of Nov.
READING STANDARDS ACROSS UNITS	Citing Evidence and Analyzing Content: RL 5.1 & RI 5.1. Quote accurately from text to answer and infer, RL. 5.2 & RI. 5.2 Summarize text & determine theme or main idea. Studying and applying vocabulary: RL 5.4 & RI 5.4 Academic and domain-specific vocabulary Reading grade-appropriate literature and informational text: RL. 5.10 & RI. 5.10 Complex text	
READING STANDARDS CENTRAL TO THIS UNIT	RL. 5.1 & RI 5.1 Quote accurately from text to answer and infer RL. 5.2 & RI 5.2 Summarize text & determine theme or main idea RL. 5.3 Compare/contrast two or more characters/settings/ events RL. 5.4 Determine meaning of words/phrases/figurative within text RL.5. Explain chapters, scenes, or stanzas provide overall structure. RL.5.6 Point of view influences how events are described RL.5.9 Compare/contrast stories' themes/topics	RL. 5.1 & RI 5.1 Quote accurately from text to answer and infer RL. 5.2 & RI 5.2. Summarize text & determine main ideas RI 5.3 Explain relationships b/w individuals, events, ideas/concepts RL 5.4 & RI 5.4 Meaning of academic/domain-specific words/phrases RI 5.5 Compare/contrast text structures RI 5.7 Draw on information from multiple print/digital RI 5.9 Integrate information from several texts on the same topic
READING FOUNDATIONAL STANDARDS IN EACH UNIT	RF 5.3 Phonics/decoding, multisyllabic words, RF 5.4 Fluency	
WRITING STANDARDS ACROSS UNITS	Writing Types: W.1 Opinion (to a source); Writing Process and Routine Writing: W. 5.4 development and organization, W. 5.5 Plan, revise, edit, W. 5. 8 Gather & sort info, summarize/paraphrase W. 5.10 Routine writing	
WRITING STANDARDS CENTRAL TO THIS UNIT	W 5.3 Write Narrative pieces W5.4 Development and organization W5.5 Plan, revise, edit	W 5.2 Write to inform or explain. W 5. 7 Conduct research projects using several sources W 5.8 Gather & sort info, summarize/paraphrase
SPEAKING and LISTENING STANDARDS ACROSS UNITS	Conducting Discussions: SL. 5.1 Participate in collaborative conversations Report Findings: SL. 5.6 Adapt speech/language to a variety of contexts and tasks	
SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT	SL. 5.1 Engage in collaborative discussions. SL. 5.2 Determine the main idea and details of text presented in various formats. SL. 5.4 Report on a topic or experience. SL.5.5 Include multimedia components in presentations	SL 5.1 Engage in collaborative discussions. SL5.4 Report on topic/ experience /opinion SL.5.5 Include multimedia components in presentations

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	UNIT 1 Cooperation and Competition 6-7 Weeks End of Aug. to beg. of Oct.	UNIT 2 Astronomy 6-7 Weeks Mid Oct. to end of Nov.
LANGUAGE STANDARDS IN EACH UNIT	<p><u>Study and apply grammar</u>: L. 5.1 Conventions, Grammar and usage L5.2. Capitalization, punctuation, and spelling L5.3 Knowledge of language. <u>Study and apply vocabulary</u>: L5.4. Clarify meaning of unknown/multi-meaning words L5.5. Understand figurative language, word relationships L5.6 Acquire & use of grade-level words</p>	
LANGUAGE STANDARDS CENTRAL TO THIS UNIT	<p>L5.1. Conventions, Grammar and Usage L5.1a. Function of conjunctions, prepositions L5.1c. Use verb tense to convey times/conditions L5.1e. Use correlative conjunctions (<i>e.g., either/or, neither/nor</i>). L5.2. Capitalization, punctuation, and spelling L5.2.a. Punctuation in a series L5.2c. Commas to set off the words <i>e.g., Yes, thank you</i>, L5.2e. Spell correctly L5.3 Use knowledge of language in writing, speaking etc. L5.3a Expand, combine, and reduce sentences L5.4a. Vocabulary - Context clues L5.4b. Greek and Latin affixes and roots as clues L5.5a. Simple similes and metaphors L5.5c. antonyms/ synonyms/ homographs</p>	<p>L5.1. Conventions, Grammar and Usage L5.1a. Function of conjunctions, prepositions, and interjections L5.1c. Use verb tense to convey times/conditions L5.1e. Use correlative conjunctions (<i>e.g., either/or, neither/nor</i>). L5.2. Capitalization, punctuation, and spelling L5.2.a. Punctuation in a series L5.2d. Punctuate titles of works correctly L5.2e. Spell correctly L5.3a Expand, combine, and reduce sentences L5.4a. Vocabulary - Context clues L5.4c. Consult reference materials L5.5c. antonyms/ synonyms/ homographs</p>
ELD STANDARDS CENTRAL TO THIS UNIT	<p>Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging). Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light support. b. Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words. Writing: Part 2 A. Structuring Cohesive Texts – how different text types are organized to express ideas (narrative – sequential - predictable stages) to comprehend & write cohesive levels of text Language: Part 1B7 Describe the specific language writers use to support an idea, or how writers use language resources (vocabulary/ figurative language/phrasing) to support an opinion or present an idea to provide an opinion. Presenting: Part 1 C9 Plan and deliver a variety of oral presentations with moderate (graphic organizers) to light support.</p>	<p>Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging). Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light support. b. Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words. Writing: Part 2 A. Structuring Cohesive Texts – how different text types are organized to express ideas (expository – organized around ideas) to comprehend & write cohesive levels of text Language: Part 1B7 Describe the specific language writers use to support an idea, or how writers use language resources (vocabulary/ figurative language/phrasing) to support an opinion or present an idea to provide an opinion.</p>

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UNIT 1 Cooperation and Competition 6-7 Weeks End of Aug. to beg. of Oct.		UNIT 2 Astronomy 6-7 Weeks Mid Oct. to end of Nov.	
	<p>Language: Part 2 C4 Expand noun phrases in simple (add adj. to noun); variety of ways (comparative/superlative, noun phrases or simple embedded clauses); an increasing variety of ways (noun phrases, complex clause embedding) in order to add detail.</p>	<p>Language: Part 2 C6 Combine clauses to join ideas in basic ways: (you must __ to __) or provide evidence to support ideas/opinions (and, but, so), increase variety of ways: (compound & complex sentences,), to a wide variety of ways (see standard)</p>	
CROSS-CONTENT/ REAL WORLD CONNECTIONS	<p>This unit integrates Social Studies Literacy standards as the students read, write, and speak about the concept of cooperation and conflict especially among Native Americans and Europeans in America. Listening and Speaking skills are embedded throughout the unit and the theme. Discussions in this unit will help to establish effective collaborative group work routines and initiate discussions about cooperation and competition.</p>	<p>This unit integrates Science and literacy as students read, write, and speak about the technology used throughout time to explore the universe. Students will also learn about the solar system affects their daily lives.</p>	

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Second Trimester

	UNIT 3 Heritage 6-7 Weeks Beg. of Dec. to beg. of Feb.	Unit 4 Making of a Nation First 3 of the 7 Weeks Mid Feb. to end of March
District Assessments	Renaissance Learning (1/27-2/7)	Writing Proficiency #2 (2/24-2/28), ADEPT (3/3-3/12), ELA & Math Benchmark #2 (3/13-3/20)
TITLE	Heritage	Making of a Nation
END OF UNIT PERFORMANCE TASK	You are an ancestry historian for your family. Create a family tree which includes an interview with a family member. Use an identified rubric to establish criteria for visual presentation and content.	You are a person in the American Revolution. Develop an oral presentation with multi-media on your contributions to the changes made during the revolution. This can be a group of individual project.
BIG IDEAS AND ESSENTIAL QUESTION	<p>Big Idea: Diversity creates understanding towards other cultures.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. In what ways is culture passed from generation to generation? 2. How does learning about other cultures create acceptance? 3. How is your culture similar/different than other cultures? 	<p>Big Idea: New ideas cause changes in society.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How did the colonies change politically, socially, and economically during the Revolution? 2. What were the causes and effects of the colonists' dissatisfaction with the British King? 3. Who contributed to the changes that resulted in a new nation and what were they?
COMPLEX TEXTS	<ul style="list-style-type: none"> • <i>Bats- Read Aloud</i> • <i>The Land I Lost - Anchor</i> • <i>In Two Worlds - Optional</i> • <i>The West Side - Standard</i> • <i>Love as Strong as Ginger - Standard</i> • <i>The Night Journey - Optional</i> • <i>Parmele - Standard</i> 	<ul style="list-style-type: none"> • Social Studies Unit • <i>If You Lived at the Time of the American Revolution-Anchor</i> • <i>The Night the Revolution Began-Standard</i> • <i>The Midnight Ride of Paul Revere-Standard</i> • <i>The Declaration of Independence-Standard</i> • <i>The Master Spy of Yorktown-Standard</i> • <i>Shhh! We're writing the Constitution-Optional</i> • <i>We, the People of the United</i>

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CONTENT STANDARDS	<p>HSS 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era. 2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding. 3. Describe the religious aspects of the earliest colonies. 4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion. 6. Describe the introduction of slavery into America, the responses of slave families to their condition.</p>	<p>HSS 5.5 Students explain the causes of the American Revolution. 1. Understand how political, religious, and economic ideas and interests brought about the Revolution. 3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance. 4. Describe the views, lives, and impact of key individuals during this period. HSS 5.6 Students understand the course and consequences of the American Revolution. 2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution. 3. Identify the different roles women played during the Revolution. 5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution</p>
READING STANDARDS ACROSS UNITS	<p>Citing Evidence and Analyzing Content: RL. 5.1 & RI. 5.1. Quote accurately from text to answer and infer, RL. 5.2 & RI. 5.2 Summarize text & determine theme or main idea. Studying and applying vocabulary: RL. 5.4 & RI. 5.4 Academic and domain-specific vocabulary Reading grade-appropriate literature and informational text: RL. 5.10 & RI. 5.10 Complex text</p>	
READING STANDARDS CENTRAL TO THIS UNIT	<p>RL. 5.1 & RI 5.1 Quote accurately from text to answer and infer RL. 5.2 & RI 5.2 Summarize text & determine theme RL. 5.3 & RI 5.3 Compare/contrast two or more characters/ settings/ events or relationships b/w individuals, events, ideas/concepts RL. 5.4 Determine meaning of words/phrases/figurative within text RL.5.5 Explain chapters, scenes, or stanzas provide overall structure RL.5.6 & RI 5.6 Point of view influences how events are described RL.5.9 Compare/contrast stories' themes/topics</p>	<p>RL. 5.1 & RI 5.1 Quote accurately from text to answer and infer RL. 5.2 & RI 5.2 Summarize text & determine main ideas RL 5.3 & RI 5.3 Explain relationships b/w individuals, events, ideas/concepts RL 5.4 & RI 5.4 Meaning of academic/domain-specific words/phrases RI 5.5 Compare/contrast text structures RL 5.6 & RI 5.6 Point of view influences how events are described RI 5.7 Draw on information from multiple print/digital RI 5.8 Author's use of reasons & evidence to support points RI 5.9 Integrate information from several texts on the same topic</p>
READING FOUNDATIONAL STANDARDS IN EACH UNIT	<p>RF 5.3 Phonics/decoding, multisyllabic words, RF 5.4 Fluency</p>	
WRITING STANDARDS ACROSS UNITS	<p>Writing Types: W.1 Opinion; Writing Process and Routine Writing: W. 5.4 development and organization, W. 5.5 Plan, revise, edit, W. 5. 8 Gather & sort info, summarize/paraphrase W. 5.10 routine writing.</p>	

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WRITING STANDARDS CENTRAL TO THIS UNIT	<p>W 5.1 Write opinion pieces (to a source – Response) W 5.4 Development and organization W 5.5 Plan, revise, edit W 5.8 Gather & sort info, summarize/paraphrase W 5.9 Draw evidence to support analysis</p>	<p>W. 5.1 Write opinion pieces (to a claim) W 5.4 Development and organization W 5.5 Plan, revise, edit W 5.6. Use technology to produce and publish. W 5.7 Conduct research projects using several sources W 5.8 Gather & sort info, summarize/paraphrase W 5.9 Draw evidence to support analysis</p>
SPEAKING and LISTENING STANDARDS ACROSS UNITS	<p>Conducting Discussions: SL. 5.1 Participate in collaborative conversations Report Findings: SL. 5.6 Adapt speech/language to a variety of contexts and tasks</p>	
SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT	<p>SL 5.1 Participate in collaborative discussions. SL 5.2 Determine the main idea and supporting details of a text presented in various formats. SL 5.3 Ask and answer questions from a speaker. SL 5.6 Report on a topic/experience</p>	<p>SL 5.1 Participate in in collaborative discussions. SL 5.3 Summarize points a speaker or media source claims SL5.4. Report on topic/ experience /opinion a. Plan and deliver an opinion speech b. Memorize and recite a poem/ section of a speech or historical document</p>
LANGAGE STANDARDS IN EACH UNIT	<p>Study and apply grammar: L. 5.1 Conventions, Grammar and usage L5.2. Capitalization, punctuation, and spelling L5.3 Use knowledge of language in speaking, writing, reading, etc. Study and apply vocabulary: L5.4. Clarify meaning of unknown/multi-meaning words L5.5. Understand figurative language, word relationships L5.6 Acquire & use of grade-level words</p>	
LANGUAGE STANDARDS CENTRAL TO THIS UNIT	<p>L5.1. Conventions, Grammar and Usage L5.1.a Function of conjunctions, prepositions L5.1.b Form & use of the perfect (<i>e.g. I had walked/have walked</i>) L5.1.c Use verb tense to convey times/conditions L5.2 Capitalization, punctuation, and spelling L5.2.a Punctuation in a series L5.2b. Commas to separate an introductory element L5.2d. Punctuate titles of works correctly L5.2.e Spell correctly L5.3a Expand, combine, and reduce sentences L5.3.b Compare and contrast the varieties of English (<i>e.g. dialect</i>) L5.4a Vocabulary - Context clues L5.4.b Vocabulary - Greek and Latin affixes and roots as clues L5.5.a Simple similes and metaphors L5.5b. Common idioms, adages, and proverbs. L5.5.c antonyms/ synonyms/ homographs</p>	<p>L5.1. Conventions, Grammar and Usage L5.1a Function of conjunctions, prepositions L5.1c Use verb tense to convey times/conditions L5.1d Recognize and correct shifts in verb tense L5.1e Use correlative conjunctions L5.2 Capitalization, punctuation, and spelling L5.2.a Punctuation in a series L5.2b. Commas to separate an introductory element L5.2d. Punctuate titles of works correctly L5.2.e Spell correctly L5.3a Expand, combine, and reduce sentences L5.3b. Compare and contrast the varieties of English in text L5.4.a Vocabulary - Context clues L5.4.b Vocabulary - Greek and Latin affixes and roots as clues L5.4c. Consult reference materials L5.5.a Simple similes and metaphors L5.5.c antonyms/ synonyms/ homographs</p>

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<p>ELD STANDARDS CENTRAL TO THIS UNIT</p>	<p>Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging).</p> <p>Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light support. b. Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words.</p> <p>Writing: Part 1 C10 Write short to longer informational text through joint construction, collaborative with peers or adults, and finally individually.</p> <p>Part 2 A.1 Structuring Cohesive Texts – how different text types are organized to express ideas (narrative – sequential - predictable stages) to comprehend & write cohesive levels of text</p> <p>Language: Part 1 C11 Support opinions with evidence with substantial/ moderate/light support using basic/familiar/nuanced modal expressions</p> <p>Language: Part 2 C4 Expand noun phrases in simple (add adj. to noun); variety of ways (comparative/superlative, noun phrases or simple embedded clauses); an increasing variety of ways (noun phrases, complex clause embedding) in order to add detail.</p> <p>Language: Part 2 C6 Combine clauses to join ideas in basic ways: (you must ___ to ___) or provide evidence to support ideas/opinions (and, but, so), increase variety of ways: (compound & complex sentences,), to a wide variety of ways (see standard)</p>	<p>Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging).</p> <p>Reading: Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light support. b. Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words.</p> <p>Writing: Part 1 C10 Write short to longer informational text through joint construction, collaborative with peers or adults, and finally individually.</p> <p>Part 2 A.1 Structuring Cohesive Texts – how different text types are organized to express ideas (narrative – sequential - predictable stages) to comprehend & write cohesive levels of text</p> <p>Language: Part 1 C11 Support opinions with evidence with substantial/ moderate/light support using basic/familiar/nuanced modal expressions</p> <p>Language: Part 2 C6 Combine clauses to join ideas in basic ways: (you must ___ to ___) or provide evidence to support ideas/opinions (and, but, so), increase variety of ways: (compound & complex sentences,), to a wide variety of ways (see standard)</p>
<p>CROSS-CONTENT/ REAL WORLD CONNECTIONS</p>	<p>Although much of this unit focuses on cultures around the world, a link to HSS can be made. The first 13 colonies were made up of different people whose traditions, religions, and language varied. How these colonies were formed - with their diverse heritage and traditions- can link to real world experiences today as immigrants continue to come to America.</p>	<p>A strong HSS link can be made with this unit as students read and learn about the beginnings of our nation. Students will understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. With this knowledge, students will make real-world connections to their civic responsibilities, as well as the empowerment a citizen has in a democratic society.</p>

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Third Trimester

	Unit 4 Last 4 of 7 Weeks Mid Feb. to end of March	UNIT 5 5-6 Weeks End of April to June
District Assessments	Renaissance Learning (5/22 – 5/30)	Writing Proficiency #3 (6/2-6/5), ADEPT (6/5-6/13)
TITLE	Making of a Nation (continued)	Westward Expansion
END OF UNIT PERFORMANCE TASK	You are a person in the American Revolution. Develop an oral presentation with multi-media on your contributions to the changes made during the revolution. This can be a group of individual project.	Your family has an opportunity to move West. Write an argument in letter format to encourage your family to stay or move West.
BIG IDEAS AND ESSENTIAL QUESTION	<p>Big Idea: New ideas cause changes in society.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How did the colonies change politically, socially, and economically during the Revolution? 2. What were the causes and effects of the colonists’ dissatisfaction with the British King? 3. Who contributed to the changes that resulted in a new nation and what were they? 	<p>Big Idea: Expansion can be positive or negative depending on different perspectives.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What motivated groups to explore the west? 2. How did Native Americans adapt to the westward movement? 3. What sacrifices and challenges did each group endure during the expansion of the United States?
COMPLEX TEXTS	<ul style="list-style-type: none"> • Social Studies Unit • <i>If You Lived at the Time of the American Revolution-Anchor</i> • <i>The Night the Revolution Began-Standard</i> • <i>The Midnight Ride of Paul Revere-Standard</i> • <i>The Declaration of Independence-Standard</i> • <i>The Master Spy of Yorktown-Standard</i> • <i>Shhh! We’re writing the Constitution-Optional</i> • <i>We, the People of the United</i> 	<ul style="list-style-type: none"> • <i>Sacagawea’s Journey-Anchor</i> • <i>Buffalo Hunt-Standard</i> • <i>The Journal of Wong Ming-Chung-Standard</i> • <i>The Coming of the Long Knives-Standard</i> • <i>Old Yeller and the Bear-Read Aloud</i> • <i>Bill Picket-Optional</i> • <i>McBroom the Rainmaker-Read Aloud</i>
CONTENT STANDARDS	<p>HSS 5.5 Students explain the causes of the American Revolution. 1. Understand how political, religious, and economic ideas and interests brought about the Revolution. 3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance. 4. Describe the views, lives, and impact of key individuals during this period.</p> <p>HSS 5.6 Students understand the course and consequences of</p>	<p>HSS 5.8. Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 2. Name the states and territories that</p>

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	the American Revolution. 2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution. 3. Identify the different roles women played during the Revolution. 5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution.	existed in 1850 and identify their locations and major geographical features. 3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase 4. Discuss the experiences of settlers on the overland trails to the West.
READING STANDARDS ACROSS UNITS	Citing Evidence and Analyzing Content: RL. 5.1 & RI. 5.1. Quote accurately from text to answer and infer, RL. 5.2 & RI. 5.2 Summarize text & determine theme or main idea. Studying and applying vocabulary: RL. 5.4 & RI. 5.4 Academic and domain-specific vocabulary Reading grade-appropriate literature and informational text: RL. 5.10 & RI. 5.10 Complex text	
READING STANDARDS CENTRAL TO THIS UNIT	RL. 5.1 & RI 5.1 Quote accurately from text to answer and infer RL. 5.2 & RI 5.2. Summarize text & determine main ideas RL 5.3 & RI 5.3 Explain relationships b/w individuals, events, ideas/concepts RL 5.4 & RI 5.4 Meaning of academic/domain-specific words/phrases RI 5.5 Compare/contrast text structures RL 5.6 & RI 5.6 Point of view influences how events are described RI 5.7 Draw on information from multiple print/digital RI 5.8 Author's use of reasons & evidence to support points RI 5.9 Integrate information from several texts on the same topic	RL. 5.1 & RI 5.1 Quote accurately from text to answer and infer RL. 5.2 & RI 5.2. Summarize text & determine main ideas RL 5.3 & RI 5.3 Explain relationships b/w individuals, events, ideas/concepts RL 5.4 & RI 5.4 Meaning of academic/domain-specific words/phrases RI 5.5 Compare/contrast text structures RL 5.6 & RI 5.6 Point of view influences how events are described RI 5.7 Draw on information from multiple print/digital RI 5.8 Author's use of reasons & evidence to support points RI 5.9 Integrate information from several texts on the same topic
READING FOUNDATIONAL STANDARDS IN EACH UNIT	RF 5.3 Phonics/decoding, multisyllabic words, RF 5.4 Fluency	
WRITING STANDARDS ACROSS UNITS	Writing Types: W.1 Opinion; Writing Process and Routine Writing: W. 5.4 development and organization, W. 5.5 Plan, revise, edit, W. 5. 8 Gather & sort info, summarize/paraphrase W. 5.10 routine writing	
WRITING STANDARDS CENTRAL TO THIS UNIT	W. 5.1 Write opinion pieces W 5.4 Development and organization W 5.5 Plan, revise, edit W 5.6. Use technology to produce and publish. W 5.8 Gather & sort info, summarize/paraphrase W 5.7 Conduct research projects using several sources W 5.9 Draw evidence to support analysis	W. 5.1 Write opinion pieces W 5.4 Development and organization W 5.5 Plan, revise, edit W 5.6. Use technology to produce and publish. W 5.7 Conduct research projects using several sources W 5.8 Gather & sort info, summarize/paraphrase W 5.9 Draw evidence to support analysis

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SPEAKING and LISTENING STANDARDS ACROSS UNITS	Conducting Discussions: SL. 5.1 Participate in collaborative conversations Report Findings: SL. 5.6 Adapt speech/language to a variety of contexts and tasks	
SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT	SL 5.1 Participate in in collaborative discussions. SL 5.3 Summarize points a speaker or media source claims SL5.4. Report on topic/ experience /opinion a. Plan and deliver an opinion speech b. Memorize and recite a poem/ section of a speech or historical document	SL 5.1 Participate in in collaborative discussions. SL5.2. Summarize a written text read aloud or information from diverse formats SL5.3. Summarize points a speaker or media source claims
LANGUAGE STANDARDS ACROSS UNITS	Study and apply grammar: L. 5.1 Conventions, Grammar and usage L5.2. Capitalization, punctuation, and spelling L5.3 Knowledge of language Study and apply vocabulary: L5.4. Clarify meaning of unknown/multi-meaning words L5.5. Understand figurative language, word relationships L5.6 Acquire & use of grade-level words	
LANGUAGE STANDARDS CENTRAL TO THIS UNIT	L5.1. Conventions, Grammar and Usage L5.1a Function of conjunctions, prepositions L5.1c Use verb tense to convey times/conditions L5.1d Recognize and correct shifts in verb tense L5.1e Use correlative conjunctions L5.2 Capitalization, punctuation, and spelling L5.2.a Punctuation in a series L5.2b. Commas to separate an introductory element L5.2d. Punctuate titles of works correctly L5.2.e Spell correctly L5.3a Expand, combine, and reduce sentences L5.3b. Compare and contrast the varieties of English in text L5.4.a Vocabulary - Context clues L5.4.b Vocabulary - Greek and Latin affixes and roots as clues L5.4c. Consult reference materials L5.5.a Simple similes and metaphors L5.5.c antonyms/ synonyms/ homographs	L5.1. Conventions, Grammar and Usage L5.1a Function of conjunctions, prepositions L5.1c Use verb tense to convey times/conditions L5.1d Recognize and correct shifts in verb tense L5.1e Use correlative conjunctions L5.2 Capitalization, punctuation, and spelling L5.2.a Punctuation in a series L5.2b. Commas to separate an introductory element L5.2d. Punctuate titles of works correctly L5.2.e Spell correctly L5.3a Expand, combine, and reduce sentences L5.3b. Compare and contrast the varieties of English in text L5.4.a Vocabulary - Context clues L5.4.b Vocabulary - Greek and Latin affixes and roots as clues L5.4c. Consult reference materials L5.5.a Simple similes and metaphors L5.5.c antonyms/ synonyms/ homographs
ELD STANDARDS CENTRAL TO THIS UNIT	Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging). Reading: Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light	Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging). Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light support. b. Use

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	<p>support. b. Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words.</p> <p>Writing: Part 1 C10 Write short to longer informational text through joint construction, collaborative with peers or adults, and finally individually.</p> <p>Part 2 A.1 Structuring Cohesive Texts – how different text types are organized to express ideas (narrative – sequential - predictable stages) to comprehend & write cohesive levels of text</p> <p>Language: Part 1 C11 Support opinions with evidence with substantial/ moderate/light support using basic/familiar/nuanced modal expressions</p> <p>Language: Part 2 C6 Combine clauses to join ideas in basic ways: (you must __ to __) or provide evidence to support ideas/opinions (and, but, so), increase variety of ways: (compound & complex sentences,), to a wide variety of ways (see standard)</p>	<p>knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words.</p> <p>Reading and Writing: Part 2 A. Structuring Cohesive Texts – how different text types are organized to express ideas (narrative – sequential - predictable stages) to comprehend & write cohesive levels of text.</p> <p>Writing: Part 1 C10 Write short to longer informational text through joint construction, collaborative with peers or adults, and finally individually.</p> <p>Language: Part 1 C11 Support opinions with evidence with substantial/ moderate/light support using basic/familiar/ nuanced modal expressions.</p> <p>Language: Part 2 C6 Combine clauses to join ideas in basic ways: (you must __ to __) or provide evidence to support ideas/opinions (and, but, so), increase variety of ways: (compound & complex sentences,), to a wide variety of ways (see standard)</p>
<p>CROSS-CONTENT/ REAL WORLD CONNECTIONS</p>	<p>A strong HSS link can be made with this unit as students read and learn about the beginnings of our nation. Students will understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. With this knowledge, students will make real-world connections to their civic responsibilities, as well as the empowerment a citizen has in a democratic society.</p>	<p>A strong HSS link can be made with this unit as students read and learn about the expansion and migration of people and their reasons for doing so. Students can make real life connections to this link and the big idea – how moving and migrating has positive or negative effects. They may have family members who have had to move to a new place, like the United States from another country. In speaking to several of these members, students will begin to understand the different perspectives – good and bad - in making the choice to migrate to the United States.</p>