

# SAUSD Common Core Aligned Curriculum Map: Fifth Grade ELA – 2014-15

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## **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. **CCCSS 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 criteria below). 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.

## Common Core Shifts for English Language Arts

Building knowledge through content-rich nonfiction	<p><b><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></b></p> <ul style="list-style-type: none"><li>• Curriculum includes a rich variety of texts, including literature, nonfiction, media, primary sources, visuals.</li><li>• 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.</li></ul>
Reading, writing, and speaking grounded in evidence from text, both literary and informational	<p><b><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></b></p> <ul style="list-style-type: none"><li>• Throughout instruction, students are asked to return to the text through sequenced, rich, and rigorous evidence based questioning, discussions, and varied, engaging tasks.</li><li>• 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.</li><li>• 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.</li><li>• Performance tasks may include narratives, but emphasize informative and argumentative writing.</li></ul>
Regular practice with complex text and its academic language	<p><b><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></b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Texts cultivate students' interests, are relevant to their culture, and engage them in reading, writing, and speaking.</li><li>• 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.</li><li>• Curriculum emphasizes academic and domain specific vocabulary as well as other words ELLs or other struggling readers might not know</li><li>• Curriculum strongly emphasize teaching students how to figure out words in context.</li><li>• 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.</li></ul>

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## Year at-a-Glance

Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
<b>Unit 1: Cooperation &amp; Competition</b>	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 (new PE or computer equipment, helping with hunger, science camp, to present to the teacher.) Students will vote on one proposal to possibly implement as a class.	Goals can be achieved through cooperation and competition.	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- Standard</i> <i>Juggling - Standard</i> <i>The Abacus Contest Optional</i> <i>S.O.R. Losers - optional</i> <i>Founders of the Children's Rain Forest - Anchor</i>
<b>Unit 2: Astronomy</b>	6-7 Weeks Mid-Oct. to end of Nov.	Using the performance assessment from the mini-unit of study, students will complete a brochure of the different types of telescopes. OR Students will create a Powerpoint on how our knowledge of the universe has changed over time.	Knowledge of our universe is an ongoing process.	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> (CC Mini Unit) <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>
<b>Unit 3: Heritage</b>	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 a rubric. Share your artifact with the class and discuss essential question #3 – how is your culture similar/different than other cultures?  <b>OR</b> Students will work independently and collaboratively to create a culture wheel which represents their culture and that of their peers. They will engage in a collaborative academic conversation highlighting the importance of culture in our lives and how it defines who we are. (see mini unit of study)	Diversity creates an understanding towards other cultures.	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> (CC Mini Unit) <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>

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<b>Unit 4:</b>  <b>Making a New Nation</b>	6-7 Weeks  Mid-Feb. to mid-April	You are a person in American Revolution. Develop an oral presentation with multi-media convincing other that the contributions you made to change were essential to the outcome and making of a new nation. Your presentation should have persuasive attributes (tone and use of emotive words). This can be a group or individual project.	New ideas cause changes in society.	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> (CC Mini Unit) <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>
<b>Unit 5:</b>  <b>Going West</b>	5-6 Weeks  End of April to June	Your family has an opportunity to move West. Write an argument in letter format persuading your family to stay or go.	Expansion can be positive or negative depending on different perspectives.	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?	<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 Pickett...-Optional</i> <i>McBroom the Rainmaker-Read Aloud</i>

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## Narrative Overview

Grade: 5 Unit 1	<p><b>Cooperation &amp; Competition:</b> 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><b>Key Standards:</b> 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><b>Builds on Prior Knowledge:</b> 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 2<sup>nd</sup> grade, <i>Kindness</i>, and 3<sup>rd</sup> Grade, <i>Friendship</i>. They will build their understanding of competition through their experiences with K, <i>Teamwork</i>, 1<sup>st</sup>, <i>Keep Trying</i>, and 4<sup>th</sup>, <i>Risks and Consequences</i>.</p> <p><b>Anchor Texts:</b> <i>Founders of the Children’s Rain Forest</i></p>
Unit 2	<p><b>Astronomy:</b> 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><b>Key Standards:</b> 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><b>Builds on Prior Knowledge:</b> 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><b>Anchor Text:</b> <i>Galileo</i> (CC Mini Unit)</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 2<sup>nd</sup> grade, *Kindness and Courage*; 3<sup>rd</sup> Grade *Friendship and Storytelling*; 4<sup>th</sup> Grade, *Risks and Consequences*, *Survival and Communication*.

**Anchor Texts:** *The Land I Lost* (CC Mini Unit)

### 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; 1<sup>st</sup> 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; 2<sup>nd</sup> HSS 2.3: Students explain governmental institutions and practices in the United States; 3<sup>rd</sup> HSS 3.4: Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government; 4<sup>th</sup> 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* (CC Mini Unit)



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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 the 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 4<sup>th</sup> 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 3<sup>rd</sup> 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	MAP (9/29-10/10)	Writing Proficiency #1 Narrative (11/3-11/7) ELA Extended Response #1 (11/12-11/19)
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 (new PE or computer equipment, helping with hunger, science camp, to present to the teacher.) Students will vote on one proposal to possibly implement as a class.	Using the performance assessment from the mini-unit of study, students will complete a brochure of the different types of telescopes. <i>OR</i> Students will create a Powerpoint on how our knowledge of the universe has changed over time. (see mini unit)
BIG IDEAS AND ESSENTIAL QUESTION	<b>Big Idea:</b> Goals can be achieved through cooperation and competition. <b>Essential Questions:</b> 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?	<b>Big Idea:</b> Knowledge of our universe is an ongoing process. <b>Essential Questions:</b> 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	<i>Babe Didrikson- Read Aloud</i> <i>Class President - Standard</i> <i>The Marble Champ - Standard</i> <i>Juggling - Standard</i> <i>The Abacus Contest –optional</i> <i>S.O.R. Losers - optional</i> <i>Founders of the Children’s Rain Forest - Anchor</i>	<i>Galileo – Anchor</i> (mini – unit of study) <i>Telescopes – Standard</i> (included in the mini unit of study) <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 – (play –student read-aloud)</i>
CONTENT STANDARDS	<b>HSS 5.1</b> 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. <b>HSS 5.3. 1-6</b> Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.	<b>HSS 5.2</b> Students trace the routes of early explorers and describe the early explorations of the Americas. 1. Describe the entrepreneurial characteristics of early explorers and the technological developments <b>NGSS 5-ESS1-1.</b> Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. <b>NGSS 5-ESS1-2.</b> Represent data in graphical displays to reveal

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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.
		patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
READING STANDARDS ACROSS UNITS	Citing Evidence and Analyzing Content: <b>RL 5.1 &amp; RI 5.1.</b> Quote accurately from text to answer and infer, <b>RL 5.2 &amp; RI 5.2</b> Summarize text & determine theme or main idea. Studying and applying vocabulary: <b>RL 5.4 &amp; RI 5.4</b> Academic and domain-specific vocabulary Reading grade-appropriate literature and informational text: <b>RL 5.10 &amp; RI 5.10</b> Complex text	
READING STANDARDS CENTRAL TO THIS UNIT	<b>RL 5.1 &amp; RI 5.1</b> Quote accurately from text to answer and infer <b>RL 5.2 &amp; RI 5.2</b> Summarize text & determine theme or main idea <b>RL 5.3</b> Compare/contrast two or more characters/settings/events <b>RL 5.4</b> Determine meaning of words/phrases/figurative within text <b>RL 5.5</b> Explain chapters, scenes, or stanzas provide overall structure. <b>RL 5.6</b> Point of view influences how events are described <b>RL 5.7.</b> Analyze visual & multimedia contributions <b>RL 5.9</b> Compare/contrast stories' themes/topics	<b>RL 5.1 &amp; RI 5.1</b> Quote accurately from text to answer and infer <b>RL 5.2 &amp; RI 5.2.</b> Summarize text & determine main ideas <b>RI 5.3</b> Explain relationships b/w individuals, events, ideas/concepts <b>RL 5.4 &amp; RI 5.4</b> Meaning of academic/domain-specific words/phrases <b>RI 5.5</b> Compare/contrast text structures <b>RI 5.6</b> Analyze multiple accounts of the same event <b>RI 5.7</b> Draw on information from multiple print/digital <b>RI 5.8</b> Integrate information from several texts on the same topic <b>RI 5.9</b> Integrate information from several texts on the same topic
READING FOUNDATIONAL STANDARDS IN EACH UNIT	<b>RF 5.3</b> Phonics/decoding, multisyllabic words <b>RF 5.4</b> Fluency	
WRITING STANDARDS ACROSS UNITS	Writing Types: <b>W.1</b> Opinion (to a source); <b>W.2</b> Informational Writing Process and Routine Writing: <b>W. 5.4</b> development and organization, <b>W. 5.5</b> Plan, revise, edit, <b>W. 5. 8</b> Gather & sort info, summarize/paraphrase <b>W. 5.10</b> Routine writing	
WRITING STANDARDS CENTRAL TO THIS UNIT	<b>W 5.3 Write Narrative pieces (core writing of Trimester 1)</b> <b>W5.4</b> Development and organization <b>W5.5</b> Plan, revise, edit <b>W5.8</b> Recall relevant information from experiences	<b>W 5.3 Write Narrative pieces (core writing of Trimester 1)</b> <b>Note:</b> after Tri. 1 – begin focus on <b>informational</b> for performance task. <b>W 5.2</b> Write to inform or explain. (performance task) <b>W 5.8</b> Gather & sort info, summarize/paraphrase (performance task)

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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.
SPEAKING and LISTENING STANDARDS ACROSS UNITS	Conducting Discussions: <b>SL. 5.1</b> Participate in collaborative conversations Report Findings: <b>SL. 5.6</b> Adapt speech/language to a variety of contexts and tasks	
SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT	<b>SL. 5.1</b> Engage in collaborative discussions. <b>SL. 5.2</b> Determine the main idea and details of text presented in various formats. <b>SL. 5.4</b> Report on a <b>topic</b> or <b>experience</b> . (performance task and Narrative writing shared) <b>SL.5.2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>SL 5.1</b> Engage in collaborative discussions. <b>SL5.4</b> Report on topic/ experience /opinion <b>SL.5.5</b> Include multimedia components in presentations
LANGUAGE STANDARDS IN EACH UNIT	<u>Study and apply grammar:</u> <b>L. 5.1</b> Conventions, Grammar and usage <b>L5.2.</b> Capitalization, punctuation, and spelling <b>L5.3</b> Knowledge of language. <u>Study and apply vocabulary:</u> <b>L5.4.</b> Clarify meaning of unknown/multi-meaning words <b>L5.5.</b> Understand figurative language, word relationships <b>L5.6</b> Acquire & use of grade-level words	
LANGUAGE STANDARDS CENTRAL TO THIS UNIT	<b>L5.1.</b> Conventions, Grammar and Usage <b>L5.1a.</b> Function of conjunctions, prepositions <b>L5.1c.</b> Use verb tense to convey times/conditions <b>L5.1e.</b> Use correlative conjunctions ( <i>e.g., either/or, neither/nor</i> ). <b>L5.2.</b> Capitalization, punctuation, and spelling <b>L5.2.a.</b> Punctuation in a series <b>L5.2c.</b> Commas to set off the words <i>e.g., Yes, thank you</i> , <b>L5.2e.</b> Spell correctly <b>L5.3</b> Use knowledge of language in writing, speaking etc. <b>L5.3a</b> Expand, combine, and reduce sentences <b>L5.4a.</b> Vocabulary - Context clues <b>L5.4b.</b> Greek and Latin affixes and roots as clues <b>L5.5a.</b> Simple similes and metaphors <b>L5.5c.</b> antonyms/ synonyms/ homographs	<b>L5.1.</b> Conventions, Grammar and Usage <b>L5.1a.</b> Function of conjunctions, prepositions, and interjections <b>L5.1c.</b> Use verb tense to convey times/conditions <b>L5.1e.</b> Use correlative conjunctions ( <i>e.g., either/or, neither/nor</i> ). <b>L5.2.</b> Capitalization, punctuation, and spelling <b>L5.2.a.</b> Punctuation in a series <b>L5.2d.</b> Punctuate titles of works correctly <b>L5.2e.</b> Spell correctly <b>L5.3a</b> Expand, combine, and reduce sentences <b>L5.4a.</b> Vocabulary - Context clues <b>L5.4c.</b> Consult reference materials <b>L5.5c.</b> antonyms/ synonyms/ homographs

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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.
ELD STANDARDS CENTRAL TO THIS UNIT	<p><b>Collaborate: Part 1.A1</b> 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><b>Reading and Writing: Part 1 B6a</b> Describe ideas, phenomena and text relationships using key details based on close reading of text &amp; 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><b>Writing: Part 2 A.</b> Structuring Cohesive Texts – how different text types are organized to express ideas (<b>narrative – sequential - predictable stages</b>) to comprehend &amp; write cohesive levels of text.</p> <p><b>Language: Part 1B7</b> 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> <p><b>Presenting: Part 1 C9</b> Plan and deliver a variety of oral presentations with moderate (graphic organizers) to light support.</p> <p><b>Language: Part 2 C4</b> Expand noun phrases in <b>simple</b> (add adj. to noun); <b>variety of ways</b> (comparative/superlative, noun phrases or simple embedded clauses); <b>an increasing variety of ways</b> (noun phrases, complex clause embedding) in order to add detail.</p>	<p><b>Collaborate: Part 1.A1</b> 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><b>Reading and Writing: Part 1 B6a</b> Describe ideas, phenomena and text relationships using key details based on close reading of text &amp; 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><b>Writing: Part 2 A.</b> Structuring Cohesive Texts – how different text types are organized to express ideas (<b>expository – organized around ideas</b>) to comprehend &amp; write cohesive levels of text</p> <p><b>Language: Part 1B7</b> 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> <p><b>Language: Part 2 C6</b> Combine clauses to join ideas in <b>basic ways</b>: (you must __ to __) or provide evidence to support ideas/opinions (and, but, so), <b>increase variety of ways</b>: (compound &amp; complex sentences.), to a <b>wide variety of ways</b> (see standard)</p>
	<p><b>CROSS-CONTENT/ REAL WORLD CONNECTIONS</b></p> <p>This unit integrates Social Studies Literacy standards as the students read, write, and speak about the <b>concept of cooperation and conflict especially among Native Americans and Europeans in America.</b></p> <p>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	MAP (1/29-2/11)	Writing Proficiency #2 (2/23-2/27) ADEPT (2/23-3/13), ELA Extended Response #2 (3/2-3/13)
TITLE	Heritage	Making of a Nation
END OF UNIT PERFORMANCE TASK	<p>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 a rubric. Share your artifact with the class and discuss essential question #3 – how is your culture similar/different than other cultures?</p> <p><b>OR</b> Students will work independently and collaboratively to create a culture wheel which represents their culture and that of their peers. They will engage in a collaborative academic conversation highlighting the importance of culture in our lives and how it defines who we are. (see mini unit of study)</p>	<p>You are a person in American Revolution. Develop an oral presentation with multi-media convincing other that the contributions you made to change were essential to the outcome and making of a new nation. Your presentation should have persuasive attributes (tone and use of emotive words). This can be a group or individual project.</p>
BIG IDEAS AND ESSENTIAL QUESTION	<p><b>Big Idea:</b> Diversity creates understanding towards other cultures.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. In what ways is culture passed from generation to generation?</li> <li>2. How does learning about other cultures create acceptance?</li> <li>3. How is your culture similar/different than other cultures?</li> </ol>	<p><b>Big Idea:</b> New ideas cause changes in society.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How did the colonies change politically, socially, and economically during the Revolution?</li> <li>2. What were the causes and effects of the colonists' dissatisfaction with the British King?</li> <li>3. Who contributed to the changes that resulted in a new nation and what were they?</li> </ol>
COMPLEX TEXTS	<ul style="list-style-type: none"> <li>• <i>Bats- Read Aloud</i></li> <li>• <i>The Land I Lost – Anchor</i> (mini – unit of study)</li> <li>• <i>In Two Worlds - Optional</i></li> <li>• <i>The West Side - Standard</i></li> <li>• <i>Love as Strong as Ginger - Standard</i></li> <li>• <i>The Night Journey - Optional</i></li> <li>• <i>Parmele - Standard</i></li> </ul>	<p><b>Social Studies Unit</b></p> <ul style="list-style-type: none"> <li>• <i>If You Lived at the Time of the American Revolution- Anchor</i> (mini – unit of study)</li> <li>• <i>The Night the Revolution Began-Standard</i></li> <li>• <i>The Midnight Ride of Paul Revere-Standard</i></li> <li>• <i>The Declaration of Independence-Standard</i></li> <li>• <i>The Master Spy of Yorktown-Standard</i></li> <li>• <i>Shhh! We're writing the Constitution-Optional</i></li> <li>• <i>We, the People of the United-Optional</i></li> </ul>



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CONTENT STANDARDS	<p><b>HSS 5.4</b> Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>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><b>HSS 5.5</b> 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><b>HSS 5.6</b> 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: <b>RL. 5.1 &amp; RI. 5.1.</b> Quote accurately from text to answer and infer, <b>RL. 5.2 &amp; RI. 5.2</b> Summarize text &amp; determine theme or main idea.</p> <p>Studying and applying vocabulary: <b>RL. 5.4 &amp; RI. 5.4</b> Academic and domain-specific vocabulary</p> <p>Reading grade-appropriate literature and informational text: <b>RL. 5.10 &amp; RI. 5.10</b> Complex text</p>	
READING STANDARDS CENTRAL TO THIS UNIT	<p><b>RL. 5.1 &amp; RI 5.1</b> Quote accurately from text to answer and infer</p> <p><b>RL. 5.2 &amp; RI 5.2</b> Summarize text &amp; determine theme</p> <p><b>RL. 5.3 &amp; RI 5.3</b> Compare/contrast two or more characters/ settings/ events or relationships between individuals, events, ideas/concepts</p> <p><b>RL. 5.4</b> Determine meaning of words/phrases/figurative within text</p> <p><b>RL.5.5</b> Explain chapters, scenes, or stanzas provide overall structure</p> <p><b>RL.5.6 &amp; RI 5.6</b> Point of view influences how events are described</p> <p><b>RL.5.9</b> Compare/contrast stories' themes/topics</p>	<p><b>RL. 5.1 &amp; RI 5.1</b> Quote accurately from text to answer and infer</p> <p><b>RL. 5.2 &amp; RI 5.2</b> Summarize text &amp; determine main ideas</p> <p><b>RL 5.3 &amp; RI 5.3</b> Explain relationships b/w individuals, events, ideas/concepts</p> <p><b>RL 5.4 &amp; RI 5.4</b> Meaning of academic/domain-specific words/phrases</p> <p><b>RI 5.5</b> Compare/contrast text structures</p> <p><b>RL 5.6 &amp; RI 5.6</b> Point of view influences how events are described</p> <p><b>RI 5.7</b> Draw on information from multiple print/digital</p> <p><b>RI 5.8</b> Author's use of reasons &amp; evidence to support points</p> <p><b>RI 5.9</b> Integrate information from several texts on the same topic.</p>
READING FOUNDATIONAL STANDARDS IN EACH UNIT	<p><b>RF 5.3</b> Phonics/decoding, multisyllabic words</p> <p><b>RF 5.4</b> Fluency</p>	
WRITING STANDARDS ACROSS UNITS	<p>Writing Types: <b>W.1</b> Opinion; Writing Process and Routine Writing: <b>W. 5.4</b> development and organization, <b>W. 5.5</b> Plan, revise, edit, <b>W. 5. 8</b> Gather &amp; sort info, summarize/paraphrase <b>W. 5.10</b> routine writing.</p>	
WRITING STANDARDS CENTRAL TO THIS UNIT	<p><b>W 5.2 Writing Informational</b> (NEW Writing)</p> <p><b>W 5.4</b> Development and organization</p> <p><b>W 5.5</b> Plan, revise, edit</p> <p><b>W 5.8</b> Gather &amp; sort info, summarize/paraphrase</p> <p><b>W 5.9</b> Draw evidence to support analysis</p>	<p><b>W. 5.1</b> Write opinion pieces (to a claim)</p> <p><b>W 5.4</b> Development and organization</p> <p><b>W 5.5</b> Plan, revise, edit</p> <p><b>W 5.6.</b> Use technology to produce and publish.</p> <p><b>W 5.7</b> Conduct research projects using several sources</p>



## SAUSD Common Core Aligned Curriculum Map: **Fifth Grade ELA – 2014-15**

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

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<p><b>ELD STANDARDS CENTRAL TO THIS UNIT</b></p>	<p><b>Collaborate: Part 1.A1</b> 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><b>Reading and Writing: Part 1 B6a</b> Describe ideas, phenomena and text relationships using key details based on close reading of text &amp; 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><b>Writing: Part 1 C10</b> Write short to longer informational text through joint construction, collaborative with peers or adults, and finally individually.</p> <p><b>Part 2 A.1</b> Structuring Cohesive Texts – how different text types are organized to express ideas (narrative – sequential - predictable stages) to comprehend &amp; write cohesive levels of text</p> <p><b>Language: Part 1 C11</b> Support opinions with evidence with substantial/ moderate/light support using basic/familiar/nuanced modal expressions</p> <p><b>Language: Part 2 C4</b> Expand noun phrases in <b>simple</b> (add adj. to noun); <b>variety of ways</b> (comparative/superlative, noun phrases or simple embedded clauses); <b>an increasing variety of ways</b> (noun phrases, complex clause embedding) in order to add detail.</p> <p><b>Language: Part 2 C6</b> Combine clauses to join ideas in <b>basic ways</b>: (you must ___ to ___) or provide evidence to support ideas/opinions (and, but, so), <b>increase variety of ways</b>: (compound &amp; complex sentences,), to a <b>wide variety of ways</b> (see standard)</p>	<p><b>Collaborate: Part 1.A1</b> 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><b>Reading and Writing: Part 1 B6a</b> Describe ideas, phenomena and text relationships using key details based on close reading of text &amp; 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><b>Writing: Part 1 C10</b> Write short to longer informational text through joint construction, collaborative with peers or adults, and finally individually.</p> <p><b>Writing: Part 2 A.</b> Structuring Cohesive Texts – how different text types are organized to express ideas (<b>expository – organized around ideas</b>) to comprehend &amp; write cohesive levels of text.</p> <p><b>Part 2 A.1</b> Structuring Cohesive Texts – how different text types are organized to express ideas (narrative – sequential - predictable stages) to comprehend &amp; write cohesive levels of text</p> <p><b>Language: Part 1 C11</b> Support opinions with evidence with substantial/ moderate/light support using basic/familiar/nuanced modal expressions</p> <p><b>Language: Part 2 C6</b> Combine clauses to join ideas in <b>basic ways</b>: (you must ___ to ___) or provide evidence to support ideas/opinions (and, but, so), <b>increase variety of ways</b>: (compound &amp; complex sentences,), to a <b>wide variety of ways</b> (see standard)</p>
<p><b>CROSS-CONTENT/ REAL WORLD CONNECTIONS</b></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>

# SAUSD Common Core Aligned Curriculum Map: Fifth Grade ELA – 2014-15

## 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		Grades 3-5 SBAC Testing (TBD) MAP (5/20-6/8) Writing Proficiency #3 (6/1-6/5), ADEPT (6/3-6/12)
TITLE	<b>Making of a Nation (continued)</b>	<b>Westward Expansion</b>
END OF UNIT PERFORMANCE TASK	You are a person in American Revolution. Develop an oral presentation with multi-media convincing other that the contributions you made to change were essential to the outcome and making of a new nation. Your presentation should have persuasive attributes (tone and use of emotive words). This can be a group or individual project.	Your family has an opportunity to move West. Write an argument in letter format persuading your family to stay or go.
BIG IDEAS AND ESSENTIAL QUESTION	<b>Big Idea:</b> New ideas cause changes in society.  <b>Essential Questions:</b> 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?	<b>Big Idea:</b> Expansion can be positive or negative depending on different perspectives.  <b>Essential Questions:</b> 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"> <li>Social Studies Unit</li> <li><i>If You Lived at the Time of the American Revolution</i>-Anchor</li> <li><i>The Night the Revolution Began</i>-Standard</li> <li><i>The Midnight Ride of Paul Revere</i>-Standard</li> <li><i>The Declaration of Independence</i>-Standard</li> <li><i>The Master Spy of Yorktown</i>-Standard</li> <li><i>Shhh! We're writing the Constitution</i>-Optional</li> <li><i>We, the People of the United</i> -Optional</li> </ul>	<ul style="list-style-type: none"> <li><i>Sacagawea's Journey</i>-Anchor</li> <li><i>Buffalo Hunt</i>-Standard</li> <li><i>The Journal of Wong Ming-Chung</i>-Standard</li> <li><i>The Coming of the Long Knives</i>-Standard</li> <li><i>Old Yeller and the Bear</i>-Read Aloud</li> <li><i>Bill Picket</i>-Optional</li> <li><i>McBroom the Rainmaker</i>-Read Aloud</li> </ul>
CONTENT STANDARDS	<b>HSS 5.5</b> 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	<b>HSS 5.8.</b> 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

## SAUSD Common Core Aligned Curriculum Map: Fifth Grade ELA – 2014-15

	<p>impact of key individuals during this period.</p> <p><b>HSS 5.6</b> 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>	<p>transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 2. Name the states and territories that 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.</p>
<b>READING STANDARDS ACROSS UNITS</b>	<p>Citing Evidence and Analyzing Content: <b>RL. 5.1 &amp; RI. 5.1.</b> Quote accurately from text to answer and infer, <b>RL. 5.2 &amp; RI. 5.2</b> Summarize text &amp; determine theme or main idea.</p> <p>Studying and applying vocabulary: <b>RL. 5.4 &amp; RI. 5.4</b> Academic and domain-specific vocabulary</p> <p>Reading grade-appropriate literature and informational text: <b>RL. 5.10 &amp; RI. 5.10</b> Complex text</p>	
<b>READING STANDARDS CENTRAL TO THIS UNIT</b>	<p><b>RL. 5.1 &amp; RI 5.1</b> Quote accurately from text to answer and infer</p> <p><b>RL. 5.2 &amp; RI 5.2.</b> Summarize text &amp; determine main ideas</p> <p><b>RL 5.3 &amp; RI 5.3</b> Explain relationships b/w individuals, events, ideas/concepts</p> <p><b>RL 5.4 &amp; RI 5.4</b> Meaning of academic/domain-specific words/phrases</p> <p><b>RI 5.5</b> Compare/contrast text structures</p> <p><b>RL 5.6 &amp; RI 5.6</b> Point of view influences how events are described</p> <p><b>RI 5.7</b> Draw on information from multiple print/digital</p> <p><b>RI 5.8</b> Author's use of reasons &amp; evidence to support points</p> <p><b>RI 5.9</b> Integrate information from several texts on the same topic</p>	<p><b>RL. 5.1 &amp; RI 5.1</b> Quote accurately from text to answer and infer</p> <p><b>RL. 5.2 &amp; RI 5.2.</b> Summarize text &amp; determine main ideas</p> <p><b>RL 5.3 &amp; RI 5.3</b> Explain relationships b/w individuals, events, ideas/concepts</p> <p><b>RL 5.4 &amp; RI 5.4</b> Meaning of academic/domain-specific words/phrases</p> <p><b>RI 5.5</b> Compare/contrast text structures</p> <p><b>RL 5.6 &amp; RI 5.6</b> Point of view influences how events are described</p> <p><b>RI 5.7</b> Draw on information from multiple print/digital</p> <p><b>RI 5.8</b> Author's use of reasons &amp; evidence to support points</p> <p><b>RI 5.9</b> Integrate information from several texts on the same topic</p>
<b>READING FOUNDATIONAL STANDARDS IN EACH UNIT</b>	<p><b>RF 5.3</b> Phonics/decoding, multisyllabic words, <b>RF 5.4</b> Fluency</p>	
<b>WRITING STANDARDS ACROSS UNITS</b>	<p>Writing Types: <b>W.1</b> Opinion; Writing Process and Routine Writing: <b>W. 5.4</b> development and organization, <b>W. 5.5</b> Plan, revise, edit, <b>W. 5. 8</b> Gather &amp; sort info, summarize/paraphrase <b>W. 5.10</b> routine writing</p>	
<b>WRITING STANDARDS CENTRAL TO THIS UNIT</b>	<p><b>W. 5.1</b> Write opinion pieces</p> <p><b>W 5.4</b> Development and organization</p> <p><b>W 5.5</b> Plan, revise, edit</p> <p><b>W 5.6.</b> Use technology to produce and publish.</p> <p><b>W 5.8</b> Gather &amp; sort info, summarize/paraphrase</p> <p><b>W 5.7</b> Conduct research projects using several sources</p>	<p><b>W. 5.1</b> Write opinion pieces</p> <p><b>W 5.4</b> Development and organization</p> <p><b>W 5.5</b> Plan, revise, edit</p> <p><b>W 5.6.</b> Use technology to produce and publish.</p> <p><b>W 5.7</b> Conduct research projects using several sources</p> <p><b>W 5.8</b> Gather &amp; sort info, summarize/paraphrase</p>

## SAUSD Common Core Aligned Curriculum Map: **Fifth Grade ELA – 2014-15**

	<b>W 5.9</b> Draw evidence to support analysis	<b>W 5.9</b> Draw evidence to support analysis
<b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b>	Conducting Discussions: <b>SL. 5.1</b> Participate in collaborative conversations Report Findings: <b>SL. 5.6</b> Adapt speech/language to a variety of contexts and tasks	
<b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b>	<b>SL 5.1</b> Participate in in collaborative discussions. <b>SL 5.3</b> Summarize points a speaker or media source claims <b>SL5.4.</b> 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	<b>SL 5.1</b> Participate in in collaborative discussions. <b>SL5.2.</b> Summarize a written text read aloud or information from diverse formats <b>SL5.3.</b> Summarize points a speaker or media source claims
<b>LANGUAGE STANDARDS ACROSS UNITS</b>	Study and apply grammar: <b>L. 5.1</b> Conventions, Grammar and usage <b>L5.2.</b> Capitalization, punctuation, and spelling <b>L5.3</b> Knowledge of language Study and apply vocabulary: <b>L5.4.</b> Clarify meaning of unknown/multi-meaning words <b>L5.5.</b> Understand figurative language, word relationships <b>L5.6</b> Acquire & use of grade-level words	
<b>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</b>	<b>L5.1.</b> Conventions, Grammar and Usage <b>L5.1a</b> Function of conjunctions, prepositions <b>L5.1c</b> Use verb tense to convey times/conditions <b>L5.1d</b> Recognize and correct shifts in verb tense <b>L5.1e</b> Use correlative conjunctions <b>L5.2</b> Capitalization, punctuation, and spelling <b>L5.2.a</b> Punctuation in a series <b>L5.2b.</b> Commas to separate an introductory element <b>L5.2d.</b> Punctuate titles of works correctly <b>L5.2.e</b> Spell correctly <b>L5.3a</b> Expand, combine, and reduce sentences <b>L5.3b.</b> Compare and contrast the varieties of English in text <b>L5.4.a</b> Vocabulary - Context clues <b>L5.4.b</b> Vocabulary - Greek and Latin affixes and roots as clues <b>L5.4c.</b> Consult reference materials <b>L5.5.a</b> Simple similes and metaphors <b>L5.5.c</b> antonyms/ synonyms/ homographs	<b>L5.1.</b> Conventions, Grammar and Usage <b>L5.1a</b> Function of conjunctions, prepositions <b>L5.1c</b> Use verb tense to convey times/conditions <b>L5.1d</b> Recognize and correct shifts in verb tense <b>L5.1e</b> Use correlative conjunctions <b>L5.2</b> Capitalization, punctuation, and spelling <b>L5.2.a</b> Punctuation in a series <b>L5.2b.</b> Commas to separate an introductory element <b>L5.2d.</b> Punctuate titles of works correctly <b>L5.2.e</b> Spell correctly <b>L5.3a</b> Expand, combine, and reduce sentences <b>L5.3b.</b> Compare and contrast the varieties of English in text <b>L5.4.a</b> Vocabulary - Context clues <b>L5.4.b</b> Vocabulary - Greek and Latin affixes and roots as clues <b>L5.4c.</b> Consult reference materials <b>L5.5.a</b> Simple similes and metaphors <b>L5.5.c</b> antonyms/ synonyms/ homographs

## SAUSD Common Core Aligned Curriculum Map: Fifth Grade ELA – 2014-15

<p><b>ELD STANDARDS CENTRAL TO THIS UNIT</b></p>	<p><b>Collaborate: Part 1.A1</b> 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><b>Reading: Part 1 B6a</b> Describe ideas, phenomena and text relationships using key details based on close reading of text &amp; 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><b>Writing: Part 1 C10</b> Write short to longer informational text through joint construction, collaborative with peers or adults, and finally individually.</p> <p><b>Reading and Writing: Part 2 A.1</b> Structuring Cohesive Texts – how different text types are organized to express ideas (narrative – sequential - predictable stages) to comprehend &amp; write cohesive levels of text</p> <p><b>Language: Part 1 C11</b> Support opinions with evidence with substantial/ moderate/light support using basic/familiar/nuanced modal expressions</p> <p><b>Language: Part 2 C6</b> Combine clauses to join ideas in <b>basic ways</b>: (you must __ to __) or provide evidence to support ideas/opinions (and, but, so), <b>increase variety of ways</b>: (compound &amp; complex sentences,), to a <b>wide variety of ways</b> (see standard)</p>	<p><b>Collaborate: Part 1.A1</b> 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><b>Part 1 B6a</b> Describe ideas, phenomena and text relationships using key details based on close reading of text &amp; viewing of multimedia with substantial/moderate/light support. <b>b.</b> Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words.</p> <p><b>Reading and Writing: Part 2 A.</b> Structuring Cohesive Texts – how different text types are organized to express ideas (narrative – sequential - predictable stages) to comprehend &amp; write cohesive levels of text.</p> <p><b>Writing: Part 1 C10</b> Write short to longer informational text through joint construction, collaborative with peers or adults, and finally individually.</p> <p><b>Writing: Part 2 A.</b> Structuring Cohesive Texts – how different text types are organized to express ideas (<b>expository – organized around ideas</b>) to comprehend &amp; write cohesive levels of text</p> <p><b>Language: Part 1 C11</b> Support opinions with evidence with substantial/ moderate/light support using basic/familiar/ nuanced modal expressions.</p> <p><b>Language: Part 2 C6</b> Combine clauses to join ideas in <b>basic ways</b>: (you must __ to __) or provide evidence to support ideas/opinions (and, but, so), <b>increase variety of ways</b>: (compound &amp; complex sentences,), to a <b>wide variety of ways</b> (see standard)</p>
<p><b>CROSS-CONTENT/ REAL WORLD CONNECTIONS</b></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>