Milford Public Schools
Excellence ★ Honor ★ Tradition

Curriculum Vision Statement

Milford Public Schools believes curriculum is a sequence of high-quality learning experiences aligned to prioritized standards that support all learners. Our curriculum is grounded in Milford's Vision of the Learner: the belief that all learners in our community will engage in assured experiences that are rooted in scholarship, personal development, citizenship, creativity, and innovation.

Through our district's model of High Quality Instruction, all learners will develop a strong knowledge of content and skills while they challenge themselves, exhibit high levels of agency, work autonomously, take risks, live a healthy lifestyle, and develop a sense of community awareness and engagement - where everyone is able to think and act beyond themselves as individuals.

Curriculum Position Statement

Milford Public Schools believes curriculum encompasses instruction, assessment, and professional learning.

- **Curriculum establishes the knowledge economy of what learners will know and be able to do through assured experiences.**
- **The district's model for High-Quality Instruction involves intentionally engineering environments where agency is cultivated through actionable feedback, a growth mindset, and developmental relationships among all learners.**
- **Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.**

Because ongoing learning is at the center of everything we do, adult learners engage in a cycle of professional learning experiences that allow them to expand their understanding of their own needs and the developing needs of diverse learners so that through continuous reflection, evaluation, and revision they can improve learning experiences within all environments.

MPS High Quality Instruction (HQI)
MPS Vision of the Learner
Developmental Relationships Framework

MPS Academic Expectations
MPS Curriculum Revision Cycle
MPS Curriculum Revision Calendar

Grade 5 Overview

Concept(s)	Length of Unit	Big Ideas / Enduring Understanding(s)
Launching for Agency With Choice	**2-3 weeks**	• Writers engage in a process to capture their ideas, write, and share their writing with others. • Writers build agency through solving problems flexibly and independently. • Writers reflect, set goals, and work towards meeting goals, making adjustments as needed. • Writers collaborate with peers to grow ideas and work through the writing process.
Narrative	**6-7 weeks**	• Readers take charge of their reading life by grounding their thinking around writing about reading with voice and investment. • Readers raise the level of talking and writing about text through collaboration. • Writers generate personal narratives. • Writers move through the writing process by rehearsing, drafting, revising, and editing. • Writers learn from mentor texts.
Diving Deeper Into Nonfiction Texts	**6-8 weeks**	• Readers work with text complexity. • Readers apply knowledge about nonfiction reading to drive inquiry projects. • Writers flash-draft about topics that interest them. • Writers focus their research reports to teach and engage readers.
Interpretation Book Clubs and Graphic Novels	**6-8 weeks**	• Readers raise the level of talking and writing about texts through *Book Clubs.* • Examining themes within a book reveals connections to our lives. • Readers connect ideas to form theories. • Writers can communicate their ideas in drawings. • Studying mentors can help with our own writing.
Taking a Stance On Debatable Issues	**7-9 weeks**	• Readers strengthen research skills by investigating issues. • Readers raise the level of research by tackling more difficult texts. • Readers research a new issue with more agency and independence. • Writers establish and support positions. • Writers build powerful arguments using critical perspectives. • Writers use their voice for real-life purposes and audiences.

Pre Unit 1	**Launching for Agency with Choice** Understanding systems and structures help to build a classroom of independent problem solvers. Students will develop and demonstrate **agency** and **independence**, while immersing themselves in the writing process.	**Length of Unit**	2-3 weeks

Essential Questions	• What process can we follow to guide us through communicating our thoughts with others? • How do we solve problems during the writing workshop? • How does studying mentor texts strengthen our writing?
Standards	Speaking & Listening: SL.5.1 Language: L.5.3 Writing: W.5.1, 5.2, 5.3, 5.10
Key Vocabulary	independence, agency, choice, problem solver, obstacle, rehearse, draft, plan, revise, edit, opinion, informative/explanatory, narrative, goals, feedback

Critical Content: ***Students will KNOW...***	**Key Skills:** ***Students will be able to (DO)...***
• the steps of the writing process • how to find and utilize materials and tools • ways in which they can solve problems and overcome obstacles independently • that by writing more they will build stamina • when to work in partnerships and collaborate with peers • writers set, monitor, and adjust goals	• follow the writing process to communicate their ideas to others. • locate various tools that they need as a writer. • use various strategies to solve problems flexibly and independently. • write routinely over extended periods of time. • collaborate with peers at different times through the writing process to support growth. • reflect on their process and make goals for moving forward.

Evidence of Learning:
(Student learning will be measured by . . .)
	Writing:
	• Anecdotal notes/observational data, interest inventories in regards to:
	  ○ process, demonstrating stamina, building agency
	  ○ topics of interest, peer interactions, collaboration
	  ○ viewing themselves as writers - reflecting and setting goals

Unit 1	**Narrative Craft** Delving deeper into texts helps readers and writers take charge of their reading and writing life.	**Length of Unit**	6 -7 weeks

Essential Questions	• How can I deepen conversations about text? • How can I ground my thinking in reading and writing around multiple texts? • How can I read with a writer's eye?
Standards	Reading Literature: RL.5.1- 5.4 Reading Foundational Skills: RF.5.3, RF.5.4 Speaking & Listening: SL.5.1; SL.5.2; SL.5.4 Language: L.5.1-5.3; 5.3a; L.5.5; 5.5.a; 5.6 Writing: W.5.3, 5.5; W.5.7; W.5.8; W.5.9; W.5.9.a https://portal.ct.gov/-/media/SDE/CT-Core-Standards/2014/06/CCS-ELA_K-5_Standards_Progression.pdf
Key Vocabulary	analyze, apply, author's message, central idea, character traits, claims, compare, complex, conflict, contrast, debate, dialogue, draft, edit, elaborate, engage, evidence, excerpt, external, infer, interactions, internal dialogue, internal struggle, interpretations, journey, motivation, narrative, negative, perspective, reflect, rehearse, relationship, revise, secondary character, supportive, theme, theory, turning point, viewpoint

Critical Content ***Students will KNOW…***	**Key Skills:** ***Students will be able to (DO)…***
how to analyze texts in a variety of ways and support their thinking within and across texts.	● quote accurately from a text ● draw inferences from the text ● summarize text ● describe how point of view influences text ● analyze how visual and multimedia elements contribute to the meaning of a text ● compare and contrast ○ characters, settings, or events ○ stories in the same genre ○ author's approaches to similar themes and topics
how to use strategies for determining word meanings and utilize grade appropriate vocabulary.	● demonstrate understanding of figurative language, word relationships, and nuances in word meanings and phrases ● acquire and use grade-appropriate words and phrases ○ academic, domain-specific
how to conduct productive discussions/presentations around a text or topic.	● engage in collaborative discussions ● summarize text read aloud ● present a topic ○ sequence ideas logically ○ use relevant facts ○ speak clearly ● adapt speaking to appropriate tasks and situations
how to write to appropriate tasks and situations.	● write across a variety of genres ○ opinion ○ narrative ○ informational ● write in a clear, organized way

Evidence of Learning:	Reading: ● Anecdotal notes and written responses showing evidence of

(Student learning will be measured by . . .)	○ summarizing, determining theme, making inferences, comparing and contrasting various elements of texts ● Individual reading conference notes showing evidence of ○ reading with accuracy and fluency ○ decoding and determining the meaning of key vocabulary and tricky words Writing: ● Anecdotal notes, daily writing pieces, published pieces and/or checklists showing evidence of ○ Creating a volume of writing demonstrating stamina, planning, editing and revising ○ using a mentor text to add craft to their writing

Unit 2	**Diving Deeper Into Nonfiction Texts** Critical thinking lifts the level of understanding around complexities of nonfiction text.	**Length of Unit**	6 - 8 weeks

Essential Questions	• How can I rise to the challenges of complex nonfiction texts? • How can I apply knowledge about nonfiction reading? • How can I write research reports which engage readers?
Standards	Reading Information: RI.5.1-5.5; RI.5.7-5.10 Speaking & Listening: SL.5.1-5.6 Language: L.5.1- 5.6 L.6.2.a Writing: W.5.2; W.5.4;W.5.7-5.10;W.6.2
Key Vocabulary	author's craft, cause/effect, central idea(s), charts, chronological, claim, compare/contrast, complex/hybrid, contradiction, diagrams, headings, hypothesis, illustrations, investigate, main idea(s), nonfiction, perspective, prefixes, primary research, primary source, problem/solution, roots, structure, subheadings, suffixes, summarize, synthesize, technical, text features, timeline, Webb's Depth of Knowledge

Critical Content: *Students will KNOW...*	**Key Skills:** *Students will be able to (DO)...*

how to analyze a variety of informational sources to support their thinking and research efficiently.	• quote accurately from a text
	• determine main ideas of a text
	• summarize text
	• explain concepts based on specific information from text
	• determine meaning of academic vocabulary
	• analyze information from multiple print and digital sources
	• compare and contrast overall structure
	  ○ chronology
	  ○ comparison
	  ○ cause/effect
	  ○ problem/solution

how to use strategies for determining word meanings and utilize grade appropriate vocabulary.	• demonstrate understanding of conventions of language • acquire and use grade-appropriate words and phrases ○ academic, domain-specific

how to conduct informative discussions/presentations around a multi-sourced, researched idea or topic.	• engage in collaborative discussions
	• summarize
	  ○ texts read aloud
	  ○ points a speaker makes
	  ○ claims supported by reasons and evidence
	• present a topic
	  ○ sequence ideas logically
	  ○ use relevant facts
	  ○ speak clearly
	  ○ include multimedia components

how to research, then write to convey information.	• write informative texts • write in a clear, organized way • use technology to produce and publish writing • create short research projects using a variety of resources • gather information from multiple resources

Evidence of Learning: ***(Student learning will be measured by . . .)***	Reading: ● Anecdotal notes and written responses showing evidence of ○ determining main idea, asking questions about key details, learning new vocabulary and accumulating information within texts ● Individual reading conference notes showing evidence of ○ reading with accuracy and fluency ○ decoding and determining the meaning of key vocabulary and tricky words Writing: ● Anecdotal notes, daily writing pieces, published pieces and/or checklists showing evidence of ○ Creating a volume of writing demonstrating stamina, planning, editing and revising ○ using a mentor text to add craft to their writing

Unit 3	**Exploring Themes Through a Critical Lens and Graphic Novels** Questioning and critiquing text helps readers to develop deeper comprehension. Writing in a new medium can be entertaining for the writer and the reader.	**Length of Unit**	7-9 weeks

Essential Questions	• How can I lift the level of my comprehension? • How can I use pictures and words to make my writing irresistible for the reader to turn the page?
Standards	**Reading Literature:** RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **Speaking & Listening:** SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

	Language: L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). **Writing:** W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) W.5.9a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
Key Vocabulary	author's craft, complex, envision, external, flashback/flash-forward, foreshadow, infer, insight, internal, transitional phrases, traits, motivation, mood, graphic novel, comics, visuals

Critical Content ***Students will KNOW...***	**Key Skills:** ***Students will be able to (DO)...***

how to navigate complex text with higher levels of comprehension and interpretation.	• quote accurately from the text
	• explain what a text says explicitly
	• draw inferences from the text
	• determine theme
	• summarize text
	• compare and contrast
	  ○ characters, settings, or events
	  ○ stories in the same genre
	  ○ author's approaches to similar themes and topics

	• explain how chapters, scenes, or stanzas fit together in the overall structure of a text • describe how point of view influences text • analyze how visual and multimedia elements contribute to a text

how to choose appropriate strategies for determining word meanings in text, and utilize grade appropriate vocabulary.	• determine meaning of words and phrases
	  ○ general academic
	  ○ domain specific
	  ○ multiple-meaning
	  ○ figurative language

how to engage in deep literary conversations.	• engage in collaborative discussions
	• report on a topic or text
	  ○ sequences ideas
	  ○ support main ideas with facts and details
	• speak clearly
	• include multimedia components
	• adapt speaking to appropriate tasks and situations

how to develop writing in pictures that is clear, concise, and powerful.	• write narratives through pictures to develop real or imagined experiences or events
	• develop writing with pictures that include
	  ○ dialogue, description, sensory details
	  ○ pacing, concrete words and phrases
	• write appropriate to task, purpose, and audience
	• develop and strengthen writing as needed
	  ○ planning, revising, editing, rewriting, or trying a new approach with guidance and support

Evidence of Learning: ***(Student learning will be measured by . . .)***	Reading:
	• Anecdotal notes and written responses showing evidence of
	  ○ summarizing, determining theme, making inferences, comparing and contrasting various elements of texts, quoting accurately from texts
	• Individual reading conference notes showing evidence of
	  ○ reading with accuracy and fluency
	  ○ decoding and determining the meaning of key vocabulary and tricky words

	Writing: ● Anecdotal notes, daily writing pieces, published pieces and/or checklists showing evidence of ○ Creating a volume of writing demonstrating stamina, planning, editing and revising ○ using a mentor text to add craft to their writing

Unit 4	**Taking a Stance On Debatable Issues** Refining nonfiction reading skills allows students to access dense material while researching topics and developing positions.	**Length of Unit**	7-9 weeks

Essential Questions	● How can I access difficult nonfiction material? ● How can I engage in complex discussions and take a stance on a topic? ● How can I write powerful arguments to share my perspective?
Standards	Reading Information: RI.5.1- RI.5.6, RI.5.8, RI.5.9, RI.5.10 Speaking & Listening: SL.5.1-SL.5.4, SL.5.6 Language: L.5.2-L.5.6, Writing: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9.b, W.5.10, W.6.1
Key Vocabulary	acknowledge, analyze, argument, assumption, claim, conclude, counterargument, credibility, critically, debate, discrediting, discussion, editor, editorial, ethical, evaluate, evidence, fortify, judgement, one-sided, opinion, oppose/opposition, overview, perspective, persuade, position, quotes, reasons, rebut, relevant, rehearse, skeptically, sources, stakeholder, stance, statistic, summary, support, sway, thesis, unsubstantiated

Critical Content ***Students will KNOW...***	**Key Skills:** ***Students will be able to (DO)...***

how to use a variety of strategies to access more difficult nonfiction material with deeper understanding.	• quote accurately from the text
	• explain what a text says explicitly
	• draw inferences from the text
	• determine two or more main ideas
	• support main ideas with details
	• summarize text
	• explain how topics/concepts are related in a text
	• read and comprehend informational texts at the high end of grades 4-5 text complexity
	  ○ history/social studies
	  ○ science
	  ○ technical texts

how to choose appropriate strategies for determining word meanings in a nonfiction text, and utilize grade appropriate vocabulary.	• determine meaning of words and phrases
	  ○ general academic
	  ○ domain specific
	  ○ multiple-meaning
	  ○ figurative language

how to use multiple sources to strengthen and validate knowledge in order to present on a topic.	• compare and contrast the structure of events, ideas, concepts, or information in two or more texts
	  ○ chronology, comparison, cause/effect, problem/solution
	• analyze multiple accounts of the same topic
	  ○ determine similarities and differences in point of view
	• integrate information from several texts on the same topic
	• write or speak about a subject

how to acquire important information about a topic by listening, and discuss and report on the topic using strong evidence to support thinking.	• engage in collaborative discussions • summarize text read aloud or points a speaker makes • explain how a claim is supported by reasons and evidence

	• report on a topic or text • sequences ideas • support main ideas with facts and details • speak clearly
how to write research-based opinions and arguments with reasons and evidence.	• summarize or paraphrase information in notes • write opinion pieces supporting a point of view with reasons and information • write arguments to support claims with reasons and evidence • write appropriate to task, purpose, and audience • develop and strengthen writing as needed ○ planning, revising, editing, rewriting, or trying a new approach with guidance and support • create research projects drawing on a variety of resources • capitalize, punctuate, and spell appropriately for grade 5 • apply grade level language conventions when writing, speaking, reading or listening • provide a list of sources

Evidence of Learning: ***(Student learning will be measured by . . .)***	Reading:
	• Anecdotal notes and written responses showing evidence of
	  ○ determining main idea, asking questions about key details, learning new vocabulary and accumulating information across texts
	• Individual reading conference notes showing evidence of
	  ○ reading with accuracy and fluency
	  ○ decoding and determining the meaning of key vocabulary and tricky words
	Writing:
	• Anecdotal notes, daily writing pieces, published pieces and/or checklists showing evidence of
	  ○ creating a volume of writing demonstrating stamina, planning, editing and revising
	  ○ using a mentor text to add craft to their writing