

Platte #1 Curriculum Map

Subject: Language Arts

Teacher/Department: Fifth Grade

Unit of Study and Time	Essential Questions/Content	Objectives/ Learning Targets	Resources	Projects/Activities	Assessment	Standard *Bold=Assessed
Quarter One Weeks One - Six Literacy Lab	Students will: ● Cite text evidence when analyzing a text. ● Provide objective summaries of both informational texts and literature. ● Generate hypotheses on an author's theme(s). ● Determine the meaning of unfamiliar vocabulary, choosing flexibly from a range of strategies. ● Make and support claims about the author's theme and an author's purpose using evidence from the text. ● Strengthen writing by revising, rewriting, or trying a new approach.	Story Elements Literature: ● Identify the protagonist /antagonist in literature; determine appropriate character traits and support with evidence from the text ● Identify the setting and how it adds to the story ● Determine the major events in a story (rising action/falling action/resolution) ● Identify the climax of the story and support with evidence from the text	ARC Literacy Launch Unit <u>My Teacher is an Alien</u> by Bruce Coville <u>UFO Crash Sites</u> Accelerated Reader ReadWorks Step Up to Writing *Section 2; Section 5	Specific Skill Instruction for all fifth graders: Read Like a Detective: ● Clues to Understanding - text features, author/series, genres How readers look to other readers to find good books ● Summarize and recommend information text ● Summarize and recommend fiction Academic Vocabulary: ● Why vocabulary matters ● Context clues ● Word parts as clues Author's Theme: ● Theme ● Purpose for writing Read and Write Like an Author of Narratives: ● Characters in conflict ● Key events ● Story structure and coherence ● Nuances in meaning ● Figurative language ● Editing/Publishing /Presenting	Establishing IRLA Baseline and setting power goals Writing: Theme Paper- Write an opinion paper, stating and supporting themes; tied to story elements throughout the book. Literature: Characters in Conflict Create Themes - graphic organizer for a self-selected novel Literature: Create a Plot Line for a self-selected novel	RI.5.1 RL.5.1 RI.5.2 RL.5.2 RI.5.3 RL.5.3 RI.5.4 RL.5.4 RI.5.5 RL.5.5 RI.5.6 RL.5.6 RI.5.10 RL.5.10 RF.5.3 RF.5.4 W5.1 W5.3 W5.4 W5.5 W5.9 W5.10 SL.5.1 L.5.4

Quarter Two Weeks 7 - 18 Informational Research Lab - Ecosystems	Students will: - Find supporting evidence to help with comprehension and the author's opinion. - Write an informative text/research paper with evidence from other references - Conduct strong research to aid in writing a paper. - Decide which sources are considered to be valuable. - Use evidence to make a presentation stronger. - Be aware of my audience and word choice. - Use print/digital resources to locate an answer within a text. - Accurately quote from fictional and informational text - Determine main idea and details and form a summary - Compare and contrast relationships in interaction of a text - Analyze text structure of two or more texts - Note similarities and differences of point of view - Use text evidence - Comprehend grade level informational text	Students will demonstrate beginning expertise in both informational text and the Unit content by producing well-researched informational text. Story Elements Literature: - Identify the protagonist /antagonist in literature; determine appropriate character traits and support with evidence from the text - Identify the setting and how it adds to the story - Determine the major events in a story (rising action/falling action/resolution) - Identify the climax of the story and support with evidence from the text - Read and comprehend literature and informational texts, including stories, dramas, poetry, history/social studies, science, and technical texts	ARC Ecosystems Unit Arc Informational Reading unit Tubs Novel Study: Core Text: <u>Wild Rescuers: Guardians of the Taiga:</u> by Stacy Plays Chromebook Research Accelerated Reader Step Up to Writing *Section 4; Section 7	Reading Informational Text: Main Idea - Topic vs. Main Idea - Key Detail vs. Not a Key Detail - Constructed Response Thinking Map Key Details Informational Text Structures Analyze Informational Mentor Texts Drafting - Noticing and Defining Academic Vocabulary - Text Features Revising - Focus - Content - Organization - Style Editing and Illustrating Publishing and Presenting	Informational Reading and Writing: Students will read a variety of informational texts in order to write their own informational book: RQ#1 Describe the key characteristics of your ecosystem RQ#2 (revised) Who are the producers in your ecosystem? RQ#3 (revised) Who are the consumers of your ecosystem? RQ#4 (revised) Who are the decomposers in your ecosystem? Constructed response to an essay question based on ecosystems. Students will be able to infer using prior knowledge from ecosystem research to pull out textual evidence to support constructed responses. Comparative Analysis Essay	RF.3, RF.4, RL.10 - IRLA: update progress and power goals <u>RI.5.1</u> <u>RI.5.2</u> <u>RI.5.3</u> <u>RI.5.4</u> <u>RI.5.5</u> <u>RI.5.6</u> <u>RI.5.7</u> <u>RI.5.8</u> <u>RI.5.9</u> RI.5.10 W.5.1 <u>W.5.2.</u> <u>W.5.7</u> <u>W.5.9</u> RI.5.10 RL.5.10 RF.5.4 W.5.3 W.5.4

End of Quarter Two Weeks 15 - 18 Genre Study - Overview all Genres		Read and comprehend literature and informational texts, including stories, dramas, poetry, history/social studies, science, and technical texts	ARC Genre Cards Accelerated Reader	Overview of Genres: - Adventure - Poetry - Biography - Historical Fiction - If you have time, add the optional genre of Greek and Roman Myths		RF.3, RF.4, RL.10 - IRLA: update progress and power goals RI.5.5 RL.5.5 RI.5.10 RL.5.10
Quarter Three Weeks 19 - 28 Genre Study - Adventure/Realistic Fiction	- What is the theme/message of this text and how is it conveyed through particular story elements? Students will: - Cite text evidence when analyzing a text. - Provide objective summaries of both informational texts and literature. - Generate hypotheses on an author's theme(s). - Determine the meaning of unfamiliar vocabulary, choosing flexibly from a range of strategies. - Make and support claims about the author's theme and an author's purpose using evidence from the text. - Strengthen writing by revising, rewriting, or trying a new approach.		Genre: Realistic Fiction Anchor Text - <i>Hatchet</i> by Gary Paulsen Accelerated Reader Step Up to Writing *Section 6	Literary Elements: Review Story Elements: - Setting - Characters - Plot Character-Theme Analysis - Theme/Message - Protagonist - Antagonist - Supporting Characters Setting-Theme Analysis - Factual Basis - Physical Setting - Social Setting - Cultural - Social Setting - Rules Plot-Theme Analysis - Factual Basis - Conflicts/Resolutions - Key Scenes - Dialogue	Pre Assessment on Key Question 3 Constructed Responses to Key Question Short Story -Students will write a narrative	RF.3, RF.4, RL.10 - IRLA: update progress and power goals RF5.4 RL.5.2 RL.5.3 RL.5.8 RL.5.9 W.5.1 W.5.3 W.5.4 W.5.5 W.5.9

Quarter Four Weeks - 29 - 37 Informational Research Lab - Civil War	Research Questions/Prompts In regards to a Civil War Era person: 1. Select the 10 events that are most important to the selected Civil War Era person, and put those events on a timeline. 2. Where did the person live/come from? How did geography influence this person's life? 3. How did the institution of slavery affect the life of the person? What was his/her relationship to the African American community? 4. What political, economic, and social issues influenced the person? 5. What major events and personalities of the era affected the person's life? 6. What major reform movements affected the person, and how? 7. How did Reconstruction affect the person? What happened to him/her during this time?	Learning Targets: The student will: 1. Analyze multiple accounts of the same event or topic, describing how points of view are different. 2. Explain reasons and evidence to support particular points in a text. 3. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 4. Gather relevant information from print and digital sources, summarize or paraphrase information , and provide a list of sources.	ARC Unit 4: Argument Research Lab; Civil War Era Genre: Informational Text Core Text: <i>What Was America's Deadliest War? And other questions about the Civil War</i> by: Martin W. Sandler Chromebook Research <u><i>Behind Rebel Lines</i></u> By Seymour Reit Novel Study Accelerated Reader Step Up to Writing *Section 7	• Complete the Final Project Organizer • Argumentative Essay • Optional Oral Presentation Project • Opinion Essay • Life Size Civil War Character • Civil War Walk/Hallway Characters holding essay (Parents invited in on night to view)	• Final Project Organizer • Argumentative Essay (Opinion paper/Civil War Hero...or not?)	Standards: RF.3, RF.4, RL.10 - IRLA: update progress and power goals L5.2 L5.6 RI5.2 RI5.10 W5.1 W5.2 W5.4 W5.7 W5.9 SS.05.2CCD.01 SS.05.2CCD.02 SS.05.3PDC.01 SS.05.4TCC.01 SS.05.5PPE.01
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