Platte #1 Curriculum Map ge Arts Teacher/Department: Fifth Grade

Subject: Language Arts

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

End of Quarter One - Beginning Quarter Two Weeks 7 - 14 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	Students will demonstrate beginning expertise in both informational text and the Unit content by producing well-researched informational text.	ARC Ecosystems Unit Arc Informational Reading unit Tubs Chromebook Research Accelerated Reader Step Up to Writing *Section 4; Section 7	Reading Informational Text: Main Idea	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? RQ#5/6 (revised) Construct a food web to describe how matter cycles and energy moves through your ecosystem. RQ#7 How are the	RF.3, RF.4, RL.10 - IRLA: update progress and power goals RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI5.10 W5.1 W.5.2. W.5.7 W.5.9 RI.5.10 RF.5.4 W5.3 W5.4
	relationships in interaction of a text				moves through your ecosystem.	

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 - School Pace Accelerated Reader	Overview of Genres:	RQ#8 What are the threats to the health and stability of your ecosystem? What might be done to protect it?	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 - Mystery & Forensic	What is the theme/message of this text and how is it conveyed through particular story elements?	Analyze information from multiple texts to compare and make generalizations about the mystery genre	Genre: Fiction – Mystery Anchor Text - The Kidnappers by Willo Davis Roberts Accelerated Reader Step Up to Writing *Section 6	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 Comparative Analysis Essay Short Story (optional)	RF.3, RF.4, RL.10 - IRLA: update progress and power goals RF5.4 RL.5.2 RL.5.3 RL.5.8 RL5.9 W.5.1 W.5.3 W.5.4 W.5.5 W.5.5

Quarter Four	Research Questions/Prompts	Learning Targets:	ARC Unit 4:			Standards:
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.	Learning Targets: The student will: 1. Analyze multiple accounts of the same event or topic, describing	ARC Unit 4: Argument Research Lab; Civil War Era Genre: Informational Text Core Text: What Was America's Deadliest	 Complete the Final Project Organizer Argumentative Essay Optional Oral Presentation Project Opinion Essay Life Size Civil War 	 Final Project Organizer Argumentative Essay (Opinion paper/Civil War Heroor not?) 	RF.3, RF.4, RL.10 - IRLA: update progress and power goals L5.2 L5.6
	 Where did the person live/come from? How did geography influence this person's life? How did the institution of slavery affect the life of the person? What was his/her relationship to the African American community? What political, economic, and social issues influenced the person? What major events and personalities of the era affected the person's life? What major reform movements affected the person, and how? How did Reconstruction affect the person? What happened to him/her during this time? 	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.	War? And other questions about the Civil War by: Martin W. Sandler Chromebook Research Accelerated Reader Step Up to Writing *Section 7	Character Civil War Walk/Hallway Characters holing essay (Parents invited in on nigh to view)	rietoor not?)	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