

Hillsborough Township Public Schools
Grade 5

ELA Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit I: Reading and Writing Realistic Fiction/Narrative							
6 weeks							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details.</p>	<p>RL5.2 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.</p>	<p>Define theme (a lesson the author is revealing- <i>honesty is the best policy</i>)</p> <p>Analyze details in a text (e.g. how characters respond to challenges) to determine a theme (author's overall message)</p> <p>Define and compose summary (a shortened version of the text that states the key points)</p>	<p>Summative Assessment: Realistic fiction anchor chart</p> <p>Formative Assessment: Lit circle participation</p> <p>Formative/Summative: Summary in response log</p>		<p>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group</p>
<p>Author's Choice: Why does it matter?</p> <p>What makes a story a "great" story?</p>	<p>Analyzing text for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, scene, or chapter) relate to each other and the whole</p>	<p>RL5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem</p>	<p>Recognize that chapters are found in stories</p> <p>Explain how chapters fit together to form stories</p>	<p>Describe how realistic fiction is organized.</p> <p>Literature circle participation</p>		<p>9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p> <p>9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.</p>

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							9.1.8.F.2 Explain how rules, laws, and safety practices protect individual rights in the global
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insights into the integration of knowledge and ideas, effective readers analyze and evaluate content reasoning, and claims in diverse formats	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approach to similar themes and topics.	Define theme (a lesson the author is revealing- <i>honesty is the best policy</i>) Identify similar themes and topics found in stories from the same genre Compare and contrast how stories in the same genre can communicate the same theme or topic.	OEQ based on two realistic texts address the same theme/topic		
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insights into the integration of knowledge and ideas, effective readers analyze and evaluate content reasoning, and claims in diverse formats	Integrate and evaluate content presented in diverse media and formats including visually and quantitatively, as well as in words.	RL5.7 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).	Identify visual elements found in a text (e.g. photograph, drawings, cartoons) Analyze how visual elements add meaning create tone, and contribute to the beauty of a text Analyze multimedia presentations of text and determine how a media presentation adds to the meaning, tone, and beauty of an original text.	Response log entry (digital or written) Think pair share		9.1.8.F.3 Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.
What do	Students who are	Read and	RL5.10	Closely read complex grade	Log of books read		

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<p>good readers do?</p> <p>Am I clear about what I just read?</p>	<p>college and career ready read and interpret a variety of complex texts with confidence and independence</p>	<p>comprehend complex literary and informative texts independently and proficiently</p>	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently</p>	<p>level texts.</p> <p>Reread a text to find more information or clarify ideas.</p> <p>Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help understand difficult, complex texts.</p>	<p>Teacher observation of strategy use</p> <p>Student journaling re: strategy use</p>		
<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: What will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other's ideas and expressing their own clearly and persuasively.</p>	<p>SL.5.1.a SL.5.1.b SL.5.1.c SL.5.1.d</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making</p>	<p>Students will:</p> <p>Read or study materials to be discussed.</p> <p>List important information about the topic to be discussed.</p> <p>Identify and follow the agreed upon rules for discussion and carry out assigned roles.</p> <p>Ask questions when they do not understand.</p> <p>Stay on topic by making comments about the information being discussed.</p> <p>Make connections between the comments of others.</p> <p>Explain their ideas and what they have learned from a discussion.</p>	<p>Participation in literature circles and other group discussions</p>		<p>9.1.8.F.1</p> <p>Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p>

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			<p>comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>				
<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>Word Analysis and decoding skills are foundational for success as a reader.</p>	N/A	<p>RF .5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Recognize that letters and combinations of letters (graphemes) make different sounds (phonemes).</p> <p>Use knowledge of consonant blends, long vowel patterns and short vowel patterns to decode words.</p> <p>Analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</p> <p>Use analysis of word structure to decode unfamiliar multi-syllabic words.</p>	<p>Word Study-word work defining using and correctly spelling words with prefixes and suffixes and multisyllabic words</p>		
<p>What do good readers do?</p> <p>Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	N/A	<p>RF.5.4a RF.5.4b RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.</p>	<p>Read grade-level text fluently and show comprehension through, timing and expression.</p> <p>Recognize when a word does not make sense within a text.</p> <p>Self-correct misread or</p>	<p>Fluency Checklist</p> <p>Oral reading</p>		

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			<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>misunderstood words using context clues.</p> <p>Reread with correction when necessary.</p> <p>Read fluently (easy, smooth, and automatic).</p>			
<p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, an well-structured event sequences</p>	<p>W.5.3.a W.5.3.b W.5.3.c W.5.3.d W.5.3.e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and</p>	<p>Define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, resolution)</p> <p>Orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.</p> <p>Sequence the events in a story so that one event logically leads to the next.</p> <p>Use narrative techniques (e.g. dialogue, description, pacing) to develop events and /or experiences and show how characters respond to situations.</p> <p>Use concrete words and phrases as well as sensory details (descriptive words and</p>	<p>Formative: On Demand Writing 1 :first full week of school: narrative prompt</p> <p>Summative On Demand Writing 1: November Narrative prompt</p> <p>Summative: Process piece narrative</p> <p>2-4 quick writes following skill lessons centered on the learning targets described (e.g., paragraph including sensory details, dialog)</p>		

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			<p>phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>phrases that appeal to the senses) to help reader understand the experiences and events (create mind pictures)</p> <p>Signal changes in time and place by using transition words, phrases, and clauses</p> <p>Write a logical conclusion that provides a sense of closure(ties up all the loose ends and leaves the reader satisfied)</p>			
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	<p>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.)</p>	<p>Identify the writing style (e.g., argument, informative-explanatory, and narrative) that best fits my task, purpose, audience.</p> <p>To use organizational/formatting structures (graphic organizers) to develop my writing ideas.</p> <p>To compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p>	<p>Process Piece: Narrative</p> <p>Graphic organizer for prewrite</p>		
<p>Writing clearly: What makes a</p>	Producing clear ideas as a writer involves selecting appropriate style	Develop and strengthen writing as needed by planning, revising,	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as</p>	Use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming,	<p>Process Piece: Narrative</p> <p>Writing</p>		<p>9.1.8.F.1 Demonstrate how productivity and accountability</p>

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<p>difference?</p> <p>Final Product: What does it take?</p>	<p>and structure for an audience and is strengthened through revision and technology.</p>	<p>editing, rewriting, or trying a new approach.</p>	<p>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 on pages 28 and 29.)</p>	<p>lists.)</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and try a new approach.</p>	<p>conferences</p> <p>Editing checklist</p>		<p>contribute to realizing individual or group work goals within or outside the classroom.</p>
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure and is strengthened through revision and technology.</p>	<p>Use technology, including the Internet, to produce and publish and to interact and collaborate with others.</p>	<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of</p>	<p>Identify technology (e.g., Word, Publisher, and PowerPoint) that will help produce, edit, and publish writing.</p> <p>Choose credible websites on the internet that will help compose, edit, and publish</p>	<p>Applies to all writing utilizing technology (e.g., quick writes, process pieces, etc.)</p>		<p>9.1.8.F.2 Explain how rules, laws, and safety practices protect individual rights in the global workplace.</p> <p>9.1.8.F.3 Relate the use of</p>

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			two pages in a single sitting.	writing. Collaborate with peers, teachers and others to produce and publish writing. Use proper keyboarding skills (type a minimum of two pages in a single sitting) to compose and prepare writing for publication.			new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	To recognize that different writing tasks (e.g. Journal, reflection, research) require varied time frames to complete. To determine a writing format/style to fit my task, purpose, and or audience. To write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/ convey and experience.	Assessed through all writing assignments: (e.g., quick writes, journals, process pieces, on- demand writing)		9.1.8.B.1 Use multiple points of view to create alternative solutions.
Why do the rules of language matter? Communicating clearly: What does	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1.a L.5.1.b L.5.1.c L.5.1.d L.5.1.e 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Define conjunction (word or word(s) that connect words, phrases, clauses, or sentences) and explain its function in a sentence. Define preposition (a word that shows a relationship of a noun or pronoun to another	Summative : process writing Formative: Skill checks following mini-lessons based on learning targets		

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it take?			<p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions</p>	<p>word in a sentence) and explain its function in a sentence.</p> <p>Define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence.</p> <p>Identify the past perfect, present perfect, and future perfect verb tenses and use them correctly.</p> <p>Choose the correct verb tense to show time, sequence, state and condition.</p>	<p>Teacher evaluation of journal responses and writer's notebook</p>		

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<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word part and consulting general and specialized reference materials as appropriate</p>	<p>L.5.4.a L.5.4.b L.5.4.c</p> <p>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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Infer the meaning of unknown words using context clues (e.g., definitions, synonyms/antonyms, cause/effect relationships, comparisons found in surrounding text)</p> <p>Recognize and define common Greek and Latin affixes and roots (units of meaning).</p> <p>Break down unknown words into units of meaning to infer the definition.</p> <p>Verify my inferred meaning of an unknown word by consulting reference materials (e.g., dictionaries, glossaries, thesauruses).</p>	<p>Vocabulary charting Word study</p>		<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.D.4 Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.</p> <p>9.1.8.D.5 Justify the need for greater cross-cultural understanding due to globalization.</p>

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Unit II: Reading and Writing Like an Historian							
7 weeks							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p>	<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Quote (“word for word” support) accurately from a text</p> <p>Define inference and explain how a reader uses direct quote from a text to reach a logical conclusion (based on what I read, it ‘s most likely true that ...)</p> <p>Read closely and find answers explicitly in text (write their answers) and answers that require an inference.</p> <p>Analyze an author’s words and find quotes needed to support both explicit and inferential questions</p>	<p>Identify and describe the purpose of text features (e.g., Headings, captions, graphic sources, bold print, etc.)</p> <p>OEQ: How did the text features contribute to your understanding of the topic?</p> <p>Recognize and respond to “right there” and inferential questions</p>		

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	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Interpret words and phrase as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices, shape meaning or tone.	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<p>Identify general academic words or phrases (different ways to say the same thing, e.g., saunter instead of walk) in a text.</p> <p>Identify domain specific words or phrases (content words, e.g., lava, democracy, pulley) in a text.</p> <p>Use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text.</p> <p>Locate and use resources (e.g., glossary, footnote, dictionary) to assist in determining the meaning of unknown words and phrases.</p>	<p>Generate a list of content specific words key to comprehension of a text, and define these words.</p> <p>Vocabulary charting</p> <p>Word study</p>		9.1.8.B.2 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

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<p>What do good readers do?</p> <p>How can I use the text to support my ideas?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text</p>	<p>Identify individuals, events, ideas and/or concepts in different types of text. Use specific information in a text (e.g., historical, scientific, technical) to identify and explain the relationships between two or more individuals, events, ideas, and/or concepts. Use specific information in a text (e.g., historical, scientific, technical) to identify and explain the interactions between two or more individuals, events, ideas, and/or concepts</p>	<p>Formative: Graphic organizer (e.g., a sequence chain identifying events leading to a discovery)</p> <p>Class discussion (e.g., turn and talk to a partner reading the same text.)</p>	<p>SS: Exploration 6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration. 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p>	<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.D.4 Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.</p>
<p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p>	<p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or compare approaches the authors take.</p>	<p>RI. 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Locate information from several texts on the same topic.</p> <p>Determine which piece of information best supports the topic.</p> <p>Integrate (bring together) information from several texts to display knowledge of the topic when writing or speaking.</p>	<p>Oral presentation: small group locate information on a common topic (e.g., explorer) using multiple texts. Create notecards to assist with the oral presentation of their research.</p>		<p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p>
<p>What do</p>	<p>Students who are</p>	<p>Read and</p>	<p>RI 5.10</p>	<p>Closely read complex grade</p>	<p>Reading logs-</p>		

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<p>good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	college and career ready and interpret a variety of complex texts with confidence and independence	comprehend complex literary and informational texts independently and proficiently	0. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<p>level texts</p> <p>Reread a text to find more information or clarify ideas</p> <p>Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex tasks.</p>	responses to text		
<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: What will help?</p>	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	<p>SL.5.2</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Students will:</p> <p>Identify information from a text being read aloud.</p> <p>Identify information that is presented in different formats (e.g., media, charts, graphs, websites, speeches)</p> <p>Summarize information gathered to determine the main idea and support details of a presentation.</p>	Summative: Students will listen to information related to explorers (e.g., YouTube, Discovery Education (United Streaming), student presentations, or text read aloud by a teacher). Then they will provide an oral summary of key ideas.		<p>9.1.8.F.3</p> <p>Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.</p> <p>9.1.8.E.2</p> <p>Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.</p>
<p>What makes collaboration meaningful?</p> <p>Making</p>	Comprehension is enhanced through a collaborative process of sharing and evaluating	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	<p>SL.5.3</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	Identify a speaker’s claims that are supported by reasons and evidence.	Oral presentation response form		<p>9.1.8.A.3</p> <p>Summarize strategies used by various organizations and</p>

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meaning from a variety of sources: What will help?	ideas.			Summarize a speaker's points using reasons and evidence he/she provides to support his/her claims.			agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.
What makes a presentation "great"? "What I say" versus "how I say it", does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. should be paired with L.5.1 and L.5.3	Students will: Identify various reasons for speaking (e.g., informational, descriptive, formal, informal). Adapt a speech for various tasks or situations. Compose a formal speech that demonstrates command of grade 5 Language standards.			9.1.8.E.1 Explain how technology has strengthened the role of digital media in the global society.
How do sounds and letters create words? When a word doesn't make sense, what can I do?	Word Analysis and decoding skills are foundational for success as a reader.	N/A	RF .5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Recognize that letters and combinations of letters (graphemes) make different sounds (phonemes). Use knowledge of consonant blends, long vowel patterns and short vowel patterns to decode words. Analyze the structure of words by finding compound words, roots, prefixes, suffixes, and	Word Study-word work defining using and correctly spelling words with prefixes and suffixes and multisyllabic words		

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				<p>syllables.</p> <p>Use analysis of word structure to decode unfamiliar multi-syllabic words.</p>			
<p>What do good readers do?</p> <p>Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	N/A	<p>RF.5.4a RF.5.4b RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read grade-level text fluently and show comprehension through, timing and expression.</p> <p>Recognize when a word does not make sense within a text.</p> <p>Self-correct misread or misunderstood words using context clues.</p> <p>Reread with correction when necessary.</p> <p>Read fluently (easy, smooth, and automatic).</p>	<p>Fluency Checklist</p> <p>Oral reading</p>		
<p>What do writers do?</p> <p>What's my purpose and how do I develop?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.5.1.a W.5.1.b W.5.1.c W.5.1.d</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically</p>	<p>Determine an opinion /point of view on a particular topic or text.</p> <p>Create an organizational structure (chronology, compare/contrast, cause/effect, problem/ solution).</p> <p>Support an opinion with a logically ordered facts and details and link reasons with</p>	<p>Writing process piece: persuasive Students will write a letter from the point of view of an historical figure persuading recipients to agree with their opinion</p> <p>On Demand Writing 2: Opinion piece</p>	<p>Social Studies: Exploration 6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration. 6.1.8.C.1.b Explain why individuals and</p>	<p>9.1.8.B.1</p> <p>Use multiple points of view to create alternative solutions.</p>

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			<p>grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>words, phrase, and clauses.</p> <p>Write an opinion piece with an introduction, sporting details/facts, and a concluding statement/section.</p>	<p>Formative late October</p> <p>Summative December</p> <p>1-2 quick writes based on supporting an opinion</p>	<p>societies trade, how trade functions, and the role of trade during this period.</p>	
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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 on pages 28 and 29.)</p>	<p>Use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists.)</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Prepare multiple drafts using revisions and edits to develop</p>	<p>Summative assessment : process piece a letter from a historical figure</p>		

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				and strengthen writing. Recognize when revising, editing, and rewriting are not enough, and try a new approach.			
What do writers do? What's my purpose and how do I develop?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.5.2.a W.5.2.b W.5.2.e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a concluding statement or section related to the information or explanation presented.	Select a topic and gather information (e.g., facts, definitions, concrete details, quotations, examples) to share with my audience. Define common formatting structures and determine structures that will best organize information. Introduce topic by providing general observation /focus and use formatting structure, illustrations, and multimedia to clarify my topic Present information in a formal style with a concluding statement or section that relates to the information presented.	1-3 quick writes that are explanatory in nature and based on informational reading	SS: Exploration 6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration. 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.	
Writing clearly: What makes a	Producing clear ideas as a writer involves selecting appropriate style and structure for	Produce clear and coherent in which the development, organization, and style are	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task,	Identify the writing style (e.g., argument, informative-explanatory, and narrative) that best fits my task, purpose,	Process writing letter from an historical figure		

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<p>difference?</p> <p>Final Product: What does it take?</p>	<p>an audience and is strengthened through revision and technology.</p>	<p>appropriate to task, purpose, and audience</p>	<p>purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p>	<p>audience.</p> <p>To use organizational/formatting structures (graphic organizers) to develop my writing ideas.</p> <p>To compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p>	<p>Quick writes</p> <p>Reader’s response notebook</p> <p>OEQs</p>		
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure and is strengthened through revision and technology.</p>	<p>Use technology, including the Internet, to produce and publish and to interact and collaborate with others.</p>	<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Identify technology (e.g., Word, Publisher, and PowerPoint) that will help produce, edit, and publish writing.</p> <p>Choose credible websites on the internet that will help compose, edit, and publish writing.</p> <p>Collaborate with peers, teachers and others to produce and publish writing.</p> <p>Use proper keyboarding skills (type a minimum of two pages in a single sitting) to compose and prepare writing for publication.</p>	<p>Applies to all writing utilizing technology</p>		
<p>Writing clearly: What</p>	<p>Producing clear ideas as a writer involves selecting</p>	<p>Develop and strengthen writing as needed by</p>	<p>W.5.5 With guidance and support from peers and adults,</p>	<p>Use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming,</p>	<p>Oral presentation</p>		

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<p>makes a difference?</p> <p>Final Product: What does it take?</p>	<p>appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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 on pages 28 and 29.)</p>	<p>lists.)</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and try a new approach.</p>			
<p>Why write?</p> <p>What do good writers do?</p>	<p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and</p>	<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>To recognize that different writing tasks (e.g. Journal, reflection, research) require varied time frames to complete.</p> <p>To determine a writing format/style to fit my task, purpose, and or audience.</p>	<p>Assessed through all writing assignments: e.g., quick writes, journals, and process pieces</p>		

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		audiences.		To write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/ convey and experience).			
Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1.a L.5.1.b L.5.1.c L.5.1.d L.5.1.e 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions	Define conjunction (word or word(s) that connect words, phrases, clauses, or sentences) and explain its function in a sentence. Define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence. Define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence. Identify the past perfect, present perfect, and future perfect verb tenses and use them correctly. Choose the correct verb tense to show time, sequence, state and condition.	Summative : process writing Formative: Skill checks following mini-lessons based on learning targets Teacher evaluation of journal responses and writer's notebook	Why do the rules of language matter? Communicating clearly: What does it take?	
How does	Effective readers,	Apply knowledge	L.5.3.a	Identify simple sentence	Students will		

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<p>situation affect meaning?</p> <p>How does author's choice impact an audience?</p>	<p>writer, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.5.3.b Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.</p>	<p>structures (one independent clause, compound sentence structures (two or more independent clauses), and complex sentence structures (one independent clause and one or more subordinate clauses) sentence structures.</p> <p>Determine when to use varied sentence structures to create meaning, interest, and style in writing.</p> <p>Compare and contrast (determine similarities and differences) how authors use variations of English in stories, dramas, or poems (e.g., compare dialect- two authors use “ya’ll” when writing dialogue for characters in the South) (e.g., contrast formal register- “I would be so grateful if you would stop talking.” Versus informal register- “Shut our mouth.”</p>	<p>demonstrate knowledge of simple, compound and complex sentences within their writing (quick writes and process pieces). Evaluate using a rubric.</p> <p>Students will analyze two texts to compare and contrast use of dialect and register.</p>		

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Unit III: Reading and Writing Memoirs 6 weeks							
Author's Choice: Why does it matter? What makes a story a "great" story?	Analyzing text for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.	Assess how point of view or purpose shapes the content and style of a text.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Identify basic points of view as first person (narrator tells about her/himself; "I"), second person (narrator talks directly to reader; "you"), or third person (narrator tells about others; "he/she/it") Determine a narrator's or speaker's point of view in a text. Describe how events in a text are influenced by point of view.	Formative/Summative: Identify characteristics of a memoir and provide examples from a text. Summative: OEQ Select a scene or chapter from your reading. Explain how it would have been different if it were described by another character other than the first person or narrator.		
What do good readers do? Am I clear about what I just read? How can I use the text to support my ideas?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Read closely to determine what the text explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from the text. Analyze an author's words and find quotes needed to support both explicit and inferential questions.	OEQ (same as above)		
Author's choice: Why does it matter? What makes a	Analyzing text for structure, purpose, and viewpoint allows an	Interpret words and phrases as they are used in a text, including	RL.5.4 Determine the meaning of words and phrases as they are used in a text,	Use various strategies to determine the meaning of words and phrases	Vocabulary Charting		

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story a “great” story?	effective reader to gain insight and strengthen understanding.	determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	including figurative language such as metaphors and similes.				
Author’s choice: Why does it matter? What makes a story a “great” story?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Analyze the structure of texts including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other or the whole.	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.	Recognize that chapters are found in stories, scene are found in dramas, and stanzas are found in poems. Explain how chapters, scenes, and stanza fit together to form stories, dramas, or poems.	Class discussion, lit circle, short answer. Readers response notebook Why are chapters important?		
What makes collaboration meaningful? Making meaning from a variety of sources: What will help?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other’s ideas and expressing their own clearly and persuasively.	SL.5.1.a SL.5.1.b SL.5.1.c SL.5.1.d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material;	Students will: Read or study materials to be discussed. List important information about the topic to be discussed. Identify and follow the agreed upon rules for discussion and carry out assigned roles. Ask questions when they do not understand. Stay on topic by making comments about the information being discussed. Make connections between the comments of others.	Participation in literature circles. Students will be reading memoirs or fiction that reads like a memoir.		

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			<p>explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Explain their ideas and what they have learned from a discussion.</p>			
<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>Word Analysis and decoding skills are foundational for success as a reader.</p>	<p>N/A</p>	<p>RF .5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Recognize that letters and combinations of letters (graphemes) make different sounds (phonemes).</p> <p>Use knowledge of consonant blends, long vowel patterns and short vowel patterns to decode words.</p> <p>Analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</p> <p>Use analysis of word structure to decode unfamiliar multi-</p>	<p>Word Study-word work defining using and correctly spelling words with prefixes and suffixes and multisyllabic words</p>		

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				syllabic words.			
<p>What do good readers do?</p> <p>Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	N/A	<p>RF.5.4a RF.5.4b RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read grade-level text fluently and show comprehension through, timing and expression.</p> <p>Recognize when a word does not make sense within a text.</p> <p>Self-correct misread or misunderstood words using context clues.</p> <p>Reread with correction when necessary.</p> <p>Read fluently (easy, smooth, and automatic).</p>	<p>Fluency Checklist</p> <p>Oral reading</p>		
<p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.5.3.a W.5.3.b W.5.3.c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop</p>	<p>Orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.</p> <p>Sequence the events in a story so that one event logically leads to the next.</p> <p>Use narrative techniques (e.g. dialogue, description, pacing) to develop events and /or experiences and show how characters respond to</p>	<p>Formative: mini-lessons conducted throughout the writing process (e.g., quick write using pronouns to indicate first person, quick write including dialogue)</p> <p>Summative 1-2 quick writes in which students use first person and dialogue effectively</p>		

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			experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	situations. Signal changes in time and place by using transition words, phrases, and clauses.	Summative: Process piece: Memoir/personal narrative scored using NJ Holistic rubric		
Writing clearly: What makes a difference? Final Product: What does it take?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	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.)	Identify the writing style (e.g., argument, informative-explanatory, and narrative) that best fits my task, purpose, audience. To use organizational/formatting structures (graphic organizers) to develop my writing ideas. To compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.	Quick writes and process piece, writer's notebook entries		
Writing clearly: What makes a difference? Final Product: What does it take?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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 on pages 28 and 29.)	Use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists.) Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies (reading aloud, checking for misunderstandings, adding and	Assessed through process writing and the NJ holistic rubric for Grade 5.		

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				<p>deleting details) with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and try a new approach.</p>			
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure and is strengthened through revision and technology.</p>	<p>Use technology, including the Internet, to produce and publish and to interact and collaborate with others.</p>	<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Identify technology (e.g., Word, Publisher, and PowerPoint) that will help produce, edit, and publish writing.</p> <p>Choose credible websites on the internet that will help compose, edit, and publish writing.</p> <p>Collaborate with peers, teachers and others to produce and publish writing.</p> <p>Use proper keyboarding skills (type a minimum of two pages in a single sitting) to compose and prepare writing for</p>	<p>Applies to all writing utilizing technology</p>		

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Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	publication. To recognize that different writing tasks (e.g. Journal, reflection, research) require varied time frames to complete. To determine a writing format/style to fit my task, purpose, and or audience. To write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/ convey and experience.	Assessed through all writing assignments: e.g., quick writes, journals, and process pieces		
Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	L.5.2.a,b,c,d,e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation	Identify items in a series and punctuate them correctly. Identify an introductory element (e.g., interjection, prepositional phrase of three or more words, adverb clause) and use a comma to separate it from the rest of a sentence. Identify when a comma should be used to set off the words yes and no, tag questions, and direct address Identify misspelled words and use resources to assist in spelling correctly	Summative Assessment: process writing and NJ holistic rubric Quick writes Writer's notebook Teacher created materials		9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.

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			<p>marks, or italics to indicate titles of works e. Spell grade-appropriate words correctly, consulting references as needed</p>				

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Unit IV: Reading and Writing Like a Scientist 6 weeks							

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<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Define main idea (who or what a text is mainly about) Determine two or more main ideas of a text. Identify key details in a text and explain how they support the main idea. Define summary (a shortened version of a text that states the key points) Write a summary stating the key points of a text.</p> <p>Quote (“word for word” support) accurately from a text</p> <p>Define inference and explain how a reader uses direct quote from a text to reach a logical conclusion (based on what I read, it ‘s most likely true that ...)</p> <p>Read closely and find answers explicitly in text (write their answers) and answers that require an inference.</p> <p>Analyze an author’s words and find quotes needed to support both explicit and inferential questions</p>	<p>Exit slips</p> <p>formative surveys</p> <p>-graphic organizers(e.g., main idea, table, 4-square)</p> <p>Written summaries</p>	<p>Biomes Project</p> <p>Ecosystems/Pollution</p> <p>Magnetism</p> <p>Electricity</p> <p>Plants</p> <p>Biomes Project</p> <p>Ecosystems/Pollution</p> <p>Magnetism</p> <p>Electricity</p> <p>Plants</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p>

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<p>Author’s choice: Why does it matter?</p> <p>What makes a story a “great” story?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding</p>	<p>Assess how point of view or purpose shapes the content and style of a text</p>	<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Define point of view as how the author feels about the situation/topic of a text. Determine an author’s point of view (What do I know about the author’s opinions, values, and/or beliefs?) and explain his/her purpose for writing the text. Analyze how various authors develop the same event or topic and determine how each author’s point of view affects the text.</p>	<p>Venn diagrams</p> <p>Response notebook</p> <p>Presentation: partners or small groups share how their text addressed the same topic. May be oral or multi-media</p>	<p>Biomes Project</p> <p>Ecosystems/Pollution</p> <p>Magnetism</p> <p>Electricity</p> <p>Plants</p>	
<p>In what ways does creative impact an audience?</p> <p>Whose story is it, and why does it matter?</p>	<p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats</p>	<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>Recognize that authors use various formats when presenting information</p> <p>Identify information presented in formats (e.g., graphs, pictures, diagrams, charts, media clips) other than words.</p> <p>Locate information from multiple print or digital sources to answer questions and solve problems quickly and effectively</p>	<p>OEQ</p> <p>Presentation: described above</p>	<p>Ecosystems/Pollution</p> <p>Magnetism</p> <p>Electricity</p> <p>Plants</p>	

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<p>Author’s choice: Why does it matter? What makes a story a “great” story?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>Interpret words and phrase as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices, shape meaning or tone.</p>	<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Identify general academic words or phrases (different ways to say the same thing, e.g., saunter instead of walk) in a text.</p> <p>Identify domain specific words or phrases (content words, e.g., lava, democracy, pulley) in a text.</p> <p>Use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text.</p> <p>Locate and use resources (e.g., glossary, footnote, dictionary) to assist in determining the meaning of unknown words and phrases.</p>	<p>Generate a list of content specific words key to comprehension to a text, and define these words. Sample lesson-Model using mentor science texts e.g.,</p> <p>Word Study</p> <p>Vocabulary Charting</p>	<p>e.g., measurement unit</p>	

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In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Locate the reasons and evidence an author uses to support particular points in a text. Identify which reasons and evidence support particular points. Explain how the reasons and evidence support the particular points in a text.	Open-ended questions to log responses		
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Analyze how two or more texts address similar themes or topics in order to build knowledge or compare approaches the authors take.	RI. 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Locate information from several texts on the same topic. Determine which piece of information best supports the topic. Integrate (bring together) information from several texts to display knowledge of the topic when writing or speaking.	Exit slips, formative surveys -graphic organizers Small group presentations Described above	e.g., ecosystems minor research tasks	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.

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<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence</p>	<p>Read and comprehend complex literary and informational texts independently and proficiently</p>	<p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Closely read complex grade level texts Reread a text to find more information or clarify ideas Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text.</p>	<p>Reading logs-responses to text</p>		
<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>Word Analysis and decoding skills are foundational for success as a reader.</p>	<p>N/A</p>	<p>RF .5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Recognize that letters and combinations of letters (graphemes) make different sounds (phonemes). Use knowledge of consonant blends, long vowel patterns and short vowel patterns to decode words. Analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables. Use analysis of word structure to decode unfamiliar multi-syllabic words.</p>	<p>Word Study-word work defining using and correctly spelling words with prefixes and suffixes and multisyllabic words</p>		

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<p>What do good readers do?</p> <p>Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	<p>N/A</p>	<p>RF.5.4a RF.5.4b RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read grade-level text fluently and show comprehension through, timing and expression.</p> <p>Recognize when a word does not make sense within a text.</p> <p>Self-correct misread or misunderstood words using context clues.</p> <p>Reread with correction when necessary.</p> <p>Read fluently (easy, smooth, and automatic).</p>	<p>Fluency Checklist</p> <p>Oral reading</p>		

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<p>What do writers do?</p> <p>What's my purpose and how do I develop?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader</p>	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Select a topic and gather information (e.g., facts, definitions, concrete details, quotations, examples) to share with my audience.</p> <p>Define common formatting structures and determine structures that will best organize information.</p> <p>Introduce topic by providing general observation /focus and use formatting structure, illustrations, and multimedia to clarify my topic</p> <p>Link my information (e.g., facts, definitions, details, quotations, examples) using words, phrases and clauses.</p> <p>Explain my topic using precise language and domain-specific vocabulary</p> <p>Present information in a formal style with a concluding statement or section that relates to the information presented.</p>	<p>Formative 2-3 quick writes that are explanatory in nature and based on informational reading</p> <p>Venn diagram tasks analysis</p> <p>Teacher created materials to assess text structures</p> <p>Post it notes connections</p>	<p>Science text references</p> <p>Plant unit-compare and contrast</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p>

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<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>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.)</p>	<p>Identify the writing style (e.g., argument, informative-explanatory, and narrative) that best fits my task, purpose, audience.</p> <p>To use organizational/formatting structures (graphic organizers) to develop my writing ideas.</p> <p>To compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p>	<p>Open-ended questions based on a text reading</p> <p>Quick writes</p> <p>Writer’s notebook</p>		

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<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p>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 on pages 28 and 29.)</p>	<p>Use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists.)</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and try a new approach.</p>	<p>Exit slips,</p> <p>Task revision conferences</p> <p>Writer’s notebook</p> <p>checklists</p>		<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p>

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<p>What do good researchers do?</p> <p>How can I make information learned from a text my own.</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p>	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Define research and explain how research is different from other types of writing.</p> <p>Focus my research around a central question that is provided or determine my own research worthy question</p> <p>Choose several sources(e.g., biographies, non-fiction texts, online encyclopedia) and gather information to answer my research question</p> <p>Analyze the information in my sources and determine if it provides enough support to answer my question</p>	<p>Short multi-media presentation</p>	<p>Biomes Project</p> <p>Ecosystems/Pollution</p> <p>Magnetism</p> <p>Electricity</p> <p>Plants</p>	<p>9.1.8.D.2 Demonstrate the ability to understand inferences.</p> <p>9.1.8.F.3 Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.</p>
<p>What do good researchers do?</p> <p>How can I make information learned from a text my own.</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources</p>	<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</p>	<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Recall information from experiences or gather information from print and digital sources about a topic</p> <p>Summarize and/or paraphrase (put in my own words) information when taking notes and preparing my finished work.</p> <p>Prepare a list of sources used in my research</p>	<p>Multimedia presentation</p>		<p>9.1.8.D.2 Demonstrate the ability to understand inferences.</p> <p>9.1.8.F.3 Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.</p>

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<p>What do good researchers do?</p> <p>How can I make information learned from a text my own.</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<p>W.5.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>Define textual evidence (“word for word” support)</p> <p>Determine textual evidence that supports my analysis, reflection, and/or research</p> <p>Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research</p>	<p>Open ended questions based on a text reading</p> <p>Response log entries</p> <p>Multimedia presentation</p>		<p>9.1.8.D.2 Demonstrate the ability to understand inferences.</p> <p>9.1.8.D.4 Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.</p>

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<p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.5.2.a L.5.2.b L.5.2.c L.5.2.d L.5.2.e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works e. Spell grade-appropriate words correctly, consulting references as needed</p>	<p>Identify items in a series and punctuate them correctly. Identify an introductory element (e.g., interjection, prepositional phrase of three or more words, adverb clause) and use a comma to separate it from the rest of a sentence. Identify when a comma should be used to set off the words yes and no, tag questions, and direct address Identify misspelled words and use resources to assist in spelling correctly</p>	<p>Revising/ editing checklists</p> <p>Teacher created materials</p> <p>Writers notebook</p> <p>Writing conferences</p>		

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<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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).</p>	<p>Recognize the difference between general academic words and phrases and domain specific words and phrases (See Common Core appendix A, pgs. 33-35)</p> <p>Acquire and use grade-appropriate academic and domain specific words/phrases, including words that signal contrast addition and other logical relationships, to increase comprehension and expression.</p>	<p>Readers/ Writers notebook (content vocabulary words or literary terms, for example)</p> <p>Word study</p> <p>Quick writes</p> <p>Teacher created materials</p>		<p>9.1.8.D.2 Demonstrate the ability to understand inferences.</p> <p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p>

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<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: What will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Students will: Identify information from a text being read aloud.</p> <p>Identify information that is presented in different formats (e.g., media, charts, graphs, websites, speeches)</p> <p>Summarize information gathered to determine the main idea and support details of a presentation.</p>	<p>Student conferencing</p> <p>Graphic organizers</p> <p>Student feedback form</p>		<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p>
<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: What will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>Identify a speaker's claims that are supported by reasons and evidence.</p> <p>Summarize a speaker's points using reasons and evidence he/she provides to support his/her claims.</p>	<p>Graphic organizers (e.g., student feedback form)</p>		<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p>

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What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Determine a logical sequence for presenting ideas and facts. Present my ideas and/or opinions with facts and relevant descriptive details that support the main idea or theme. Report information by speaking clearly and at an appropriate pace.	Multimedia presentation Small group/partner work		
What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?	. Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Identify main ideas or themes in their presentations that could be enhanced. Determine and include an appropriate multimedia component or visual display to enhance main ideas or themes.	Self -evaluation of student presentations		9.1.8.E.1 Explain how technology has strengthened the role of digital media in the global society. 9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.

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Unit V: Reading and Writing Historical Fiction 6 weeks							

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What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing and speaking to support conclusions drawn from the text.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote (“word for word” support) accurately from a text. Define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion (“based on what I have read, it is most likely true that...”). Read closely and find answers explicitly in text (right there answers) and answers that require an inference Analyze an author’s words and find quotes needed to support both explicit and inferential questions.	OEQ (to be developed by PLC) Reader’s response log Literature circle participation	6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War. 6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States. 6.1.3.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American	.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities. 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities

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						colonies led to the American Revolution. 6.1.3.D.3.d Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. 6.1.3.D.3.e	9.1.8.D.2 Demonstrate the ability to understand inferences.
What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how and why individual, events, and ideas develop and interact over the course of a 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)	Identify characters, setting, and events in the story or drama. Compare and contrast two or more characters, settings, or events in a story or drama using specific details from the text.	Graphic organizer (e.g., Venn diagram, double T chart). OEQ	Social Studies: Revolutionary War	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Author's choice: Why does it matter? What makes a story a "great" story?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.	Use various strategies to determine the meaning of words and phrases	Vocabulary charting		
Author's Choice: Why does it matter? What makes a story a "great" story?	Analyzing text for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.	Assess how point of view or purpose shapes the content and style of a text.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Identify basic points of view as first person (narrator tells about her/himself; "I"), second person (narrator talks directly to reader; "you"), or third person (narrator tells about others; "he/she/it") Determine a narrator's or speaker's point of view in a text. Describe how events in a text are influenced by point of view.	Summative: OEQ		

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<p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p>	<p>To gain keener insights into the integration of knowledge and ideas, effective readers analyze and evaluate content reasoning, and claims in diverse formats</p>	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approach to similar themes and topics.</p>	<p>Define theme (a lesson the author is revealing- <i>honesty is the best policy</i>)</p> <p>Identify similar themes and topics found in stories from the same genre</p> <p>Compare and contrast how stories in the same genre can communicate the same theme or topic.</p>	<p>Historical Fiction anchor chart</p> <p>Formative/summative Readers response</p> <p>OEQ</p> <p>Literature Circle participation</p>	<p>Revolutionary War</p>	<p>9.1.8.D.2 Demonstrate the ability to understand inferences.</p> <p>9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.</p> <p>9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.</p>
<p>How do sounds and letters create words?</p> <p>When a word doesn’t make sense, what can I do?</p>	<p>Word Analysis and decoding skills are foundational for success as a reader.</p>	<p>N/A</p>	<p>RF .5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Recognize that letters and combinations of letters (graphemes) make different sounds (phonemes).</p> <p>Use knowledge of consonant blends, long vowel patterns and short vowel patterns to decode words.</p>	<p>Word Study-word work defining using and correctly spelling words with prefixes and suffixes and multisyllabic words</p>		

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				Analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables. Use analysis of word structure to decode unfamiliar multi-syllabic words.			
What do good readers do? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	N/A	RF.5.4a RF.5.4b RF.5.4c Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read grade-level text fluently and show comprehension through, timing and expression. Recognize when a word does not make sense within a text. Self-correct misread or misunderstood words using context clues. Reread with correction when necessary. Read fluently (easy, smooth, and automatic).	Fluency Checklist Oral reading		

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<p>What do writers do?</p> <p>What's my purpose and how do I develop?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader</p>	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.5.2.a W.5.2.b W.5.2.c W.5.2.d W.5.2.e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Select a topic and gather information (e.g., facts, definitions, concrete details, quotations, examples) to share with my audience.</p> <p>Define common formatting structures and determine structures that will best organize information.</p> <p>Introduce topic by providing general observation /focus and use formatting structure, illustrations, and multimedia to clarify my topic</p> <p>Present information in a formal style with a concluding statement or section that relates to the information presented.</p>	<p>Formative: Writer's notebook</p> <p>Teacher created materials following a mini-lesson targeting explanatory writing strategies (e.g., 6+ 1 traits)</p> <p>Formative or Summative: 1-3 quick writes that are explanatory in nature and based on informational reading (may be research-based)</p> <p>Summative: Process piece explanatory/informative. Prompt to be determined by PLC. Final product must include an oral presentation</p>	<p>Revolutionary War 6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War. 6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States. 6.1.3.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. 6.1.3.D.3.d Explain how the</p>	
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<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>Produce clear and coherent in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>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.)</p>	<p>Identify the writing style (e.g., argument, informative-explanatory, and narrative) that best fits my task, purpose, audience.</p> <p>To use organizational/formatting structures (graphic organizers) to develop my writing ideas.</p> <p>To compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p>	<p>Quick write: Students write their own chapter using characteristics of historical fiction</p> <p>Reader’s response notebook</p> <p>OEQs</p>	<p>Revolutionary War 6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War. 6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States. 6.1.3.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. 6.1.3.D.3.d Explain how the</p>	
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<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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 on pages 28 and 29.)</p>	<p>Use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists.)</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and try a new approach.</p>	<p>Process Writing: Informative/Explanatory final product must include an oral presentation</p> <p>Writers conferences Graphic organizers</p>	<p>Social Studies: Revolutionary War</p>	

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<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	Producing clear ideas as a writer involves selecting appropriate style and structure and is strengthened through revision and technology.	Use technology, including the Internet, to produce and publish and to interact and collaborate with others.	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<p>Identify technology (e.g., Word, Publisher, and PowerPoint) that will help produce, edit, and publish writing.</p> <p>Choose credible websites on the internet that will help compose, edit, and publish writing.</p> <p>Collaborate with peers, teachers and others to produce and publish writing.</p> <p>Use proper keyboarding skills (type a minimum of two pages in a single sitting) to compose and prepare writing for publication.</p>	Applies to all writing utilizing technology		
<p>What do good researchers do?</p> <p>What is the question/ problem/ inquiry?</p>	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<p>Recall information from experiences or gather information from print and digital sources about a topic.</p> <p>Summarize and/or paraphrase (put in own words) information when taking notes and preparing my finished work.</p> <p>Prepare a list or sources using my research</p>	Quick writes and process pieces described above		

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<p>What do good researchers do?</p> <p>What is the question, problem /inquiry?</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p>Draw evidence from literary text to support analysis, reflection, and research</p>	<p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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]”).</p>	<p>Define textual evidence (“word for word” support).</p> <p>Determine textual evidence that supports my analysis, reflection, and/or research period.</p> <p>Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research</p>	<p>OEQ</p> <p>Reader’s response log</p> <p>Quick writes (based on research as described above)</p>	<p>Revolutionary War 6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War. 6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States. 6.1.3.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. 6.1.3.D.3.d Explain how the</p>	
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<p>Why write?</p> <p>What do good writers do?</p>	<p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>To recognize that different writing tasks (e.g. Journal, reflection, research) require varied time frames to complete.</p> <p>To determine a writing format/style to fit my task, purpose, and or audience.</p> <p>To write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/ convey and experience).</p>	<p>Assessed through all writing assignments: e.g., quick writes, journals, and process pieces</p>	<p>Social Studies: Revolutionary War</p>	
<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: What will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Students will: Identify information from a text being read aloud.</p> <p>Identify information that is presented in different formats (e.g., media, charts, graphs, websites, speeches)</p> <p>Summarize information gathered to determine the main idea and support details of a presentation.</p>	<p>Summative: Students will listen to information related to explorers (e.g., YouTube, Discovery Education (United Streaming), student presentations, or text read aloud by a teacher). Then they will provide an oral summary of key ideas.</p>		<p>9.1.8.F.3 Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.</p> <p>9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.</p>

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<p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p>	<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Determine a logical sequence for presenting ideas and facts.</p> <p>Present my ideas and/or opinions with facts and relevant descriptive details that support the main idea or theme.</p> <p>Report information by speaking clearly and at an appropriate pace.</p>	<p>Summative: Research based oral presentation described above.</p> <p>Formative: Mini presentations (individual or groups as determined by teacher)</p>	<p>Social Studies: Revolutionary War</p> <p>Colonization 6.1.8.A.2.a 6.1.8.A.2.c 6.1.8.B.2.b 6.1.8.C.2.a</p>	<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.</p>
<p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Students will:</p> <p>Identify main ideas or themes in their presentations that could be enhanced.</p> <p>Determine and include an appropriate multimedia component or visual display to enhance main ideas or themes.</p>	<p>Oral presentation</p>		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
<p>How does situation affect meaning?</p> <p>How does author's choice impact an audience?</p>	<p>Effective readers, writer, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.5.3.a L.5.3.b Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.</p>	<p>Identify simple sentence structures (one independent clause, compound sentence structures (two or more independent clauses), and complex sentence structures (one independent clause and one or more subordinate clauses) sentence structures.</p> <p>Determine when to use varied sentence structures to create meaning, interest, and style in writing.</p> <p>Compare and contrast (determine similarities and differences) how authors use variations of English in stories, dramas, or poems (e.g., compare dialect- two authors use “ya’ll” when writing dialogue for characters in the South) (e.g., contrast formal register- “I would be so grateful if you would stop talking.” Versus informal register- “Shut our mouth.”</p>	<p>Students will demonstrate knowledge of simple, compound and complex sentences within their writing (quick writes and process pieces). Evaluate using a rubric.</p> <p>Students will analyze two texts to compare and contrast use of dialect and register.</p>		

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<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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).</p>	<p>Recognize the difference between general academic words and phrases and domain specific words and phrases (See Common Core appendix A, pgs. 33-35)</p> <p>Acquire and use grade-appropriate academic and domain specific words/phrases, including words that signal contrast addition and other logical relationships, to increase comprehension and expression.</p>	<p>Vocabulary charting</p> <p>Teacher created materials</p> <p>Webbing (e.g. created a web or words relating to independence)</p>	<p>Social Studies: Revolutionary War</p>	

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Unit VI: Reading and Writing Poetry 5 weeks							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details</p>	<p>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.</p>	<p>Define theme (a lesson the author is revealing- <i>honesty is the best policy</i>)</p> <p>Analyze details in a text (e.g. how characters respond to challenges) to determine a theme (author's overall message)</p> <p>Define and compose summary (a shortened version of the text that states the key points)</p>	<p>Reader's notebook</p> <p>Small/whole group discussion</p> <p>OEQ (to be determined by PLC)</p>	<p>Social Studies: Paul Revere's Ride</p> <p>Science: Owl poems</p>	<p>9.1.8.D.2</p> <p>Demonstrate the ability to understand inferences.</p>
<p>Author's choice: Why does it matter? What makes a story a "great" story?</p>	<p>Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>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.</p>	<p>Use various strategies to determine the meaning of words and phrases</p>	<p>Graphic Organizer (to record examples of similes, metaphors, and other figurative language)</p> <p>Teacher created materials</p>		

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Author's choice: Why does it matter? What makes a story a "great" story?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Analyze the structure of texts including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other or the whole.	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.	Recognize that chapters are found in stories, scene are found in dramas, and stanzas are found in poems. Explain how chapters, scenes, and stanzas fit together to form stories, dramas, or poems.	Class discussion, lit circle, short answer.		
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insights into the integration of knowledge and ideas, effective readers analyze and evaluate content reasoning, and claims in diverse formats	Integrate and evaluate content presented in diverse media and formats including visually and quantitatively, as well as in words.	RL5.7 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).	Identify visual elements found in a text (e.g. photograph, drawings, cartoons) Analyze how visual elements add meaning create tone, and contribute to the beauty of a text Analyze multimedia presentations of text and determine how a media presentation adds to the meaning, tone, and beauty of an original text.	Formative: Teacher presents a poem using multimedia (e.g., Adobe Photo Story, Prezi, YouTube etc.). Students analyze the poem in their reader's notebook. Summative: Follow same procedure as above. Evaluate using a checklist or rubric		9.1.8.E.1 Explain how technology has strengthened the role of digital media in the global society.

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<p>What do good readers do?</p> <p>Am I clear about what I just read?</p>	<p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence</p>	<p>Read and comprehend complex literary and informative texts independently and proficiently</p>	<p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently</p>	<p>Closely read complex grade level texts.</p> <p>Reread a text to find more information or clarify ideas.</p> <p>Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help understand difficult, complex texts.</p>	<p>Log of books read</p> <p>Teacher observation of strategy use</p> <p>Student journaling re: strategy use</p>	<p>Social Studies/Science: poems relating to units of study</p>	<p>9.1.8.D.2</p> <p>Demonstrate the ability to understand inferences.</p>
<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>Word Analysis and decoding skills are foundational for success as a reader.</p>	<p>N/A</p>	<p>RF .5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Recognize that letters and combinations of letters (graphemes) make different sounds (phonemes).</p> <p>Use knowledge of consonant blends, long vowel patterns and short vowel patterns to decode words.</p> <p>Analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</p> <p>Use analysis of word structure to decode unfamiliar multi-syllabic words.</p>	<p>Word Study-word work defining using Greek and Latin roots</p>		

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<p>What do good readers do?</p> <p>Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	N/A	<p>RF.5.4a RF.5.4b RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read grade-level text fluently and show comprehension through, timing and expression.</p> <p>Recognize when a word does not make sense within a text.</p> <p>Self-correct misread or misunderstood words using context clues.</p> <p>Reread with correction when necessary.</p> <p>Read fluently (easy, smooth, and automatic).</p>	<p>Fluency Checklist</p> <p>Oral reading</p>		<p>9.1.8.D.2</p> <p>Demonstrate the ability to understand inferences.</p>

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<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	<p>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.)</p>	<p>Identify the writing style (e.g., argument, informative-explanatory, and narrative) that best fits my task, purpose, audience.</p> <p>To use organizational/formatting structures (graphic organizers) to develop my writing ideas.</p> <p>To compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p>	<p>Formative: responses to mini lessons based on elements of poetry</p> <p>Summative: Personal Poetry Collection (Students use poems they have read as mentor texts. They write 3-5 poems using the same style. Final product should use available technology. Mentor texts should include poems for two voices and multiples uses of stanzas.</p>		<p>9.1.8.D.2</p> <p>Demonstrate the ability to understand inferences.</p>
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	Producing clear ideas as a writer involves selecting appropriate style and structure and is strengthened through revision and technology.	Use technology, including the Internet, to produce and publish and to interact and collaborate with others.	<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Identify technology (e.g., Word, Publisher, and Power Point) that will help produce, edit, and publish writing.</p> <p>Choose credible websites on the internet that will help compose, edit, and publish writing.</p>	Applies to all writing utilizing technology		<p>9.1.8.A.1</p> <p>Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p>

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				<p>Collaborate with peers, teachers and others to produce and publish writing.</p> <p>Use proper keyboarding skills (type a minimum of two pages in a single sitting) to compose and prepare writing for publication.</p>			<p>9.1.8.A.2</p> <p>Implement problem-solving strategies to solve a problem in school or the community.</p>
<p>Why write?</p> <p>What do good writers do?</p>	<p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.5.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>To recognize that different writing tasks (e.g. Journal, reflection, research) require varied time frames to complete.</p> <p>To determine a writing format/style to fit my task, purpose, and or audience.</p> <p>To write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/ convey and experience.</p>	<p>Assessed through all writing assignments: e.g., quick writes, journals, and poetry</p>		<p>9.1.8.D.2</p> <p>Demonstrate the ability to understand inferences.</p>

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What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Students will: Identify main ideas or themes in their presentations that could be enhanced. Determine and include an appropriate multimedia component or visual display to enhance main ideas or themes.	Oral presentation of personal poetry collection described above.		
What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. should be paired with L.5.1 and L.5.3	Students will: Identify various reasons for speaking (e.g., informational, descriptive, formal, informal). Adapt a speech for various tasks or situations. Compose a formal speech that demonstrates command of grade 5 Language standards.	Poetry readings	Social Studies: Revolutionary War Science: Owl pellets	

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<p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.5.1.a L.5.1.b L.5.1.c L.5.1.d L.5.1.e</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions</p>	<p>Define conjunction (word or word(s) that connect words, phrases, clauses, or sentences) and explain its function in a sentence.</p> <p>Define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence.</p> <p>Define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence.</p> <p>Identify the past perfect, present perfect, and future perfect verb tenses and use them correctly.</p> <p>Choose the correct verb tense to show time, sequence, state and condition.</p>	<p>Teacher created materials.</p> <p>Use of grammar within poetry collection.</p>		

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Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	L.5.2.e Spell grade-appropriate words correctly, consulting references as needed	Identify items in a series and punctuate them correctly. Identify an introductory element (e.g., interjection, prepositional phrase of three or more words, adverb clause) and use a comma to separate it from the rest of a sentence. Identify when a comma should be used to set off the words yes and no, tag questions, and direct address Identify misspelled words and use resources to assist in spelling correctly	Poetry collection Editing checklist		9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
How does situation affect meaning? How does author's choice impact an audience?	Effective readers, writer, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.5.3.b Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.	Identify simple sentence structures (one independent clause, compound sentence structures (two or more independent clauses), and complex sentence structures (one independent clause and one or more subordinate clauses) sentence structures.	Students will analyze two texts to compare and contrast use of dialect and register		9.1.8.D.2 Demonstrate the ability to understand inferences.

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<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>L.5.5.a L.5.5.b L.5.5.c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).</p> <p>Distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).</p> <p>Recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning.</p> <p>Recognize word relationships and use the relationships to further understand each of the words (e.g., pretty/gorgeous, love/loathe, Because there was no wind, I had to wind up my kite string and go home.).</p>	<p>Think-Pair-Share (Literal versus figurative)</p> <p>Record of figurative language including illustrations</p>		<p>9.1.8.D.2</p> <p>Demonstrate the ability to understand inferences.</p>