

	<b><u>CURRICULUM</u></b> <i>End Product of Learning, “What” You Teach</i>			<b><u>INSTRUCTION</u></b> <i>Means to the End Product, “How” You Teach</i>	<b><u>ASSESSMENT</u></b> <i>Validation to Revise Curriculum &amp; Instruction</i>
<b>TIME FRAME</b> [By Date/Week/ Month]	<b>STANDARD OR BENCHMARK</b>	<b>CONTENT:</b> What we want students to “KNOW”.	<b>SKILL:</b> What we want students to “DO”.	<b>Varied Teaching/Learning Strategies</b> Resources/Comments	<b>Varied Classroom Assessment Strategies</b>
<b>Quarter 1</b> <b>Unit 1</b>	<b><i>READING STANDARDS FOR LITERATURE</i></b> C.C.RL.5.1	Making inferences	Quote accurately from a text.	Journeys Unit 1	Basal Assessments
	C.C.RL.5.2	Determine theme	Summarize text.	Modeling Comprehension Strategies. (prediction/summarizing/questioning/clarifying/monitoring/visualizing)	Sadlier-Oxford Vocabulary Assessments
	C.C.RL.5.3	Compare and contrast	Compare and contrast characters, settings, or events.	Guided Reading.	Observation
	C.C.RL.5.4	Figurative language	Use context to determine meaning. (metaphor and simile)	Shared Reading.	Story Maps
	C.C.RL.5.5	Text structure	Explain structure of story, drama, or poem.	Read Aloud.	Reading Logs
	C.C.RL.5.6	Point of view	Describe how point of view influences how events are described.	Genre Studies – Realistic Fiction; Nonfiction	6+1 Traits Writing Rubrics
	C.C.RL.5.9	Genre themes	Compare and contrast stories in the same genre	Teacher resources	Writing Quizzes
	C.C.RL.5.10	Variety of literature	Read and comprehend at the high end of grade 4-5 text complexity.		Novel Study Quizzes Teacher made assessments A/R tests

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP			Grade: 5
	<b><i>READING STANDARDS FOR INFORMATIONAL TEXT</i></b>				
C.C.RI.5.1	Explicit and inferential text information	Quote and explain.	Journeys Unit 1		
C.C.RI.5.2	Main ideas and key details	Determine, explain, support, and summarize.	Time for Kids		
C.C.RI.5.3	Relationships and interactions of individual events, ideas, of expository text	Explain.	Modeling Comprehension Strategies. (prediction/summarizing/questioning/clarifying/monitoring/visualizing)		
C.C.RI.5.4	General academic and fifth grade domain specific words and phrases.	Determine the meaning.	Guided Reading – Leveled readers		
C.C.RI.5.5	Overall text structure in two or more texts.	Compare and contrast.	Graphic organizers		
C.C.RI.5.6	Multiple accounts of same topic or events with their point of view	Analyze, compare, and contrast.	Shared Reading.		
C.C.RI.5.7	Problems and answers from multiple sources; print or digital	Draw on, locate, demonstrate, and solve.	Read Aloud.		
C.C.RI.5.8*****	How authors use supporting reasons and evidence	Explain and identify.	Genre Studies – Nonfiction		
C.C.RI.5.9	Information on the same topic from several texts	Integrate and present (write or speak)	Teacher resources.		
C.C.RI.5.10	Informational texts (social studies, science, and technical)	Read and comprehend independently.	Social studies textbooks		
			Science textbooks		
			Trade books		
			Newspapers		

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP			Grade: 5
	<b><i>READING STANDARDS: FOUNDATIONAL SKILLS</i></b>  C.C.RF.5.3a  C.C.RF.5.4a  C.C.RF.5.4b  C.C.RF.5.4c	Multi-syllabic words  On-level text  Prose and poetry  Word recognition	Use decoding skills.  Read with purpose and understanding.  Read fluently.  Use context.	Journeys Unit 1  Journeys student workbook  Grade level textbooks  Novels  Sadlier- Oxford Vocabulary Series.  Language Arts Today  Independent level text  Guided Reading – Leveled readers  Read Aloud  Shared Reading.  Teacher resources.  Content area text books	

	<b>WRITING STANDARDS</b>				
	C.C.W.5.3a	Establish story elements	Introducing narrator and/or characters; organize an event sequence	Journeys Unit 1 Warm-ups Step- Up to Writing program.	
	C.C.W.5.3b	Dialog, description, and pacing	Develop experiences and events or show responses of characters.	6+1 Traits of Writing	
	C.C.W.5.3d	Precise conveyance of experience and events	Use concrete words, phrases, and sensory details	Reading Contracts Story Maps	
	C.C.W.5.3e	Sequence of events and experiences	Provide a conclusion.		
	C.C.W.5.4	Story development and organization	Produce clear and coherent writing; consider audience		
	C.C.W.5.5	Revision and editing with peers and adults	Plan, revise, edit, rewrite, or try a new approach.		
	C.C.W.5.6	Publication and collaboration	Use technology to produce and publish, as well as interact and collaborate; using efficient keyboarding skills.	Facilitated by computer class instruction	
	C.C.W.5.7	Research projects	Use multiple sources to investigate topics.	Social Studies books Science books Trade books	
	C.C.W.5.8	Summarization and bibliography	Summarize and paraphrase information. Provide a list of sources used.		

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	C.C.W.5.9a	Literature	Draw evidence to support analysis, reflection, and research in literature.		
	C.C.W.5.9b	Informational text	Draw evidence to support analysis, reflection, and research in informational text.		
	C.C.W.5.10	Range of writing	Write routinely for both short and extended time frames for a variety of tasks, purposes, and audiences.		
	<b><i>SPEAKING AND LISTENING STANDARDS</i></b>				
	C.C.SL.5.1a	Discussion	Preparing different sources.	Journeys Unit 1	
	C.C.SL.5.1b	Discussion	Understand agreed upon rules	Read Aloud	
	C.C.SL.5.1c	Discussion	Pose and response to questions.		
	C.C.SL.5.1d	Discussion	Review ideas and draw conclusions.		
	C.C.SL.5.2	Text and media	Summarize.		
	C.C.SL.5.3	Speech	Summarize and explain support for claims. (Persuasive speaking)		
	C.C.SL.5.4	Speech	Organize ideas and speak fluently.		

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	C.C.SL.5.5	Presentation	Include multi-media.		
	C.C.SL.5.6	Speech	Adapt speaking to audience.		
	<b>LANGUAGE STANDARDS</b>				
	C.C.L.5.1a	Conventions of grammar and usage	Demonstrate when writing and speaking.	Journeys Unit 1 – spelling and language arts	
	C.C.L.5.1b	Perfect verb tenses	Form and use.	Language Arts Today	
	C.C.L.5.1c	Various times, sequences, states, and conditions	Use verb tense to convey meaning	Sadlier- Oxford Vocabulary Series.	
	C.C.L.5.1d	Inappropriate shifts in verb tense	Recognize and correct.	Teacher Resources	
	C.C.L.5.2	Conventions of Standard English	Demonstrate.		
	C.C.L.5.2a	Punctuation to separate terms in a series	Use		
	C.C.L.5.2b	Comma to separate an introductory element	Use		
	C.C.L.5.2c	Comma to set off yes and no, and a tag question	Use		
	C.C.L.5.2e	Grade-appropriate words with references as needed	Spell		
	C.C.L.5.3a	Sentences for meaning, interest, style	Expand combine, and reduce		
	C.C.L.5.3b	Varieties of English in stories, drama, and poems	Compare and contrast.		
	C.C.L.5.4a	Contextual clues to the meaning of a word or phrase (cause-effect relationships)	Use		

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	<p>C.C.L.5.4b</p> <p>C.C.L.5.4c</p> <p>C.C.L.5.5b</p> <p>C.C.L.5.6</p>	<p>and comparisons in text)</p> <p>Grade-appropriate Greek and Latin roots and affixes as clues to meaning</p> <p>Reference materials (dictionaries, glossaries, thesauruses)</p> <p>Meanings of common idioms, adages, and proverbs</p> <p>Grade-appropriate words, phrases that signal contrast, addition, and other logical relationships</p>	<p>Use</p> <p>Consult, find, determine, and clarify.</p> <p>Recognize and explain</p> <p>Acquire and use.</p>		
<p><b>Quarter 2</b></p> <p><b>Unit 2</b></p>	<p><b><i>READING STANDARDS FOR LITERATURE</i></b></p> <p>C.C.RL.5.1</p> <p>C.C.RL.5.2</p> <p>C.C.RL.5.3</p> <p>C.C.RL.5.4</p> <p>C.C.RL.5.5</p> <p>C.C.RL.5.6</p>	<p>Making inferences</p> <p>Determine theme</p> <p>Compare and contrast</p> <p>Figurative language</p> <p>Text structure</p> <p>Point of view</p>	<p>Quote accurately from a text.</p> <p>Summarize text.</p> <p>Compare and contrast characters, settings, or events.</p> <p>Use context to determine meaning. (metaphor and simile)</p> <p>Explain structure of story, drama, or poem.</p> <p>Describe how point of view influences how events are described.</p>	<p>Journeys Unit 2</p> <p>Modeling Comprehension Strategies. (prediction/summarizing/questioning/clarifying/monitoring/visualizing)</p> <p>Guided Reading.</p> <p>Shared Reading.</p> <p>Read Aloud.</p> <p>Genre Studies – Realistic Fiction; Nonfiction</p> <p>Teacher resources</p>	<p>Sadlier-Oxford Vocabulary Assessments</p> <p>Observation</p> <p>Story Maps</p> <p>6+1 Traits Writing Rubrics</p> <p>Novel Study Quizzes</p> <p>Schoolnet Assessments</p> <p>A/R tests</p>

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	C.C.RL.5.7	Visual and multi-media elements	Analyze how these elements contribute to text.		
	C.C.RL.5.9	Genre themes	Compare and contrast stories in the same genre		
	C.C.RL.5.10	Variety of literature	Read and comprehend at the high end of grade 4-5 text complexity.		
	<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>				
	C.C.RI.5.1	Explicit and inferential text information	Quote and explain.	Journeys Unit 2 Time for Kids	
	C.C.RI.5.2	Main ideas and key details	Determine, explain, support, and summarize.	Modeling Comprehension Strategies. (prediction/summarizing/questioning/clarifying/monitoring/visualizing)	
	C.C.RI.5.3	Relationships and interactions of individual events, ideas, of expository text	Explain.	Guided Reading – Leveled readers Graphic organizers Shared Reading.	
	C.C.RI.5.4	General academic and fifth grade domain specific words and phrases.	Determine the meaning.	Read Aloud. Genre Studies – Nonfiction	
	C.C.RI.5.5	Overall text structure in two or more texts.	Compare and contrast.	Teacher resources.	
	C.C.RI.5.6	Multiple accounts of same topic or events with their point of view	Analyze, compare, and contrast.	Social studies textbooks Science textbooks	
	C.C.RI.5.7	Problems and answers from multiple sources; print or	Draw on, locate, demonstrate, and solve.	Trade books	



Course/Subject: Literacy May 18, 2012		CURRICULUM MAP			Grade: 5
	C.C.RI.5.10	digital Informational texts (social studies, science, and technical)	Read and comprehend independently.	Newspapers	
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>				
	C.C.RF.5.3a	Multi-syllabic words	Use decoding skills.	Journeys Unit 2 Journeys student workbook	
	C.C.RF.5.4a	On-level text	Read with purpose and understanding.	Grade level textbooks	
	C.C.RF.5.4b	Prose and poetry	Read fluently.	Novels Sadlier- Oxford Vocabulary Series. Language Arts Today Independent level text Guided Reading – Leveled readers Read Aloud Shared Reading. Teacher resources. Content area text books	
	<b>WRITING</b>				

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	<b>STANDARDS</b>			Journeys Unit 2	
	C.C.W.5.1a	Organizational structure	State topic clearly and group ideas logically.	Warm-ups	
	C.C.W.5.1b	Reasons	Provide facts and details.	6+1 Traits of Writing	
	C.C.W.5.1d	Concluding statement	Provide.	Story Maps	
	C.C.W.5.2a	Topic and formatting	Provide a focus.		
	C.C.W.5.2b	Topic	Development of facts, definitions, concrete details, and quotations.		
	C.C.W.5.2c	Ideas	Link across categories.		
	C.C.W.5.2d	Language and vocabulary	Use precise language to inform and explain with appropriate vocabulary		
	C.C.W.5.2e	Concluding statement	Provide.		
	C.C.W.5.3a	Establish story elements	narrator and/or characters; organize an event sequence		
	C.C.W.5.4	Story development and organization	Produce clear and coherent writing; consider audience		
	C.C.W.5.5	Revision and editing with peers and adults	Plan, revise, edit, rewrite, or try a new approach.		
	C.C.W.5.6	Publication and collaboration	Use technology to produce and publish, as well as interact and collaborate; using efficient keyboarding skills.		
				Social Studies books	

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	C.C.W.5.7	Research projects	Use multiple sources to investigate topics.	Science books Trade books	
	C.C.W.5.9a	Literature	Draw evidence to support analysis, reflection, and research in literature.		
	C.C.W.5.9b	Informational text	Draw evidence to support analysis, reflection, and research in informational text.		
	C.C.W.5.10	Range of writing	Write routinely for both short and extended time frames for a variety of tasks, purposes, and audiences.		
	<b><i>SPEAKING AND LISTENING STANDARDS</i></b>			Journeys Unit 2	
	C.C.SL.5.1a	Discussion	Preparing different sources.	Read Aloud	
	C.C.SL.5.1b	Discussion	Understand agreed upon rules		
	C.C.SL.5.1c	Discussion	Pose and response to questions.		
	C.C.SL.5.1d	Discussion	Review ideas and draw conclusions.		
	C.C.SL.5.2	Text and media	Summarize.		
	C.C.SL.5.3	Speech	Summarize and explain		

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	C.C.SL.5.4	Speech	support for claims. (Persuasive speaking)  Organize ideas and speak fluently.		
	C.C.SL.5.6	Speech	Adapt speaking to audience.		
	<b>LANGUAGE STANDARDS</b>			Journeys Unit 2 – spelling and language arts	
	C.C.L.5.1a	Conventions of grammar and usage	Demonstrate when writing and speaking.	Language Arts Today	
	C.C.L.5.1e	Correlative conjunctions	Use.	Sadlier- Oxford Vocabulary Series.	
	C.C.L.5.2e	Grade-appropriate words with references as needed	Spell	Teacher Resources	
	C.C.L.5.3a	Sentences for meaning, interest, style	Expand combine, and reduce		
	C.C.L.5.3b	Varieties of English in stories, drama, and poems	Compare and contrast.		
	C.C.L.5.4a	Contextual clues to the meaning of a word or phrase (cause-effect relationships and comparisons in text)	Use		
	C.C.L.5.4b	Grade-appropriate Greek and Latin roots and affixes as clues to meaning	Use		
	C.C.L.5.4c	Reference materials (dictionaries, glossaries, thesauruses)	Consult, find, determine, and clarify.		
	C.C.L.5.5b	Meanings of common idioms, adages, and proverbs	Recognize and explain		

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	C.C.L.5.5c C.C.L.5.6	Synonyms, antonyms, and homographs  Grade-appropriate words, phrases that signal contrast, addition, and other logical relationships	Use and understand relationships.  Acquire and use.		
<b>Quarter 3 Unit 4</b>	<b>READING STANDARDS FOR LITERATURE</b> C.C.RL.5.1	Making inferences	Quote accurately from a text.	Journeys Unit 4	
	C.C.RL.5.2	Determine theme	Summarize text.	Modeling Comprehension Strategies. (prediction/summarizing/questioning/clarifying/monitoring/visualizing)	Sadlier-Oxford Vocabulary Assessments
	C.C.RL.5.3	Compare and contrast	Compare and contrast characters, settings, or events.	Guided Reading.	Observation
	C.C.RL.5.4	Figurative language	Use context to determine meaning. (metaphor and simile)	Shared Reading.	Story Maps
	C.C.RL.5.5	Text structure	Use context to determine meaning. (metaphor and simile)	Read Aloud.	Reading Logs
	C.C.RL.5.7	Multi-media elements	Explain structure of story, drama, or poem.	Genre Studies – Realistic Fiction; Nonfiction	6+1 Traits Writing Rubrics
	C.C.RL.5.9	Genre themes	Analyze meaning	Teacher resources	Novel Study Quizzes
	C.C.RL.5.10	Variety of literature	Compare and contrast stories in the same genre		Schoolnet assessments
	<b>READING STANDARDS FOR INFORMATIONAL</b>		Read and comprehend at the high end of grade 4-5 text complexity.		A/R tests

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP			Grade: 5
	<b>TEXT</b>			Journeys Unit 4	
	C.C.RI.5.1	Explicit and inferential text information	Quote and explain.	Time for Kids	
	C.C.RI.5.2	Main ideas and key details	Determine, explain, support, and summarize.	Modeling Comprehension Strategies. (prediction/summarizing/questioning/clarifying/monitoring/visualizing)	
	C.C.RI.5.8	How authors use supporting reasons and evidence	Explain and identify.	Guided Reading – Leveled readers	
	C.C.RI.5.9	Information on the same topic from several texts	Integrate and present (write or speak)	Graphic organizers	
	C.C.RI.5.10	Informational texts (social studies, science, and technical)	Read and comprehend independently.	Shared Reading.	
				Read Aloud.	
				Genre Studies – Nonfiction	
				Teacher resources.	
				Social studies textbooks	
				Science textbooks	
				Trade books	
				Newspapers	
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>				
	C.C.RF.5.3a	Multi-syllabic words	Use decoding skills.	Journeys Unit 4	
				Journeys student workbook	
	C.C.RF.5.4a	On-level text	Read with purpose and understanding.	Grade level textbooks	

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP			Grade: 5
	C.C.RF.5.4b	Prose and poetry	Read fluently.	<p>Novels</p> <p>Sadlier- Oxford Vocabulary Series.</p> <p>Language Arts Today</p> <p>Independent level text</p> <p>Guided Reading – Leveled readers</p> <p>Read Aloud</p> <p>Shared Reading.</p> <p>Teacher resources.</p> <p>Content area text books</p>	
	<b>WRITING STANDARDS</b>				
	C.C.W.5.3a	Establish story elements	Introducing narrator and/or characters; organize an event sequence	<p>Journeys Unit 4</p> <p>Warm-ups</p> <p>Step- Up to Writing program.</p>	
	C.C.W.5.3b	Dialog, description, and pacing	Develop experiences and events or show responses of characters.	<p>6+1 Traits of Writing</p> <p>Reading Contracts</p>	
	C.C.W.5.3c	Narrative writing - transitional words, phrases and clauses	Manage the sequence of events.	<p>Story Maps</p>	
	C.C.W.5.3d	Precise conveyance of experience and events	Use concrete words, phrases, and sensory details		

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	C.C.W.5.3e	Sequence of events and experiences	Provide a conclusion.	Social Studies books Science books Trade books	
	C.C.W.5.4	Story development and organization	Produce clear and coherent writing; consider audience		
	C.C.W.5.5	Revision and editing with peers and adults	Plan, revise, edit, rewrite, or try a new approach.		
	C.C.W.5.6	Publication and collaboration	Use technology to produce and publish, as well as interact and collaborate; using efficient keyboarding skills.		
	C.C.W.5.7	Research projects	Use multiple sources to investigate topics.		
	C.C.W.5.8	Summarization and bibliography	Summarize and paraphrase information. Provide a list of sources used.		
	C.C.W.5.9a	Literature	Draw evidence to support analysis, reflection, and research in literature.		
	C.C.W.5.9b	Informational text	Draw evidence to support analysis, reflection, and research in informational text.		



Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	<b><i>SPEAKING AND LISTENING STANDARDS</i></b>			Journeys Unit 4  Read Aloud	
	C.C.SL.5.1a	Discussion	Preparing different sources.		
	C.C.SL.5.1b	Discussion	Understand agreed upon rules		
	C.C.SL.5.1c	Discussion	Pose and respond to questions.		
	C.C.SL.5.1d	Discussion	Review ideas and draw conclusions.		
	C.C.SL.5.2	Text and media	Summarize.		
	C.C.SL.5.4	Speech	Organize ideas and speak fluently.		
	C.C.SL.5.5	Presentation	Include multi-media.		
	C.C.SL.5.6	Speech	Adapt speaking to audience.		
	<b><i>LANGUAGE STANDARDS</i></b>			Journeys Unit 4 – spelling and language arts	
	C.C.L.5.1a	Conventions of grammar and usage	Demonstrate when writing and speaking.	Language Arts Today  Sadlier- Oxford Vocabulary Series.	
	C.C.L.5.1c	Various times, sequences, states, and conditions	Use verb tense to convey meaning	Teacher Resources	
	C.C.L.5.2	Conventions of Standard English	Demonstrate.		
	C.C.L.5.2e	Grade-appropriate words with references as needed	Spell		

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	C.C.L.5.3a	Sentences for meaning, interest, style	Expand combine, and reduce		
	C.C.L.5.3b	Varieties of English in stories, drama, and poems	Compare and contrast.		
	C.C.L.5.4a	Contextual clues to the meaning of a word or phrase (cause-effect relationships and comparisons in text)	Use		
	C.C.L.5.4b	Grade-appropriate Greek and Latin roots and affixes as clues to meaning	Use		
	C.C.L.5.4c	Reference materials (dictionaries, glossaries, thesauruses)	Consult, find, determine, and clarify.		
	C.C.L.5.5a	Figurative Language (simile, metaphor)	Interpret		
	C.C.L.5.5b	Meanings of common idioms, adages, and proverbs	Recognize and explain		
	C.C.L.5.5c	Synonyms, antonyms, homographs	Use.		
	C.C.L.5.6	Grade-appropriate words, phrases that signal contrast, addition, and other logical relationships	Acquire and use.		

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP			Grade: 5
<b>Quarter 4 Unit 3</b>	<b><i>READING STANDARDS FOR LITERATURE</i></b>				
	C.C.RL.5.2	Determine theme	Summarize text.	Journeys Unit 3	Sadlier-Oxford Vocabulary Assessments
	C.C.RL.5.4	Figurative language	Use context to determine meaning. (metaphor and simile)	Modeling Comprehension Strategies. (prediction/summarizing/questioning/clarifying/monitoring/visualizing)	Observation
	C.C.RL.5.5	Text structure	Explain structure of story, drama, or poem.	Guided Reading.	Story Maps
				Shared Reading.	Reading Logs
	C.C.RL.5.7	Visual and multi-media elements	Analyze how these elements contribute to text.	Read Aloud.	6+1 Traits Writing Rubrics
	C.C.RL.5.9	Genre themes	Compare and contrast stories in the same genre	Genre Studies – Realistic Fiction; Nonfiction	Writing Quizzes
				Teacher resources	Novel Study Quizzes
	C.C.RL.5.10	Variety of literature	Read and comprehend at the high end of grade 4-5 text complexity.		Schoolnet Assessments
					A/R tests
	<b><i>READING STANDARDS FOR INFORMATIONAL TEXT</i></b>				
	C.C.RI.5.1	Explicit and inferential text information	Quote and explain.	Journeys Unit 3	
	C.C.RI.5.2	Main ideas and key details	Determine, explain,	Time for Kids	

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP			Grade: 5
	C.C.RI.5.3	Relationships and interactions of individual events, ideas, of expository text	support, and summarize.  Explain.	Modeling Comprehension Strategies. (prediction/summarizing/questioning/clarifying/monitoring/visualizing)  Guided Reading – Leveled readers  Graphic organizers  Shared Reading.  Read Aloud.  Genre Studies – Nonfiction	
	C.C.RI.5.4	General academic and fifth grade domain specific words and phrases.	Determine the meaning.	Teacher resources.  Social studies textbooks	
	C.C.RI.5.5	Overall text structure in two or more texts.	Compare and contrast.	Science textbooks	
	C.C.RI.5.6	Multiple accounts of same topic or events with their point of view	Analyze, compare, and contrast.	Trade books	
	C.C.RI.5.7	Problems and answers from multiple sources; print or digital	Draw on, locate, demonstrate, and solve.	Newspapers	
	C.C.RI.5.8	How authors use supporting reasons and evidence	Explain and identify.		
	C.C.RI.5.9	Information on the same topic from several texts	Integrate and present (write or speak)		
	C.C.RI.5.10	Informational texts (social studies, science, and technical)	Read and comprehend independently.		
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>				
	C.C.RF.5.3a	Multi-syllabic words	Use decoding skills.	Journeys Unit 3  Journeys student workbook	

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP			Grade: 5
	C.C.RF.5.4b	Prose and poetry	Read fluently.	Grade level textbooks	
	C.C.RF.5.4c	Word recognition	Use context.	Novels	
				Sadlier- Oxford Vocabulary Series.	
				Language Arts Today	
				Independent level text	
				Guided Reading – Leveled readers	
				Read Aloud	
				Shared Reading.	
				Teacher resources.	
				Content area text books	
	<b>WRITING STANDARDS</b>				
	C.C.W.5.1a	Organizational structure	State topic clearly and group ideas logically.	Journeys Unit 3	
	C.C.W.5.1b	Reasons	Provide facts and details.	Warm-ups	
	C.C.W.5.1c	Transition words	Link opinion and reasons	Step- Up to Writing program.	
	C.C.W.5.1d	Concluding statement	Provide.	6+1 Traits of Writing	
				Reading Contracts	
				Story Maps	
	C.C.W.5.4	Story development and organization	Produce clear and coherent writing; consider audience		
	C.C.W.5.5	Revision and editing with peers and adults	Plan, revise, edit, rewrite, or try a new		

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	C.C.W.5.6	Publication and collaboration	approach. Use technology to produce and publish, as well as interact and collaborate; using efficient keyboarding skills.	Facilitated by computer class instruction  Social Studies books Science books Trade books	
	C.C.W.5.7	Research projects	Use multiple sources to investigate topics.		
	C.C.W.5.8	Summarization and bibliography	Summarize and paraphrase information. Provide a list of sources used.		
	C.C.W.5.9a	Literature	Draw evidence to support analysis, reflection, and research in literature.		
	C.C.W.5.9b	Informational text	Draw evidence to support analysis, reflection, and research in informational text.		
	C.C.W.5.10	Range of writing	Write routinely for both short and extended time frames for a variety of tasks, purposes, and audiences.		
	<b><i>SPEAKING AND LISTENING STANDARDS</i></b>				
	C.C.SL.5.1a	Discussion	Preparing different sources.	Journeys Unit 3	

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	C.C.SL.5.1c	Discussion	Pose and respond to questions.	Read Aloud	
	C.C.SL.5.2	Text and media	Summarize.		
	C.C.SL.5.3	Speech	Summarize and explain support for claims. (Persuasive speaking)		
	C.C.SL.5.4	Speech	Organize ideas and speak fluently.		
	<b>LANGUAGE STANDARDS</b>				
	C.C.L.5.1a	Conventions of grammar and usage	Demonstrate when writing and speaking.	Journeys Unit 3 – spelling and language arts	
	C.C.L.5.1c	Various times, sequences, states, and conditions	Use verb tense to convey meaning	Language Arts Today Sadlier- Oxford Vocabulary Series. Teacher Resources	
	C.C.L.5.2e	Grade-appropriate words with references as needed	Spell		
	C.C.L.5.3a	Sentences for meaning, interest, style	Expand combine, and reduce		
	C.C.L.5.3b	Varieties of English in stories, drama, and poems	Compare and contrast.		
	C.C.L.5.4a	Contextual clues to the meaning of a word or phrase (cause-effect relationships and comparisons in text)	Use		

Course/Subject: Literacy May 18, 2012		CURRICULUM MAP		Grade: 5	
	C.C.L.5.4b	Grade-appropriate Greek and Latin roots and affixes as clues to meaning	Use		
	C.C.L.5.4c	Reference materials (dictionaries, glossaries, thesauruses)	Consult, find, determine, and clarify.		
	C.C.L.5.5b	Meanings of common idioms, adages, and proverbs	Recognize and explain		
	C.C.L.5.5c	Synonyms, antonyms, homographs	Use		
	C.C.L.5.6	Grade-appropriate words, phrases that signal contrast, addition, and other logical relationships	Acquire and use.		