

# Grade 5: Curriculum Map

EL Education’s Grades 3–5 comprehensive literacy curriculum is 2 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): explicitly teach and formally assess all standards and strands of the Common Core State Standards (CCSS) for English Language Arts and Literacy
- Additional Language and Literacy (ALL) Block (60 minutes of daily instruction): provides additional practice and differentiated support for all students

The module lessons and ALL Block work together to help students develop literacy skills as they build knowledge about the world.

The ALL Block addresses five areas: independent reading; additional work with complex text; reading and speaking fluency/grammar, usage, and mechanics; writing practice; word study/vocabulary. For additional information on the ALL Block, refer to EL Education’s 3–5 Language Arts Curriculum introduction at the beginning of this book and the Implementing the ALL Block introduction to your Module 1 ALL Block Teacher Guide and Supporting Materials.

## Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Six assessments (two per unit), which are almost always “on-demand”; students complete an independent task on reading, writing, speaking, and/or listening

## Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

## How to Read This Map

The purpose of this section is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the Grades 3–5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Title:** This signals the topic students will be learning about (often connected to social studies or science).
- **Description:** This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text in bold is the central text for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.
- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, Grades 3–5.
- **Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End of Unit 3 Assessment often addresses key components of the performance task.)
- Unit-Level Assessments
  - Each unit includes two assessments, most of which are “on-demand” and designed to show what students know or can do on their own.
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.

## Grade 5: Curriculum Map

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The curriculum map on the following pages lists the title of each assessment, CCSS assessed, and the format.

- Selected response (multiple choice questions)
- Short constructed response (short answer questions)
- Extended response (longer writing or essays of the type that is scored using the Grades 3–5 opinion, informative, and narrative writing rubrics (either on-demand or scaffolded))
- Speaking and listening (discussion or oral presentation)
- Scaffolded essay (involving planning, drafting, and revision)
- Standards: For each module, the standards formally assessed are indicated with a check mark.

**Note:** The ALL Block is not shown in this curriculum map because it does not include formal assessments; however, it does include frequent opportunities for informal assessment of the standards, and therefore is a critical component of this comprehensive curriculum. As stated above, the ALL Block for a given module is on the same topic as the module lessons and supports, extends, and works in conjunction with those lessons. Teachers should use assessment results from module lessons as one data point to inform their homogeneous groupings for ALL Block instruction.

Consider spending significant time orienting to this map before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.

	Module 1	Module 2	Module 3	Module 4
Focus	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teach Others	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
Title	Stories of Human Rights	Biodiversity in the Rainforest	Athlete Leaders of Social Change	The Impact of Natural Disasters
Description	<p>Students launch the year by building their close reading skills. They read the novel <i>Esperanza Rising</i> by Pam Muñoz Ryan, and apply their new learning about human rights as one lens through which to interpret the characters and themes in this rich novel. Through close reading, interpretation, and analysis of fiction and non-fiction texts, students begin to build their understanding of human rights. Throughout the first unit, students closely read selected articles from the Universal Declaration of Human Rights (UDHR) related to events in <i>Esperanza Rising</i> where human rights are threatened. They write a four-paragraph literary essay comparing the response of two characters to a selected event from the novel, and describe how each character responds to the event. In the final unit, students plan, write, and ultimately perform monologues based on events from <i>Esperanza Rising</i> where human rights are threatened.</p>	<p>In this module, students read to build knowledge about the rainforest and analyze author's craft in narrative writing to build proficiency in writing first-person narratives about the rainforest. In Unit 1, they build background knowledge on biodiversity in the rainforest in order to understand why scientists, like Meg Lowman in <i>The Most Beautiful Roof in the World</i> by Kathryn Lasky, study the rainforest. Having read texts about deforestation, students research using several print and digital sources to identify ways they can help the rainforest, and the challenges associated with being an ethical consumer, in order to participate in a collaborative discussion. In Unit 2, students explore how authors of narrative texts about the rainforest help the reader understand what it is like in the rainforest by analyzing author's use of figurative, and concrete and sensory language. With a deeper understanding of author's craft, in Unit 3 students write first-person narratives, building out a scenario from <i>The Most Beautiful Roof in the World</i> using concrete and sensory language to describe the rainforest as though they were actually there.</p>	<p>In this module, students consider the factors that contribute to the success of professional athletes as leaders of social change. They read about a number of professional athletes who have been leaders of social change. Students begin by learning about Jackie Robinson through <i>Promises to Keep: How Jackie Robinson Changed America</i>, written by Jackie's daughter, Sharon. Students gather factors that led to Jackie Robinson's success in leading social change and then develop an opinion on which factor (or factors) were most important in his success. Students finish the module by reading about other athletes who were leaders of social change, beginning with Jim Abbott. They research and write essays to compare and contrast the factors that contributed to the success of the athletes they study with those of Jackie Robinson. Once students have read about a few athletes, they then consider the common factors that contribute to being an effective leader of social change and work in pairs to create a multimedia presentation highlighting three of those factors. For the performance task, students work in groups to create a poster highlighting a personal quality that effective leaders of change need to have.</p>	<p>In this module, students read literary and informational texts to understand the impact of natural disasters on places and people. They begin by researching natural disasters in expert groups, reading informational texts, and creating PSAs (public service announcements) about how to stay safe during a natural disaster. Students then read and analyze literary texts about the aftermath of natural disasters including poems, songs, and <i>Eight Days: A Story of Haiti</i> by Edwidge Danticat—a story about a boy trapped under his house for eight days after the 2010 earthquake in Haiti. They analyze the way the illustrations and visuals in videos contribute to the meaning, tone, and beauty of a text. Students then analyze how the narrator's or speaker's point of view influences how events are described. At the end of the module, they take action to help others prepare for a natural disaster. They research supplies to include in an emergency preparedness kit and write opinion essays on the most important items to include. For the performance task, they present their PSAs to a live audience, unpack an emergency preparedness kit giving the rationale for the items included, and distribute an informational leaflet.</p>

## Grade 5: Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Texts (central text(s) in bold) <sup>1</sup>	<ul style="list-style-type: none"> <li>• <b>Esperanza Rising, Pam Munoz Ryan</b> (RL, 740L; one per student)</li> <li>• <b>The Universal Declaration of Human Rights</b> (RI, 1695L; excerpts only; included in module materials)</li> <li>• The Universal Declaration of Human Rights—Abridged for Youth (RI, 700L; included in module materials)</li> <li>• <b>A Life Like Mine: How Children Live around the World, DK Publishing</b> (RI, N/A; teacher copy only)</li> </ul>	<ul style="list-style-type: none"> <li>• “Bite at Night!” Written by EL Education for instructional purposes (RL, 900L; included in module materials)</li> <li>• <b>Seeds of Change: Planting a Path to Peace, Jen Johnson</b> (RL, 820L; teacher copy only)</li> <li>• <b>The Great Kapok Tree, Lynne Cherry</b> (RL, 670L; teacher copy only)</li> <li>• <b>The Most Beautiful Roof in the World, Kathryn Lasky</b> (RI, 1160L; one per student)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Promises to Keep: How Jackie Robinson Changed America, Sharon Robinson</b> (RI, 1030L; one per student)</li> <li>• “Jim Abbott,” Rick Swain (RI, N/A; included in module materials)</li> <li>• “Free Minds and Hearts at Work,” This I Believe, Jackie Robinson (RI, N/A; included in module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Eight Days: A Story of Haiti, Edwidge Danticat</b> (RL, 820L; one per student)</li> <li>• “In the Water Where the City Ends,” Simone White (RL, N/A; included in module materials)</li> <li>• “Hurricane Katrina: Superdome Poem,” Shelton “Shakespear” Alexander (RL, N/A; included in module materials)</li> <li>• “Job,” Kwame Dawes (RL, N/A; included in module materials)</li> <li>• “How Well Is Your Community Prepared?,” Scholastic (RI, N/A; included in module materials)</li> <li>• “Know the Facts, Be Empowered.” Ready.gov (RI, N/A; included in module materials)</li> </ul>
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 4–5 <sup>2</sup> : 740-1010L			
Performance Task	<p><b>Product:</b> Monologue Performance and Program</p> <p><b>Format:</b> theatrical performance and written program</p> <p><b>CCSS:</b> RF.5.4, W.5.4, W.5.5, W.5.8</p>	<p><b>Product:</b> Rainforest Adventures eBook</p> <p><b>Format:</b> scaffolded narratives and informative texts</p> <p><b>CCSS:</b> W.5.3, W.5.4, and W.5.6</p>	<p><b>Product:</b> Poster: Personal Qualities to Be an Effective Leader of Change</p> <p><b>Format:</b> on-demand poster</p> <p><b>CCSS:</b> RI.5.1, RI.5.9, W.5.4, W.5.8, W.5.9b</p>	<p><b>Product:</b> Preparing for a Natural Disaster</p> <p><b>Format:</b> presentation</p> <p><b>CCSS:</b> SL.5.4, SL.5.5, SL.5.6</p>

## Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	<p><b>Title:</b> Answering Questions about and Summarizing Article 13 of the UDHR</p> <p><b>Format:</b> selected response and short constructed response</p> <p><b>CCSS:</b> RI.5.1, RI.5.2, RI.5.4, RI.5.10, L.5.4b,c</p>	<p><b>Title:</b> Reading and Analyzing Informational Texts</p> <p><b>Format:</b> selected response, short constructed response, and graphic organizer</p> <p><b>CCSS:</b> RI.5.2, RI.5.5, RI.5.10</p>	<p><b>Title:</b> Reading and Summarizing an Informational Text</p> <p><b>Format:</b> short constructed response and revising short passage for verb tense</p> <p><b>CCSS:</b> RI.5.1, RI.5.2, RI.5.10, W.5.9b, L.5.1c,d</p>	<p><b>Title:</b> Analyzing How an Author Uses Reasons and Evidence to Support Points</p> <p><b>Format:</b> selected response</p> <p><b>CCSS:</b> RI.5.4, RI.5.8, RI.5.10, L.5.4a</p>

<sup>1</sup> Texts listed in order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Texts procurement list for ISBNs, prices, etc.

<sup>2</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity

	Module 1	Module 2	Module 3	Module 4
<b>End of Unit 1</b>	<p><b>Title:</b> Text-Based Discussion—Threats to Human Rights in <i>Esperanza Rising</i></p> <p><b>Format:</b> text-based discussion and short constructed response</p> <p><b>CCSS:</b> RL.5.1, RL.5.5, RI.5.1, W.5.9a, SL.5.1a-c</p>	<p><b>Title:</b> Web Research and Text-Based Discussion</p> <p><b>Format:</b> research graphic organizer and text-based discussion</p> <p><b>CCSS:</b> RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8, SL.5.1a-d</p>	<p><b>Title:</b> Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text</p> <p><b>Format:</b> selected response and short constructed response</p> <p><b>CCSS:</b> RI.5.3, SL.5.2</p>	<p><b>Title:</b> Recording a PSA</p> <p><b>Format:</b> scaffolded PSA, edit passage</p> <p><b>CCSS:</b> SL.5.4, SL.5.6, L.5.2a,c</p>
<b>Mid-Unit 2</b>	<p><b>Title:</b> Interpreting Metaphors and Analyzing Character Reactions</p> <p><b>Format:</b> selected response questions and short constructed response</p> <p><b>CCSS:</b> RL.5.1, RL.5.2, RL.5.3, RL.5.10, W.5.9a, L.5.5a</p>	<p><b>Title:</b> Reading and Analyzing Literary Texts</p> <p><b>Format:</b> short constructed response</p> <p><b>CCSS:</b> RL.5.4, RL.5.6, RL.5.9, RL.5.10, L.5.2d, L.5.5a, b</p>	<p><b>Title:</b> Analyzing a Short Video and Examining Point of View</p> <p><b>Format:</b> selected response, short constructed response, and graphic organizer</p> <p><b>CCSS:</b> RI.5.1, RI.5.6, RI.5.10, SL.5.3</p>	<p><b>Title:</b> Analyzing the Contribution of Multimedia</p> <p><b>Format:</b> fluency, selected response, short constructed response</p> <p><b>CCSS:</b> RL.5.1, RL.5.2, RL.5.4, RL.5.7, RL.5.10, RF.5.4, L.5.4a, L.5.5c</p>
<b>End of Unit 2</b>	<p><b>Title:</b> Revising a Literary Essay</p> <p><b>Format:</b> revising a scaffolded essay</p> <p><b>CCSS:</b> W.5.2c,d, W.5.5, W.5.6, L.5.2d, L.5.6</p>	<p><b>Title:</b> Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in <i>The Most Beautiful Roof in the World</i></p> <p><b>Format:</b> reading fluency and on-demand essay</p> <p><b>CCSS:</b> RL.5.1, RF.5.3, RF.5.4, W.5.2, W.5.9a, W.5.10</p>	<p><b>Title:</b> Opinion Essay: Factors of Jackie Robinson's Success</p> <p><b>Format:</b> scaffolded essay</p> <p><b>CCSS:</b> RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10, L.5.2b</p>	<p><b>Title:</b> Analyzing Point of View in a Poem</p> <p><b>Format:</b> selected response, short constructed response</p> <p><b>CCSS:</b> RL.5.1, RL.5.6, RL.5.10, L.5.3b</p>
<b>Mid-Unit 3</b>	<p><b>Title:</b> Narrative Monologue: Describing an Event from <i>Esperanza Rising</i></p> <p><b>Format:</b> on-demand narrative</p> <p><b>CCSS:</b> W.5.3a,b,e, W.5.4, W.5.10</p>	<p><b>Title:</b> Narrative Writing: First-Person Story Based on <i>The Most Beautiful Roof in the World</i></p> <p><b>Format:</b> on-demand narrative</p> <p><b>CCSS:</b> W.5.3a,e, W.5.4, W.5.10</p>	<p><b>Title:</b> Informative Essay: Comparing and Contrasting Athletes Who Broke Barriers</p> <p><b>Format:</b> on-demand essay</p> <p><b>CCSS:</b> RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, W.5.2, W.5.4, W.5.6, W.5.7, W.5.8, W.5.10, L.5.1e</p>	<p><b>Title:</b> Supplies to Include in an Emergency Preparedness Kit</p> <p><b>Format:</b> research</p> <p><b>CCSS:</b> RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8</p>
<b>End of Unit 3</b>	<p><b>Title:</b> Revising Writing and Reading Fluency</p> <p><b>Format:</b> revising an informational essay</p> <p><b>CCSS:</b> RF.5.3, RF.5.4, W.5.4, W.5.5, L.5.1b</p>	<p><b>Title:</b> Revising a First Person Narrative</p> <p><b>Format:</b> revising a narrative</p> <p><b>CCSS:</b> W.5.3b-d, W.5.5, L.5.1a, L.5.3a</p>	<p><b>Title:</b> Multimedia Presentation</p> <p><b>Format:</b> presentation</p> <p><b>CCSS:</b> RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6</p>	<p><b>Title:</b> Opinion Essay: Personal Items for My Emergency Preparedness Kit</p> <p><b>Format:</b> on-demand opinion essay</p> <p><b>CCSS:</b> W.5.1, W.5.4, W.5.5, W.5.6, W.5.10, L.5.2e</p>

### **Common Core State Standards for ELA & Literacy Formally Assessed, by Module**

- In the curriculum map on the following pages, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context since they happen over a span of time (e.g., R.10 or W.10). In the curriculum map on the following pages, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map on the following pages, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

## Reading Standards for Literature

	Module 1	Module 2	Module 3	Module 4
<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓		✓
<b>RL.5.2</b> 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.	✓			✓
<b>RL.5.3</b> 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).	✓			
<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		✓		✓
<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	✓			
<b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.		✓		✓
<b>RL.5.7</b> 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).				✓
<b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		✓		
<b>RL.5.10</b> 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.	Integrated throughout.			



## Grade 5: Curriculum Map

### Reading Standards for Informational Text

	Module 1	Module 2	Module 3	Module 4
<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓
<b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	✓	✓	✓	
<b>RI.5.3</b> 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.			✓	
<b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	✓			✓
<b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		✓		
<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			✓	
<b>RI.5.7</b> 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.		✓	✓	✓
<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				✓
<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			✓	
<b>RI.5.10</b> 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.	Integrated throughout.			

## Reading Standards: Foundational Skills

	Module 1	Module 2	Module 3	Module 4
<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	Integrated throughout.			
<b>RF.5.3a</b> 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.				
<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.	✓	✓		✓
<b>RF.5.4a</b> Read grade-level text with purpose and understanding.	✓	✓		✓
<b>RF.5.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	✓	✓		✓
<b>RF.5.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓		✓

## Writing Standards

	Module 1	Module 2	Module 3	Module 4
<b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			✓	✓
<b>W.5.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.			✓	✓
<b>W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.			✓	✓
<b>W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).			✓	✓
<b>W.5.1d</b> Provide a concluding statement or section related to the opinion presented.			✓	✓
<b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓	✓	
<b>W.5.2a</b> 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>W.5.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		✓	✓	

## Grade 5: Curriculum Map

	Module 1	Module 2	Module 3	Module 4
<b>W.5.2c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).	✓	✓	✓	
<b>W.5.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	
<b>W.5.2e</b> Provide a concluding statement or section related to the information or explanation presented.		✓	✓	
<b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		✓		
<b>W.5.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓	✓		
<b>W.5.3b</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	✓	✓		
<b>W.5.3c</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	✓	✓		
<b>W.5.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.		✓		
<b>W.5.3e</b> Provide a conclusion that follows from the narrated experiences or events.	✓	✓		
<b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓	✓	✓	✓
<b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✓	✓	✓	✓
<b>W.5.6</b> 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.	✓	✓	✓	✓
<b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		✓	✓	✓
<b>W.5.8</b> 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.	✓	✓	✓	✓

	Module 1	Module 2	Module 3	Module 4
<b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.				
<b>W.5.9a</b> Apply <i>grade 5 Reading standards</i> 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]”).	✓	✓		
<b>W.5.9b</b> Apply <i>grade 5 Reading standards</i> 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]”).			✓	
<b>W.5.10</b> 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.	Integrated throughout.			

### Speaking and Listening Standards

	Module 1	Module 2	Module 3	Module 4
<b>SL.5.1</b> 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.	✓	✓		
<b>SL.5.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓	✓		
<b>SL.5.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓		
<b>SL.5.1c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	✓	✓		
<b>SL.5.1d</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		✓		
<b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			✓	
<b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			✓	

## Grade 5: Curriculum Map

	Module 1	Module 2	Module 3	Module 4
<b>SL.5.4</b> 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.			✓	✓
<b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			✓	
<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			✓	✓

## Language Standards

	Module 1	Module 2	Module 3	Module 4
<b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<b>L.5.1a</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		✓		
<b>L.5.1b</b> Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.	✓			
<b>L.5.1c</b> Use verb tense to convey various times, sequences, states, and conditions.			✓	
<b>L.5.1d</b> Recognize and correct inappropriate shifts in verb tense.			✓	
<b>L.5.1e</b> Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).			✓	
<b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<b>L.5.2a</b> Use punctuation to separate items in a series.				✓
<b>L.5.2b</b> Use a comma to separate an introductory element from the rest of the sentence.			✓	
<b>L.5.2c</b> Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).				✓
<b>L.5.2d</b> Use underlining, quotation marks, or italics to indicate titles of works.	✓	✓		
<b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.				✓

	Module 1	Module 2	Module 3	Module 4
<b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
<b>L.5.3a</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		✓		
<b>L.5.3b</b> Compare and contrast the varieties of English (e.g., <i>dialects, registers</i> ) used in stories, dramas, or poems.				✓
<b>L.5.4</b> 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.				
<b>L.5.4a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.				✓
<b>L.5.4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i> ).	✓			
<b>L.5.4c</b> 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.	✓			
<b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
<b>L.5.5a</b> Interpret figurative language, including similes and metaphors, in context.	✓	✓		
<b>L.5.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.		✓		
<b>L.5.5c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.				✓
<b>L.5.6</b> 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., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	✓			