



POCONO MOUNTAIN SCHOOL DISTRICT

English Language Arts Common Core Standards Grade 5

Common Core Alignment

READING STANDARDS - LITERATURE

Key Ideas and Details

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[RL.5.1]**

Unit

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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. **[RL.5.2]**

Unit

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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). **[RL.5.3]**

Unit

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Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **[RL.5.4]**

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Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **[RL.5.5]**

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Describe how a narrator's or speaker's point of view influences how events are described. **[RL.5.6]**

Unit

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Integration of Knowledge and Ideas

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). [RL.5.7]

Unit	1	2	3	4	5	6	7	8	9
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(Not applicable to literature) [RL.5.8]

Unit	1	2	3	4	5	6	7	8	9
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Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9]

Unit	1	2	3	4	5	6	7	8	9
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Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently. [RL.5.10]

Unit	1	2	3	4	5	6	7	8	9
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READING STANDARDS - INFORMATIONAL TEXT

Key Ideas and Details

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]

Unit	1	2	3	4	5	6	7	8	9
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Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2]

Unit	1	2	3	4	5	6	7	8	9
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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. [RI.5.3]

Unit	1	2	3	4	5	6	7	8	9
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Craft and Structure

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. **[RI.5.4]**

Unit	1	2	3	4	5	6	7	8	9
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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. **[RI.5.5]**

Unit	1	2	3	4	5	6	7	8	9
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Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **[RI.5.6]**

Unit	1	2	3	4	5	6	7	8	9
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Integration of Knowledge and Ideas

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. **[RI.5.7]**

Unit	1	2	3	4	5	6	7	8	9
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Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **[RI.5.8]**

Unit	1	2	3	4	5	6	7	8	9
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Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **[RI.5.9]**

Unit	1	2	3	4	5	6	7	8	9
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Range of Reading and Level of Text Complexity

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. **[RI.5.10]**

Unit	1	2	3	4	5	6	7	8	9
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READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]

Unit	1	2	3	4	5	6	7	8	9
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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. [RF.5.3a]

Unit	1	2	3	4	5	6	7	8	9
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Fluency

Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]

Unit	1	2	3	4	5	6	7	8	9
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Read grade-level text with purpose and understanding. [RF.5.4a]

Unit	1	2	3	4	5	6	7	8	9
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Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b]

Unit	1	2	3	4	5	6	7	8	9
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Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]

Unit	1	2	3	4	5	6	7	8	9
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WRITING STANDARDS

Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.5.1]

Unit	1	2	3	4	5	6	7	8	9
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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. **[W.5.1a]**

Unit	1	2	3	4	5	6	7	8	9
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Provide logically ordered reasons that are supported by facts and details. **[W.5.1b]**

Unit	1	2	3	4	5	6	7	8	9
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Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). **[W.5.1c]**

Unit	1	2	3	4	5	6	7	8	9
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Provide a concluding statement or section related to the opinion presented. **[W.5.1d]**

Unit	1	2	3	4	5	6	7	8	9
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Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **[W.5.2]**

Unit	1	2	3	4	5	6	7	8	9
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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. **[W.5.2a]**

Unit	1	2	3	4	5	6	7	8	9
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Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[W.5.2b]**

Unit	1	2	3	4	5	6	7	8	9
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Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). **[W.5.2c]**

Unit	1	2	3	4	5	6	7	8	9
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Use precise language and domain-specific vocabulary to inform about or explain the topic. **[W.5.2d]**

Unit	1	2	3	4	5	6	7	8	9
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Provide a concluding statement or section related to the information or explanation presented. **[W.5.2e]**

Unit	1	2	3	4	5	6	7	8	9
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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.5.3]**

Unit	1	2	3	4	5	6	7	8	9
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Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.5.3a]**

Unit	1	2	3	4	5	6	7	8	9
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Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **[W.5.3b]**

Unit	1	2	3	4	5	6	7	8	9
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Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **[W.5.3c]**

Unit	1	2	3	4	5	6	7	8	9
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Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.5.3d]**

Unit	1	2	3	4	5	6	7	8	9
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Provide a conclusion that follows from the narrated experiences or events. **[W.5.3e]**

Unit	1	2	3	4	5	6	7	8	9
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Production and Distribution of Writing

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.) **[W.5.4]**

Unit	1	2	3	4	5	6	7	8	9
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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.) **[W.5.5]**

Unit	1	2	3	4	5	6	7	8	9
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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. **[W.5.6]**

Unit	1	2	3	4	5	6	7	8	9
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Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [W.5.7]

Unit	1	2	3	4	5	6	7	8	9
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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. [W.5.8]

Unit	1	2	3	4	5	6	7	8	9
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Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.5.9]

Unit	1	2	3	4	5	6	7	8	9
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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]"). [W.5.9a]

Unit	1	2	3	4	5	6	7	8	9
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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]"). [W.5.9b]

Unit	1	2	3	4	5	6	7	8	9
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Range of Writing

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. [W.5.10]

Unit	1	2	3	4	5	6	7	8	9
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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. **[SL.5.1]**

Unit	1	2	3	4	5	6	7	8	9

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. **[SL.5.1a]**

Unit	1	2	3	4	5	6	7	8	9

Follow agreed-upon rules for discussions and carry out assigned roles. **[SL.5.1b]**

Unit	1	2	3	4	5	6	7	8	9

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **[SL.5.1c]**

Unit	1	2	3	4	5	6	7	8	9

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **[SL.5.1d]**

Unit	1	2	3	4	5	6	7	8	9

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[SL.5.2]**

Unit	1	2	3	4	5	6	7	8	9

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **[SL.5.3]**

Unit	1	2	3	4	5	6	7	8	9

Presentation of Knowledge and Ideas

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. [SL.5.4]

Unit	1	2	3	4	5	6	7	8	9
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Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5]

Unit	1	2	3	4	5	6	7	8	9
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Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 for specific expectations.) [SL.5.6]

Unit	1	2	3	4	5	6	7	8	9
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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.5.1]

Unit	1	2	3	4	5	6	7	8	9
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Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [L.5.1a]

Unit	1	2	3	4	5	6	7	8	9
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Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. [L.5.1b]

Unit	1	2	3	4	5	6	7	8	9
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Use verb tense to convey various times, sequences, states, and conditions. [L.5.1c]

Unit	1	2	3	4	5	6	7	8	9
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Recognize and correct inappropriate shifts in verb tense. [L.5.1d]

Unit	1	2	3	4	5	6	7	8	9
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Use correlative conjunctions (e.g., *either/or*, *neither/nor*). [L.5.1e]

Unit	1	2	3	4	5	6	7	8	9
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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **[L.5.2]**

Unit	1	2	3	4	5	6	7	8	9
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Use punctuation to separate items in a series. **[L.5.2a]**

Unit	1	2	3	4	5	6	7	8	9
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Use a comma to separate an introductory element from the rest of the sentence. **[L.5.2b]**

Unit	1	2	3	4	5	6	7	8	9
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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?*). **[L.5.2c]**

Unit	1	2	3	4	5	6	7	8	9
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Use underlining, quotation marks, or italics to indicate titles of works. **[L.5.2d]**

Unit	1	2	3	4	5	6	7	8	9
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Spell grade-appropriate words correctly, consulting references as needed. **[L.5.2e]**

Unit	1	2	3	4	5	6	7	8	9
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Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. **[L.5.3]**

Unit	1	2	3	4	5	6	7	8	9
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Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. **[L.5.3a]**

Unit	1	2	3	4	5	6	7	8	9
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Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. **[L.5.3b]**

Unit	1	2	3	4	5	6	7	8	9
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Vocabulary Acquisition and Use

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. **[L.5.4]**

Unit	1	2	3	4	5	6	7	8	9
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Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **[L.5.4a]**

Unit	1	2	3	4	5	6	7	8	9
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Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). **[L.5.4b]**

Unit	1	2	3	4	5	6	7	8	9
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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. **[L.5.4c]**

Unit	1	2	3	4	5	6	7	8	9
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Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **[L.5.5]**

Unit	1	2	3	4	5	6	7	8	9
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Interpret figurative language, including similes and metaphors, in context. **[L.5.5a]**

Unit	1	2	3	4	5	6	7	8	9
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Recognize and explain the meaning of common idioms, adages, and proverbs. **[L.5.5b]**

Unit	1	2	3	4	5	6	7	8	9
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Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **[L.5.5c]**

Unit	1	2	3	4	5	6	7	8	9
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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*). **[L.5.6]**

Unit	1	2	3	4	5	6	7	8	9
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Grade 5 Curriculum Map

Unit 1: Personal Narratives

Unit Summary <p>This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing. A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low stakes environment that encourages students to develop their writing skills. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback. Students also complete a Beginning-of-Year assessment that measures their preparation for Grade 5 work.</p>				Overall Learning Outcomes <ul style="list-style-type: none"> • Identify and begin to successfully use personification in writing • Identify and begin to successfully use point of view in writing • Identify and begin to successfully use similes and metaphors in writing • Utilize "Think as You Read" strategy to deepen understanding of a text • Writing a personal narrative • Beginning-of-the-Year Assessment 			
Anchor Text: Personal Narratives Text Type: Informational Lexile: 920				Big Ideas <ul style="list-style-type: none"> • This unit allows the opportunity to examine the genre of personal narratives and help students build their knowledge of descriptive writing. • Through close and critical reading, these texts provide students the opportunity to improve their literal comprehension and text-based inferencing. • Reading about others' personal experiences will assist students with their ability to make meaning from their own experiences through writing. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.8 RI.5.10 RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.1 W.5.1b W.5.3 W.5.3a W.5.3b W.5.3d W.5.3e W.5.4 W.5.5 W.5.6 W.5.7 W.5.9b W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.3 SL.5.4 SL.5.5	L.5.1 L.5.2 L.5.2d L.5.2e L.5.3 L.5.3a L.5.3b L.5.4 L.5.4a L.5.4c L.5.5 L.5.5a L.5.5c L.5.6	RL.5.4 RI.5.1 RI.5.3 RI.5.4 RI.5.5 RI.5.8	W.5.3 W.5.3a W.5.3b W.5.3d W.5.4 W.5.5	SL.5.1b SL.5.4 SL.5.5	L.5.2 L.5.3a L.5.4a L.5.5

Grade 5 Curriculum Map

Unit 2: Early American Civilizations

Unit Summary This unit orients students to the geography, climate, flora, and fauna of the Americas while presenting an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations. Students review the stages of the writing process and use information from the text to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, the Codex Project, that encompasses all three civilizations. Students plan and draft a paragraph about the Maya and practice paraphrasing and note-taking, plan and draft a paragraph about the Aztec and incorporate images into their work, practice using linking words and phrases to compare the Maya and the Aztec, and plan and draft a paragraph about the Inca. Students edit their writing then integrate their writing and images to complete their Codex Project. They study the root word tract and the prefixes ir-, inter-, and il-. Students also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences. They also learn about words and phrases that compare and contrast.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Compare and contrast the Maya, Aztec, and Inca civilizations • Paraphrase information from a text • Create an informative or explanatory essay using evidence from the text • Understanding of grammar including action and linking verbs, words that compare and contrast, run-on sentences and subjects and predicates • Unit Assessment 			
Anchor Text: Maya, Aztec, and Inca Text Type: Informational/Literary Lexile: 880L				Big Ideas <ul style="list-style-type: none"> • Large, complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas before the arrival of Europeans. • There were many events that led to the rise and fall of the Maya, Aztec, and Inca civilizations. • The Maya, Aztec, and Inca civilizations were responsible for many innovations and discoveries and created myths to explain the world around them. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.5.2 RL.5.3 RL.5.4 RL.5.7 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.8 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.3 W.5.4 W.5.5 W.5.8 W.5.9	SL.5.1 SL.5.1a SL.5.1b SL.5.1d SL.5.2 SL.5.4	L.5.1 L.5.2a L.5.2e L.5.3 L.5.4 L.5.4a L.5.4b L.5.4c L.5.5 L.5.5a L.5.5b L.5.5c L.5.6	RL.5.1 RL.5.2 RL.5.9 RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.7 RF.5.3 RF.5.3a	W.5.2 W.5.2a W.5.2c W.5.5 W.5.8	SL.5.2	L.5.1 L.5.2e L.5.4b

Grade 5 Curriculum Map

Unit 3: Poetry

Unit Summary <p>This unit teaches students tools and strategies for approaching poetry, training them in the methods and devices poets use, and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit are drawn from various literary traditions over the last several centuries, and they range from William Blake's 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American, Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. Throughout the unit, students practice close reading and writing. They learn about many of the formal elements of poetry as they identify those elements arising organically from the text. They also pair that work with writing poetry themselves, which allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers. In turn, this bolsters their ability to analyze others' writing. These activities offer students a number of tools with which to approach poetry, building their confidence to interpret poems and their engagement in the task.</p>				Overall Learning Outcomes <ul style="list-style-type: none"> • Identify and use poetic devices, including tone, anaphora, figurative language, rhyme, and metaphor • Identify and write in various poetic forms, such as villanelle and list. • Compare and contrast poems using graphic organizers • Apply new poetry knowledge to develop the craft of writing poetry • Unit Assessment 			
Anchor Text: Poet's Journal Text Type: Literary Lexile: n/a because poetry/verse				Big Ideas <ul style="list-style-type: none"> • This unit consists of a central goal to teach students how to explore the potential that language has to offer. <ul style="list-style-type: none"> • Poetry need not be bound by formal constraints, but can be a free form, creative, imaginative vehicle for expression. • Poetry has been around for centuries, and it is a timeless, distinctive craft. <ul style="list-style-type: none"> • Students can build their confidence in interpreting text and self-expression through poetry. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4b RF.5.4c	W.5.3 W.5.3a W.5.3b W.5.3d W.5.4 W.5.5 W.5.10	SL.5.1 SL.5.1b SL.5.1c SL.5.1d SL.5.2	L.5.1 L.5.2 L.5.3 L.5.4 L.5.4a L.5.4c L.5.5 L.5.5a L.5.6	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RF.5.3a	W.5.3b W.5.3d W.5.5 W.5.8 W.5.9a		

Grade 5 Curriculum Map

Unit 4: Adventures of Don Quixote

Unit Summary In this unit students focus on character and plot, as well as on literary elements such as characterization, while reading a full-length, adapted version of Adventures of Don Quixote. They trace the development of plot, characters, and literary elements over the course of the novel, which exposes them to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character; the relationship between Don Quixote and his sidekick, Sancho Panza; and episodes such as the one involving windmills. Students write a four-paragraph persuasive essay arguing whether they think Don Quixote's good intentions justify his often calamitous actions; they support their claims with reasons and evidence from the text. They learn how to use commas in a series, and they continue developing subject-verb agreement and using words that compare and contrast. They also learn the suffix -ness and the root word vac.				Overall Learning Outcomes <ul style="list-style-type: none"> Distinguish between fact and opinion <ul style="list-style-type: none"> Demonstrate understanding of pronoun-verb agreement and commas in a series Demonstrate understanding of key vocabulary Construct and share a four paragraph persuasive essay Unit Assessment 			
Anchor Text: Adventures of Don Quixote Text Type: Literary Lexile: 940L				Big Ideas <ul style="list-style-type: none"> This text is a full-length adapted version of the original novel written by Miguel de Cervantes in 1605. It provides exposure to literary classics. There are several themes, including morality, class, and worth, throughout the text. The text provides students the opportunity to trace the development of plot, characters, and literary elements throughout the course of the novel. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.9 RL.5.10 RI.5.8 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.2a W.5.2b W.5.3b W.5.4 W.5.5 W.5.6 W.5.8 W.5.9 W.5.9a W.5.9b W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.3 SL.5.6	L.5.1 L.5.1c L.5.1d L.5.2 L.5.2a L.5.2e L.5.3 L.5.3a L.5.4 L.5.4a L.5.4b L.5.4c L.5.5 L.5.5a L.5.5b L.5.5c L.5.6	RL.5.1 RL.5.2 RL.5.3 RL.5.5 RF.5.3	W.5.1a W.5.1b W.5.1c W.5.1d W.5.5 W.5.9b		L.5.2a L.5.2e L.5.4b L.5.6

Grade 5 Curriculum Map

Unit 5: The Renaissance

Unit Summary This unit provides students with a broad exposure to the art and literature of the Renaissance through the works of renowned masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare. Students learn that the Renaissance was a cultural movement that began in Italy and swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class, which allowed merchants and businessmen to support artists as their patrons. While studying the Renaissance, students review the past tense of verbs and recognize improper use of verb tenses. They also develop their understanding of prepositional phrases and correlative conjunctions. Students study the root word serv and the prefixes im-, ex-, and in-.				Overall Learning Outcomes <ul style="list-style-type: none"> • Develop an understanding of reading for purposes such as gist, explanation, details, and inferences • Write an informational paragraph • Review note-taking techniques on informational text • Create a biography about a famous Renaissance artist using at least two sources • Unit Assessment 			
Anchor Text: Patrons, Artists, and Scholars Text Type: Informational Lexile: 980L				Big Ideas <ul style="list-style-type: none"> • The Renaissance was a cultural movement that began in Italy and swept through Europe. • During the Renaissance, merchants and businessmen supported artists as their patrons. <ul style="list-style-type: none"> • Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration. • Renowned masters of art and literature from the time period are featured. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.7 RI.5.8 RI.5.9 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.3 W.5.3a W.5.3d W.5.4 W.5.5 W.5.7 W.5.8 W.5.9 W.5.9b W.5.10	SL.5.1 SL.5.2 SL.5.3 SL.5.4	L.5.1 L.5.1a L.5.1c L.5.1e L.5.2 L.5.2e L.5.4 L.5.4a L.5.4b L.5.4c L.5.5 L.5.5b L.5.5c L.5.6	RI.5.1 RI.5.2 RI.5.3 RI.5.8 RI.5.9 RF.5.3a	W.5.2a W.5.2b W.5.2c W.5.3a W.5.3d W.5.5 W.5.7 W.5.8	SL.5.3	L.5.1 L.5.1a L.5.1c L.5.1d L.5.1e L.5.2 L.5.2e L.5.4b

Grade 5 Curriculum Map

Unit 6: The Reformation

Unit Summary This unit teaches students about the Reformation, a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. Students learn how Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. They write a friendly letter, and they plan and create a slide presentation. Students practice the suffix -ist and the prefix en-. They also learn interjections and review correlative conjunctions, prepositional phrases, and active and linking verbs. This unit also includes a Mid-Year assessment to measure student progress on Grade 5 material.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Identify interjections, subject-linking verb agreement, prepositions, prepositional phrases, and correlative conjunctions • Middle-of-the-Year Assessment • Plan and create a slide presentation and draft a friendly letter considering both audience and purpose • Mid-Year Assessment 			
Anchor Text: Shifts in Power Text Type: Informational/Literary Lexile: 980L				Big Ideas <ul style="list-style-type: none"> • The Reformation was a movement involving a religious and political shift in power from the Catholic Church to the state. • The Protestant Church was created at this time. • Gutenberg's invention of the printing press changed the world and allowed for the quick spreading of ideas. <ul style="list-style-type: none"> • The scientific world saw great advances, thereby undermining the power of the Catholic Church. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.8 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4c	W.5.2 W.5.2d W.5.2e W.5.4 W.5.5 W.5.6 W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.4 SL.5.5	L.5.1 L.5.1a L.5.1c L.5.1d L.5.1e L.5.2 L.5.2e L.5.3 L.5.3a L.5.4 L.5.4a L.5.4b L.5.4c L.5.5 L.5.5a L.5.5b L.5.5c L.5.6	RL.5.1 RL.5.2 RL.5.3 RL.5.6 RI.5.1 RI.5.2 RI.5.3 RI.5.8	W.5.2 W.5.2d W.5.4 W.5.5 W.5.10	SL.5.2 SL.5.4 SL.5.5	L.5.1a L.5.2e L.5.3 L.5.3a L.5.4 L.5.4b L.5.5

Grade 5 Curriculum Map

Unit 7: A Midsummer Night's Dream

Unit Summary The A Midsummer Night's Dream unit is an immersive Quest that treats Shakespeare's comedy as both literature and a living text for interpretation and performance. Over the course of the Quest students read, write, act, direct, design, and watch scenes from A Midsummer Night's Dream. Students think about scenes through the frames of character action (what a character wants, what stands in his or her way, what he or she will do to achieve it) and character traits (what a character's actions tell us about him or her, what adjectives we would use to describe this character) while exploring Shakespeare's brilliant language. Students engage in close reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations, as well as their skills in reading, writing, speaking, and listening. This Quest highlights writing and performance activities, asking students to write text-based pieces in which they offer advice to the play's various characters and to memorize and perform a selection of the text.				Overall Learning Outcomes <ul style="list-style-type: none"> Identify poetic devices such as iambic pentameter and work to understand Shakespearian language Dive into, engage with, and make sense of complex text and vocabulary Develop an understanding of tone, stress, and actions when reading and performing a dramatic piece <ul style="list-style-type: none"> Complete character analysis from the perspective of each character's actions and desires 			
Anchor Text: A Midsummer Night's Dream Text Type: Literary Lexile: n/a because poetry/verse				Big Ideas <ul style="list-style-type: none"> Students can enhance their understanding and their skills in reading, writing, speaking, and listening through the genre of drama. Shakespeare's plays are the basis for a great number of sayings and contemporary works. To be able to decipher the language and understand how his plays were performed is key to deepening understandings of these contemporaries. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.10 RI.5.1 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.1 W.5.1b W.5.2 W.5.2b W.5.3 W.5.3b W.5.4 W.5.6 W.5.8 W.5.9 W.5.9a W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1d SL.5.4 SL.5.6	L.5.1 L.5.2 L.5.2e L.5.3 L.5.3b L.5.4 L.5.4a L.5.4c L.5.5 L.5.6	RL.5.2 RL.5.3 RL.5.10 RF.5.4b	W.5.3 W.5.3b	SL.5.1 SL.5.1a SL.5.4	

Grade 5 Curriculum Map

Unit 8: Native Americans

Unit Summary This unit teaches students how Native Americans were intricately and intimately connected to their landscape and explores how the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land. Students write a persuasive essay in which they argue that a chosen image best shows the connection between Native Americans and the land. In this writing, students focus on note-taking, incorporating evidence, and crafting an argument; they also revise, edit, and share their writing. Students continue practicing correct verb tenses and learn transition words that indicate time or a sequence of events. They learn to use formatting to indicate titles, and they work on comma placement in sentences including tag questions, direct address, and similar constructions. They also learn the root word mem, the prefix fore-, and the suffixes -tion and -sion.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Make inferences from informative text • Identify the main argument and evidence of a persuasive text • Focus on collecting relevant information and construct a persuasive essay • Unit Assessment 			
Anchor Text: A Changing Landscape Text Type: Informational/Literary Lexile: 1010L				Big Ideas <ul style="list-style-type: none"> • Native Americans in North America had a unique connection to the land, wildlife, and seasons prior to the arrival of Europeans. • Contact with settlers and the policies of the American government had both intended and unintended consequences on the Native Americans. • As a result, the Native Americans' way of life, and their very existence, tragically and drastically changed. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.5.1 RL.5.3 RL.5.6 RL.5.9 RL.5.10 RI.5.1 RI.5.3 RI.5.4 RI.5.6 RI.5.7 RI.5.8 RI.5.10 RF.5.3 RF.5.4	W.5.1a W.5.1b W.5.1c W.5.1d W.5.2 W.5.2d W.5.3 W.5.3c W.5.4 W.5.5 W.5.8 W.5.9 W.5.9a W.5.9b W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.3	L.5.1c L.5.1d L.5.2 L.5.2b L.5.2c L.5.2d L.5.2e L.5.3 L.5.4 L.5.4a L.5.4b L.5.4c L.5.5a L.5.6	RL.5.1 RI.5.1 RI.5.3 RI.5.4 RI.5.6 RI.5.9 RF.5.3	W.5.1a W.5.1b W.5.1d W.5.3 W.5.3c W.5.5 W.5.8		L.5.1d L.5.2d L.5.2e L.5.4a L.5.4b

Grade 5 Curriculum Map

Unit 9: Chemical Matter

Unit Summary In this unit, students learn chemical content through a fictional work, <i>The Badlands Sleuth</i> , which tells the story of a fossil dig in which a number of fossils go missing and the protagonist, Amy, must use the chemistry she is learning to solve the mystery. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit include appropriate organization of content for a range of purposes, combining informational and literary details, applying recently learned insights to convey information and understanding to others, integrating information from multiple sources to explain concepts and ideas, and revising writing in response to peer feedback. The culminating writing task for this unit asks students to write Amy's next case: another detective story which uses scientific content to solve a mystery. At the conclusion of the unit, students complete an End-of-Year assessment to measure their progress throughout the academic year.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Compare and contrast two texts • Prepare arguments for and hold a debate • Categorize evidence and create character maps • Plan, prepare for, and deliver a presentation • Read and integrate information • End-of-the-Year Assessment 			
Anchor Text: <i>The Badlands Sleuth</i> Text Type: Informational/Literary Lexile: 880L				Big Ideas <ul style="list-style-type: none"> • This unit introduces the concepts of matter, elements, and compounds. • Matter can be transformed by physical and chemical changes. • This text is both informational and literary, and requires the use of prior knowledge of both text types to read, analyze, and integrate the content within. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.5.1 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.7 RI.5.8 RI.5.9 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4c	W.5.1 W.5.1a W.5.1b W.5.1d W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.3 W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.9 W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.3 SL.5.4 SL.5.6	L.5.1 L.5.1b L.5.2 L.5.2b L.5.2c L.5.2e L.5.3 L.5.3a L.5.4 L.5.4a L.5.4b L.5.4c L.5.5 L.5.5a L.5.6	RL.5.1 RL.5.3 RL.5.5 RL.5.6 RI.5.1 RI.5.5 RI.5.7 RI.5.8 RI.5.9 RF.5.3	W.5.1 W.5.2 W.5.2d W.5.3 W.5.4 W.5.5 W.5.8 W.5.9	SL.5.2 SL.5.4 SL.5.5	L.5.1b L.5.2b L.5.2c L.5.3 L.5.4b



Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 5

APPLICABLE TO ALL UNITS

I. Provide Multiple Means of Representation

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Anticipation Guide
- Class Discussion
- Close Reading
- Cooperative Learning
- Differentiated Instruction
- Guided questioning
- Modeling
- Think Aloud
- Think/Pair/Share
- Graphic Organizers
- Writing starters
- Diagrams/Charts

Please utilize the following links for more information:

[Reading Rockets](#)

[CAST](#)

[University of Florida Literacy Institute](#)



Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 5

APPLICABLE TO ALL UNITS

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

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- Close Reading
- Cooperative Learning
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- Guided questioning
- Modeling
- Think Aloud
- Think/Pair/Share
- Graphic Organizers
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Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 5

APPLICABLE TO ALL UNITS

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

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