

Student Learning Map

Grade/Course: 5 ELA

Unit: Conventions of Standard English Grammar

Key Learning: Demonstrating a command of the conventions of standard English grammar and usage is essential.

Unit Essential Question
How does having a command of the conventions of standard English grammar and usage help us become better readers and writers?

Lesson Topic 1:
Explain and use conjunctions.

Lesson Topic 2:
Explain and use prepositions.

Lesson Topic 3:
Explain and use interjections

Lesson Essential Questions:
1. What is the function of conjunctions, prepositions and interjections? (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R)
2. How do we use conjunctions correctly in sentences? (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R)
3. How do we properly use correlative conjunctions? (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R)

Lesson Essential Questions:
1. What is the function of prepositions? (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R)
2. How do we use prepositions correctly in sentences? (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R)

Lesson Essential Questions:
1. What is the function of interjections? (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R)
3. How do we use interjections correctly in sentences? (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R)

Vocabulary:
Function
Conjunctions

Vocabulary:
Function
Prepositions

Vocabulary:
Function
Interjections

Note: Revised 1/17/14

Student Learning Map

Grade/Course: 5/ELA

Unit: conventions of standard English Grammar

Key Learning: Demonstrating a command of the conventions of standard English grammar and usage is essential.

Unit Essential Question

How does having a command of the conventions of standard English grammar and usage help us become better readers and writers?

<p>Lesson Topic 1: Use and recognize correct and improper usage of verbs.</p>	<p>Lesson Topic 2: Produce and recognize complete sentences.</p>	<p>Lesson Topic 3: Correct usage for frequently confused words</p>
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<p>Lesson Essential Questions: 1. How do we use and form the perfect tenses of verbs? (CC.1.4.5.F) (CC.1.4.5.L)(CC.1.4.5.R) 2. What is the appropriate way to use verb tense to show various times, sequences, states and conditions? (CC.1.4.5.F) (CC1.4.5.L) (CC1.4.5.R) 3. How do we recognize and correct the improper usage of verb tenses (CC.1.4.5.F) (CC1.4.5.L) (CC.1.4.5.R) 4. How do we identify and use correct subject-verb and pronoun antecedent agreements? (CC.1.4.5.F) (CC.1.4.5.L) (CC/1/4/5/R)</p>	<p>Lesson Essential Questions: 1. How do we produce complete sentences? (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R) 2. What are fragments and run-on sentences? (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R) 3. How do we correct fragments and run-on sentences? (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R)</p>	<p>Lesson Essential Questions: 1. What are the correct usages for frequently confused words? (CC1.4.5.F) (CC.1.4.5.L) (CC.1.45R)</p>
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<p>Vocabulary: Verb tenses Perfect verb tense Sequences States Conditions</p>	<p>Vocabulary: Correlative conjunction Fragment sentence Run-on sentence There, Their, They're To, Two, Too Subject-verb agreement Pronoun-antecedent agreement</p>	<p>Vocabulary: There Their They're To Two Too</p>
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Note: Revised 1/17/14

Student Learning Map

Grade/course: 5/ELA

Unit: Conventions of Standard English Mechanics

Key Learning: Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling is essential.

Unit Essential Question
How does having a command of the conventions of standard English mechanics and usage help us become better readers and writers?

Lesson Topic 1:
Use and recognize appropriate punctuation

Lesson Topic 2:
Use and spell grade-appropriate words correctly.

Lesson Essential Questions:

Why do I use punctuation to separate items in a series? (CC.1.3.5.F) (CC.1.4.5.L) (CC.1.4.5. R)
What is the process to use a comma to separate an introductory element from the rest of the sentences? (CC.1.3.5.F) (CC.1.4.5.L) (CC.1.4.5. R)
How do we use a comma to set off introductory words? (CC.1.3.5.F) (CC.1.4.5.L) (CC.1.4.5. R)
How do I use a comma to set off a tag question? (CC.1.3.5.F) (CC.1.4.5.L) (CC.1.4.5. R)
How do I use a comma in a direct address? (CC.1.3.5.F) (CC.1.4.5.L) (CC.1.4.5. R)
How do I use underlining, quotation marks or italics to indicate titles of works? (CC.1.3.5.F) (CC.1.4.5.L) (CC.1.4.5. R)

Lesson Essential Questions:

How do I spell grade appropriate words correctly in my writing pieces? (CC.1.3.5.F) (CC.1.4.5.O) (CC1.4.5.R)

Vocabulary:

Series	Comma
Colon	Introductory element
Direct address	Underlining
Quotation marks	Italics titles of works

Vocabulary:

Introductory words

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Student Learning Map

Grade/course: 5/ELA

Unit: Craft and Structure NF & F

Key Learning: Understanding craft and structure in fiction and nonfiction literature is essential.

Unit Essential Question:
How does craft and story structure help me to understand fiction and nonfiction literature?

Lesson Topic 1:
Author's Purpose

Lesson Topic 2:
Author's Point of View

Lesson Topic 3:
Text Structure

Lesson Essential Questions:

1. What is the author's purpose? (CC.1.3.5.D)
2. How does the author show his/her/ purpose? (CC.1.3.5.D)

Lesson Essential Questions:

1. What is the narrator's viewpoint? (CC.1.3.5.D)
2. How does the narrator's viewpoint influence the description of events in the story? (CC.1.3.5.D)
3. How are viewpoints of the same event similar and different? (CC.1.2.5.D)

Lesson Essential Questions:

How does text structure help to interpret information? (CC.1.2.5.E)

Vocabulary:
Author's Purpose

Vocabulary:
Narrator
Speaker
Point of view
Accounts

Vocabulary:
Chronology
Comparison
Cause/Effect
Problem/Solution

Note: Revised 1/17/14

Student Learning Map

Grade/Course: 5ELA

Unit: Evidence-Based Analysis of Text

Key Learning: Gathering evidence from texts to support analysis, reflection, and research is essential.

Unit Essential Question:
How do I gather evidence from texts to support analysis, reflection, and research?

Lesson Topic 1: Introduce a topic for an intended audience	Lesson Topic 2: Develop the topic	Lesson Topic 3: Linking ideas	Lesson Topic 4: Write with a formal style	Lesson Topic 5: Concluding Paragraph
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Lesson Essential Questions: How do I introduce a topic for an intended audience? How do I identify my intended audience? How does my intended audience change my writing style? (CC.1.4.5.B) (CC.1.4.5.H) (CC.1.4.5.S)	Lesson Essential Questions: How do I develop the topic using a variety of evidence of from texts, to support claims opinions, and inferences? (CC.1.4.5.E) (CC.1.4.5.K) (CC.1.4.5.C) (CC.1.4.5.D) (CC.1.4.5.J)(CC.1.4.5.S)	Lesson Essential Questions: Why do I link ideas using words, phrases and clauses? (CC.1.4.5.E) (CC.1.4.5.K) (CC.1.4.5.C) (CC.1.4.5.D) (CC.1.4.5.J)(CC.1.4.5.S)	Lesson Essential Questions: How do I vary sentence length, use precise language, and topic vocabulary when writing in a formal style? (CC.1.4.5.E) (CC.1.4.5.K) (CC.1.4.5.S)	Lesson Essential Questions: How do I provide a concluding paragraph related to the topic? (CC.1.4.5.E) (CC.1.4.5.K) (CC.1.4.5.C) (CC.1.4.5.D) (CC.1.4.5.J) (CC.1.4.5.S) (CC.1.4.5.B) (CC.1.4.5.H)
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Vocabulary: Intended audience	Vocabulary: Evidence Claims Opinions Inferences Analysis Topic Reflection Research	Vocabulary: Transitions (words, phrases, and clauses)	Vocabulary: Precise language Topic vocabulary Formal style	Vocabulary: Concluding paragraph
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Note: Revised 1/17/14

Student Learning Map

Grade/Course: 5/ELA

Unit: Integration of Knowledge and Ideas

Key Learning: Understanding connections within, between, and among fiction and nonfiction texts is essential.

Unit Essential Question:
How do we use connections within fiction and nonfiction texts?

Lesson Topic 1: Supporting Details	Lesson Topic 2: Text Features	Lesson Topic 3: Compare and Contrast
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<p>Lesson Essential Questions:</p> <ol style="list-style-type: none"> 1. Why do authors use reasons and evidence to support his or her points in a text? (C.C.1.2.5.H) 	<p>Lesson Essential Questions:</p> <ol style="list-style-type: none"> 1. Why do we integrate information from several texts on the same topic? (C.C.1.2.5.G) (C.C.1.2.5.I) 2. Why do author's include text features in their writing? (C.C.1.2.5.G) 	<p>Lesson Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the similarities and differences between fictional stories of the same genre? (C.C.1.3.5.H) 2. What are the similarities and differences between nonfiction stories of the same genre? (C.C.1.3.5.H) 3. What are the similarities and differences between dramas and poems of the same genre? (C.C.1.3.5.H)
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<p>Vocabulary:</p> <p>Evidence Supporting Details</p>	<p>Vocabulary:</p> <p>Integrate Headings Graphics Charts</p>	<p>Vocabulary:</p> <p>Stories Dramas Poems Genre Theme Compare and Contrast</p>
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Note: Revised 1/17/14

Student Learning Map

Grade/Course: 5 ELA

Unit: Knowledge of Language

Key Learning: Understanding knowledge of language and its conventions is essential.

Unit Essential Question:
How does knowledge of language and its conventions help me to construct an writing piece?

Lesson Topic 1:
Sentence length

Lesson Topic 2:
Words and Phrases

Lesson Topic 3:
Punctuation

Lesson Essential Questions:

How do I vary sentence length (expand, combine, reduce) to convey meaning, create interest, and develop style?
(CC.1.4.5.E) (CC.1.4.5.K)
(CC.1.4.5.Q)

Lesson Essential Questions:

How do I use specific words and phrases for effect and to convey ideas precisely?
(CC.1.4.5.E) (CC.1.4.5.K)
(CC.1.4.5.Q)

Lesson Essential Questions:

How do I use punctuation for effect?
(CC.1.4.5.E) (CC.1.4.5.K)
(CC.1.4.5.Q)

Vocabulary:

Sentence length
Style
Interest

Vocabulary:

Convey
For Effect

Vocabulary:

Punctuation
For effect

Note: Revised 1/17/14

Student Learning Map

Grade/Course: 5 ELA

Unit: Text Types and Purposes-Narrative

Key Learning: Writing informational essays to explain a topic and convey ideas and information is essential to the writing process.

Unit Essential Question:
How do we construct an informational essay to explain a topic?

Lesson Topic 1: Introduce Topic and Audience	Lesson Topic 2: Gathering information	Lesson Topic 3: Construct an Informational Piece
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Lesson Essential Questions: 1. How do I introduce a topic for an intended audience? (C.C.1.4.5.B)	Lesson Essential Questions: 1. Why do we develop content to support a topic? (C.C.1.4.5.C) (C.C.1.4.5.D)(C.C.1.4.5.E) 2. How do I group related information related information within an essay? (C.C.1.4.5.C) (C.C.1.4.5.D)(C.C.1.4.5.E)	Lesson Essential Questions: 1. How do I improve the style of my writing? (C.C.1.4.5.E) 2. Why do we relate the concluding paragraph to the topic? (C.C.1.4.5.B) (C.C.1.4.5.C) (C.C.1.4.5.D) (C.C.1.4.5E) 3. How do we construct an informational writing piece? (C.C.1.4.5.C)
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Vocabulary Intended Audience Topic	Vocabulary: Facts Definitions Concrete Details Quotations Examples	Vocabulary: Precise language Topic Vocabulary Transitions Words Phrases Clauses Formal Style Conclusion
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Note: Revised 1/17/14

Student Learning Map

Grade/Course: 5 ELA

Unit: Text Types and Purposes-Narrative

Key Learning: Writing narrative essays, developing real or imagined experiences, and using sequential, descriptive details is essential to constructing a narrative piece.

Unit Essential Question:
How do I use effective technique, descriptive details, and sequential order to write real or imagined narrative essays?

Lesson Topic 1: Introduce the Reader	Lesson Topic 2: Sequence of Events	Lesson Topic 3: Construct a Narrative
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<p>Lesson Essential Questions:</p> <ol style="list-style-type: none"> 1. How do we establish a situation and introduce characters in a story? (C.C. 1.4.5.N) 2. How do we maintain a controlling point throughout the story? (C.C.1.4.5.N)(C.C.1.4.5.O) 	<p>Lesson Essential Questions:</p> <ol style="list-style-type: none"> 1. How do we use transitional words, phrases, and clauses to show sequence of events? (C.C.1.4.5.P) 2. How do we create a sequence of events to support the writer's purpose? (C.C.1.4.5.P) 3. How do we use descriptive words and phrases to show sequence of events? (C.C.1.4.5.0) (C.C. 1.4.5.P) (C.C.1.4.5.Q) 	<p>Lesson Essential Questions:</p> <ol style="list-style-type: none"> 1. How do we use dialogue, description, and pacing to develop a story? (C.C.1.4.5.N) (C.C.1.4.5.O)(C.C.1.4.5.P) 2. How do we construct a logical conclusion? (C.C.1.4.5.0) (C.C.1.4.5.P) (C.C.1.4.5.Q) 3. How do we construct a narrative writing piece? (C.C.1.4.5.O) (C.C.1.4.5.P)
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<p>Vocabulary</p> <p>Intended Audience</p> <p>Controlling Point</p>	<p>Vocabulary:</p> <p>Sequence of Events</p> <p>Transitions</p> <p>Descriptive</p>	<p>Vocabulary:</p> <p>Dialogue</p> <p>Description</p> <p>Conclusion</p>
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Note: Revised 1/17/14

Student Learning Map

Grade/Course: 5/ELA

Unit: Text Types and Purposes-Opinions

Key Learning: Writing opinion essays on topics or text and supporting a point of view with reasons is essential for understanding text.

Unit Essential Question:
Why are opinion essays important as a mode of writing?

Lesson Topic 1:
Words, Phrases, Clauses

Lesson Topic 2:
Supporting Details

Lesson Topic 3:
Opinion Essays

Lesson Essential Questions:
1. How do we link opinions and reasons using words, phrases, and clauses? (C.C.1.4.5.I) (C.C.1.4.5.J)(C.C.1.4.5.K)
2. In what ways do we vary our sentence length? (C.C.1.4.5.K)

Lesson Essential Questions:
1. Why do we support opinions with facts and details? (C.C.1.4.5.I) (C.C.1.4.5.J)(C.C.1.4.5.K)

Lesson Essential Questions:
1. How do we introduce and state an opinion on a topic for an intended audience? (C.C.1.4.5.H) (C.C.1.4.5.I) (C.C.1.4.5.J) (C.C.1.4.5.K)
2. Why do we provide a concluding paragraph related to the opinion presented? (C.C.1.4.5.H)(C.C.1.4.5.I)(C.C.1.4.5.J)(C.C.1.4.5.K)
3. What is needed to construct an opinion essay? (C.C.1.4.5.H)

Vocabulary:
Transitions
Formal Style

Vocabulary:
Supporting Details
Supporting Facts

Vocabulary:
Intended Audience
Concluding Paragraph

Note: Revised 1/17/14

Student Learning Map

Grade/course: 5/ELA

Unit: Vocabulary Acquisition and Use NF & F

Key Learning: Understanding vocabulary and figurative language in fiction and nonfiction is essential.

Unit Essential Question:
How does vocabulary and figurative language help me to understand fiction and nonfiction text?

Lesson Topic 1: Figurative Language	Lesson Topic 2: Vocabulary	Lesson Topic 3: Word Structure
<p>Lesson Essential Questions:</p> <p>1. How does knowledge of figurative language help to understand text? (CC.1.3.5.F) (CC.1.2.5.F) (CC.1.3.5.J) (CC.1.2.5.J)</p>	<p>Lesson Essential Questions:</p> <p>1. What are the steps used to determine the meaning of unknown words? CC.1.3.5.I) CC.1.3.5.F) (CC.1.2.5.F)(CC.1.2.5.K) (CC.1.2.5.J)</p>	<p>Lesson Essential Questions:</p> <p>1. How does understanding affixes help me to understand the meaning of words? (CC.1.3.5.I) (CC.1.3.5.J) (CC.1.2.5.K) (CC.1.2.5.J)</p> <p>2. How does knowledge of roots help me understand the meaning of words? (CC.1.3.5.I) (CC.1.3.5.J) (CC.1.2.5.K) (CC.1.2.5.J)</p> <p>3. How do we show relationships using synonyms and antonyms? (CC.1.3.5.I) (CC.1.3.5.J) (CC.1.2.5.K)(CC.1.2.5.J)</p> <p>4. How do we show relationships using homographs? (CC.1.3.5.I) (CC.1.3.5.J) (CC.1.2.5.K)(CC.1.2.5.J)</p>
<p>Vocabulary:</p> <p>Figurative Language Simile Metaphor Personification Alliteration Falafel Hyperbole Onomatopoeia Idioms Adages Proverbs</p>	<p>Vocabulary:</p> <p>Context Clues Multiple-Meaning</p>	<p>Vocabulary:</p> <p>Affixes Roots Synonyms Antonyms Homographs Homophones</p>

Note: Revised 1/17/14