

5th Grade Language Arts Curriculum Map

Q	Common Core Standard	Content	Skill	Assesment	Resources	Essential Questions	
Q 1	5.L.1a	Conjunctions, Prepositions, Interjections	Explain the function of conjunctions, propositions and interjections in sentences	Daily progress checks (via discussion, written assignments, exit slips, self reflections) & quizzes/tests	Newmark Learning Common Core Language Book Scott Foresman Grammar and Writing Practice Book Study Island Practice Pages Assorted Online Resources ilwritingmatters.org readwritethink.org <i>Practical Strategies for Meeting and Exceeding the Rigorous Common Core State Standards for Writing</i> by Diane Murphy; <i>Scott Foresman Reading Street Writing and Research Handbook</i> ; <i>Traits of Good Writing (Creative Teacher's Press)</i>	What are the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences?	
	5.L.1b	Perfect Verb Tenses	Correct usage of perfect, past perfect, present perfect, and future perfect verb tenses			How do I form and use the perfect verb tenses?	
	5.L.1c	Verb Tenses: Times, Sequence, States, & Conditions	Use verb tenses to correctly convey various times, sequences, states, and conditions			How do I use verb tense to convey time, sequence, state, and condition?	
	5.L.1d	Recognize and correct verb tenses	Recognize and correct inappropriate shifts in verb tense.			How can I use correct verb tenses in my writing?	
	5.W.1	Opinion Writing	Write using reasons and information to support an opinion			Writing prompts with rubrics (for sentences, paragraphs & compositions);	How do I effectively use the writing process? What is the difference between revising and editing? Why do good writers revise their drafts? How can revising improve focus?
	5.W.1a		Organize writing with a logical progression that supports an opinion			Reading response journal; Writing journal	What is the purpose of opinion writing? What is the writer's responsibility in opinion writing? How should opinion writing be organized? What is relevant evidence? How do I support my opinion with text-based evidence?

	5.W.1b	Opinion Writing	Use organized facts & details to support reasons	Writing prompts with rubrics (for sentences, paragraphs & compositions); Reading response journal; Writing journal		
	5.W.1c		Use words, phrases, & clauses to connect an opinion and reasons (e.g. consequently, specifically)			
	5.W.1d		Write a conclusion related to an opinion			
	5.W.4		Consider the purpose & audience when writing			
	5.W.5		Plan, revise, & edit writing; rewrite or try a different approach when needed			
	5.W.6		Use technology to create, publish, and show writing; type 2 or more pages			
Q 2	5.L.1e	Correlative conjunctions	Use correlative conjunctions (either/or, neither/nor)	Daily progress checks (via discussion, written assignments, exit slips, self reflections & quizzes/tests)	Newmark Learning Common Core Language Book	How do I use correlative conjunctions to compare or contrast 2 ideas in a sentence?
	5.L.2a	Use punctuation to separate items in a series	Correctly using commas to separate items in a series		Scott Foresman Grammar and Writing Practice Book	How do I correctly use commas to separate words, phrases or clauses in a series?
	5.L.2b	Use commas to separate introductory item	Correctly use a comma to separate an introductory item		Study Island Practice Pages Assorted Online Resources	How do I correctly use a comma to separate an introductory item?

5.L.2c	Using commas to set off yes/no, tag questions, and direct address	Correctly use commas 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?)	Daily progress checks (via discussion, written assignments, exit slips, self reflections & quizzes/tests	Newmark Learning Common Core Language Book Scott Foresman Grammar and Writing Practice Book	How do I correctly use commas to set off yes/no, tag questions, and direct address?
5.L.2d	Using underlining, quotation marks, and italics	Correctly using underlining, quotation marks or italics to indicate titles of works		Study Island Practice Pages	How do I know when to use underlining and quotation marks to indicate titles of works?
5.W.2	Informational writing	Write an informational text	Writing prompts with rubrics (for sentences, paragraphs & compositions); Reading response journal; Writing journal	Assorted Online Resources	How do I effectively use the writing process? What is the difference between revising and editing? Why do good writers revise their drafts? How can revising improve focus?
5.W.2a		Organize writing and use text features to help readers better understand a topic		ilwritingmatters.org readwritethink.org	How do I use text structure to improve my writing? What strategies add focus & organization to an informational essay? Why is it important to establish a clear topic in an informational composition? How do good writers link one paragraph to another? What's the role of the concluding paragraph in informational writing?
5.W.2b		Use specific information such as facts, definitions, and details to support a topic		<i>Practical Strategies for Meeting and Exceeding the Rigorous Common Core State Standards for Writing</i> by Diane Murphy; <i>Scott Foresman Reading Street Writing and Research Handbook</i> ; <i>Traits of Good Writing (Creative Teacher's Press)</i>	
5.W.2c		Use words, phrases, & clauses to connect ideas throughout one's writing (e.g. in contrast, especially)			
5.W.2d		Use specific words related to the topic to support writing			
5.W.2e		Write a conclusion related to the topic			

Q 3	5.W.9b	Informational Writing	Use grade-level reading strategies when writing about informational texts	Writing prompts with rubrics (for sentences, paragraphs & compositions); Reading response journal; Writing journal		
			Consider the purpose & audience when writing			
	5.W.4		Plan, revise, & edit writing; rewrite or try a different approach when needed			
	5.W.5		Use technology to create, publish, and show writing; type 2 or more pages			
	5.W.6					
	5.L.2e	Spelling grade appropriate words correctly	Correctly spelling grade appropriate words correctly, consulting references as needed	Daily progress checks (via discussion, written assignments, exit slips, self reflections & quizzes/tests	Newmark Learning Common Core Language Book	How do I use a dictionary and/or glossary to help me spell words correctly?
	5.L.3a	Expand, combine, and reduce sentences	Correctly expanding, combining, and reducing sentences for meaning, reader/listener interest, and style		Scott Foresman Grammar and Writing Practice Book	How can I decide to change sentences to make my writing more clear?
5.L.3b	Compare & contrast the varieties of English used in written works	Understanding that authors use a variety of writing dialects and registers to make their stories interesting		Study Island Practice Pages	Why do authors use a variety of English dialects and registers in their writing?	
5.L.4a	Use context as a clue to the meaning of a word or phrase	Using cause/effect relationships and comparisons in text as clues to the meaning of a word or phrase		Assorted Online Resources Newmark Learning Common Core	How can using cause/effect and comparisons in text help me determine the meaning of an unfamiliar word or phrase?	

5.L.4b	Greek & Latin Affixes & Roots	Use Greek & Latin affixes and roots as clues to the meaning of a word		Language Book	How can knowing the meaning of roots, prefixes, and suffixes help us understand unfamiliar words?
5.W.3	Narrative Writing	Write a narrative text to develop real or imagined experiences or events using descriptive details & clear sequence of events	Writing prompts with rubrics (for sentences, paragraphs & compositions);	Scott Foresman Grammar and Writing Practice Book	How do I effectively use the writing process? What is the difference between revising and editing? Why do good writers revise their drafts? How can revising improve focus?
5.W.3a		Establish a situation, introduce characters and narrator, & organize events in a story	Reading response journal; Writing journal	Study Island Practice Pages	How do I use literary text structure to improve my writing?
5.W.3b		Use narrative techniques (dialogue, description, pacing) to enhance the events & characters' responses to situations in a story		Assorted Online Resources	
5.W.3c		Use transitional words, phrases, & clauses to help the events in a story flow		ilwritingmatters.org readwritethink.org	
5.W.3d		Use descriptive words & sensory details to help readers better understand a story		<i>Practical Strategies for Meeting and Exceeding the Rigorous Common Core State Standards for Writing</i> by Diane Murphy; <i>Scott Foresman Reading Street Writing and Research Handbook</i> ; <i>Traits of Good Writing (Creative Teacher's Press)</i>	
5.W.3e		Write a conclusion that completes a story			
5.W.9a		Use grade-level reading strategies when writing about fiction texts			

Q 4	5.W.4	Narrative Writing	Consider the purpose & audience when writing	Writing prompts with rubrics (for sentences, paragraphs & compositions); Reading response journal; Writing journal				
	5.W.5		Plan, revise, & edit writing; rewrite or try a different approach when needed					
	5.W.6		Use technology to create, publish, and show writing; type 2 or more pages					
	5.L.4c	Reference materials for pronunciation and Meaning	Consult reference materials for correct pronunciation and precise meaning of key words and phrases.	Daily progress checks (via discussion, written assignments, exit slips, self reflections & quizzes/tests			When should I use a dictionary, thesaurus or glossary? How can using these sources help me?	
	5.L.5a	Similes and Metaphors	Interpret figurative language including similes and metaphors, in context.				Newmark Learning Common Core Language Book	How do similes and metaphors make writing more interesting?
	5.L.5b	Idioms, Adages, and Proverbs	Recognize and explain the meaning of common idioms, adages and proverbs.				Scott Foresman Grammar and Writing Practice Book	What are idioms, adages, and proverbs?
5.L.5c	Antonyms, Synonyms, and Homographs	Use the relationship between particular words to better understand each of the words. Use words & phrases that show logical relationships (including those that signal contrast & addition)		Study Island Practice Pages Assorted Online Resources	How can understanding antonyms, synonyms, and homographs help me determine the meanings of new words?			

5.W.7	Research Project	Research different aspects of a topic using several sources	Writing prompts with rubrics (for sentences, paragraphs & compositions); Reading response journal; Writing journal	ilwritingmatters.org readwritethink.org <i>Practical Strategies for Meeting and Exceeding the Rigorous Common Core State Standards for Writing</i> by Diane Murphy; <i>Scott Foresman Reading Street Writing and Research Handbook;</i> <i>Traits of Good Writing (Creative Teacher's Press)</i>	<p>How do I effectively use the writing process? What is the difference between revising and editing? Why do good writers revise their drafts? How can revising improve focus?</p> <p>What provides the focus for a research report? What is a controlling idea? How is a controlling idea sustained throughout a research project?</p> <p>How do I locate & cite evidence? How do I paraphrase information sources? How do I cite sources?</p> <p>How do I use all of the steps of the writing process to produce an end-of-year project (opinion, narrative, or informational essay, or a presentation)?</p>
5.W.8		Gather & summarize information from print & digital sources; provide sources			
5.W.9		Use evidence from various texts to support ideas/research			
5.W.4		Consider the purpose & audience when writing			
5.W.5		Plan, revise, & edit writing; rewrite or try a different approach when needed			
5.W.6		Use technology to create, publish, and show writing; type 2 or more pages			
5.W.10		Write over different time frames for various purposes & audiences			