

CURRICULUM UNIT MAP
1ST QUARTER

COURSE TITLE: English Language Arts

GRADE: 5

Unit 1: Main Idea			
WEEKS 1-3 OBJECTIVE:	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Use details from the text to identify and explain the main idea and support.	* I can identify the main idea of a passage.	The Big Picture: Main Idea Paragraph Portrait handout	End-of-Unit Benchmark Assessment
	* I can identify supporting details in a passage.	Exit slip: “Big Ideas” of your own	
	* I can tell the difference between details that support the main idea (relevant) and details that do not (irrelevant).	Paragraph Rip and Tear handout	
	*I can support the main idea with details from the passage.	Clicker practice quiz	
Unit 2: Writing			
WEEKS 4-8 OBJECTIVES:	List CLTs for Each Objective	Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Compose a variety of texts by applying the steps of the writing process.	*I can apply the 5 steps of the writing process to compose text.	Steps in the writing process clicker quiz	Performance Assessment: Student-created picture book
Use a strong controlling idea by applying a clear, narrowed, supported, and detailed topic/message to compose text	* I can choose a clear topic.	Just the Right Size handout (Ideas)	
	*I can narrow a clear topic.		
	*I can support a clear topic.		
Use a clear beginning, middle, ending, logical sequencing, and clear transitions to compose and revise text	*I can use inviting introductions to write effective beginnings.	Lead & Rough draft (Organization)	
	*I can use thoughtful transitions to write effective middles.	If Voice Was...handout (Voice)	
	*I can use logical sequencing to write effective middles.		
	*I can use satisfying conclusions to write effective endings.	Showing vs Telling handout (Word Choice)	
Use strong voice that reflects a connection with the audience and the purpose for writing to compose and revise text	*I can vary my tone to connect with the reader on an emotional level.	Editing symbols activity	
	*I can create mood with my writing.		
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Use figurative language, precise interesting vocabulary, and specific word choice to compose and revise text.	*I can use similes, metaphors, and personification to create word images in the reader's mind.		
	*I can use memorable language to create word images in the reader's mind.		
	*I can use sensory details (imagery) to create word images in the reader's mind.		
Establish flow and rhythm using a variety of sentence lengths to compose and revise text.	*I can create a smooth rhythm and flow in my writing by varying my sentence lengths.		
Apply standard English conventions to compose and edit text.	*I can use standard English rules to compose and edit my writing.		
<u>Unit 3: Active Reading Skills</u>			
WEEK 9 OBJECTIVE:	List CLTs for Each Objective	Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Recognize and apply strategies good readers use to aid comprehension Clarifying Visualizing Questioning Connecting Inferring Predicting	*I can clarify (make clear) what I am reading by using a variety of strategies.	Pre-test clicker quiz Graphic organizers	Post test clicker quiz
	*I can create pictures in my mind as I read.		
	*I realize the importance of pictures in my mind for understanding text.		
	*I can question the text in order to determine the importance.		
	*I can question to identify the importance of elements of fiction.		
	*I can connect with the text in a variety of ways in order to understand what I am reading.		
	*I can use my prior knowledge and details from the text to make inferences.		
	*I can use details from the text to predict character's actions and events.		

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Unit 3: Active Reading Skills (continued)

WEEKS 1-2 OBJECTIVES:	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Recognize and apply strategies good readers use to aid comprehension Clarifying Visualizing Questioning Connecting Inferring Predicting	*I can clarify (make clear) what I am reading by using a variety of strategies. *I can create pictures in my mind as I read. *I realize the importance of pictures in my mind for understanding text. *I can question the text in order to determine the importance. *I can question to identify the importance of elements of fiction. *I can connect with the text in a variety of ways in order to understand what I am reading. *I can use my prior knowledge and details from the text to make inferences. *I can use details from the text to predict character's actions and events.	Pre-test clicker quiz Graphic organizers	Post test clicker quiz

Unit 4: Holes

WEEKS 3-7 OBJECTIVES:	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Identify theme in fiction	*I can use details to identify the theme of literary works.	Graphic Organizers	End- of-Unit Benchmark Assessment
Identify and analyze character in fiction	*I can use details to identify and analyze (break down) a character by thinking about the character's actions, character's words, and events. *I can use specific details to make and explain inferences about a character or the storyline (plot).	Selection quizzes	
Identify and analyze setting in fiction	*I can use details to identify setting and the effects it has on a character and/or the storyline (plot).		

(continued)			
Identify and analyze the storyline (plot) in fiction	*I can use details to draw conclusions in order to arrive at a new understanding about the storyline (plot).		
Identify and analyze problem & solution in fiction	*I can use details to identify the problem and solution in a storyline (plot) and the effects on a character.		
Compare & contrast details in fiction	*I can compare and contrast details to make connections between texts.		
<u>Unit 5: Gap Objectives</u>			
WEEKS 8-9 OBJECTIVES:	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Identify the author’s purpose in text	*I can identify the author’s purpose in text. *I can use details to support the author’s purpose in text.	Graphic Organizers Selection quizzes	End- of-Unit Benchmark Assessment
Identify and explain fact and opinion in text	*I can identify facts and distinguish them from opinions in text.		
Make inferences in text	*I can use details to identify clues in the text to make inferences about characters and story events that are not directly stated.		

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3rd QUARTER

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Unit 6: Tuck Everlasting			
WEEKS 1-5 OBJECTIVES:	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Identify theme in fiction	*I can use details to identify the theme of literary works.	Graphic Organizers Selection quizzes	End- of-Unit Benchmark Assessment
Identify and analyze character in fiction	*I can use details to identify and analyze (break down) a character by thinking about the character’s actions, character’s words, and events. *I can use specific details to make and explain inferences about a character or the storyline (plot).		
Identify and analyze setting in fiction	*I can use details to identify setting and the effects it has on a character and/or the storyline (plot).		
Identify and analyze the storyline (plot) in fiction	*I can use details to draw conclusions in order to arrive at a new understanding about the storyline (plot).		
Identify and analyze problem & solution in fiction	*I can use details to identify the problem and solution in a storyline (plot) and the effects on a character.		
Identify and explain the cause and effect relationship in fiction	*I can use details to identify cause and effect relationships in fiction. *I can explain how cause and effect relationships affect the storyline in fiction.		
Unit 7: A Wrinkle in Time			
WEEKS 6-9 OBJECTIVES:	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Identify theme in fiction	*I can use details to identify the theme of literary works.	Graphic Organizers Selection quizzes	End- of-Unit Benchmark Assessment
Identify and analyze character in fiction	*I can use details to identify and analyze (break down) a character by thinking about the character’s actions, character’s words, and events.		

Identify and analyze character in fiction (continued)	*I can use details to identify and analyze (break down) a character by thinking about the character's actions, character's words, and events. *I can use specific details to make and explain inferences about a character or the storyline (plot).		
Identify and analyze setting in fiction	*I can use details to identify setting and the effects it has on a character and/or the storyline (plot).		
Identify and analyze the storyline (plot) in fiction	*I can use details to draw conclusions in order to arrive at a new understanding about the		

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Unit 8: Test Prep			
WEEKS 1-4 OBJECTIVES:	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Use specific testing strategies in order to better prepare for the MAP test	<i>**CLTs will vary depending on specific skills needed for review, skills will be based on Acuity and assessment data.</i>	Clicker quizzes Practice MAP style assessments Acuity data and CRs	End-of-Unit Benchmark Assessment
	*I can apply the CSI format to answer a variety of constructed response questions. (continuous)		
MAP TESTING WEEKS 5-6			
Unit 9: Research			
WEEKS 7-8 OBJECTIVES:	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Develop relevant research questions	*I can develop research questions in order to narrow my topic. *I can use a note taking system to record important information.	Student note cards Rough draft Graphic organizer	Performance Assessment: Non-fiction Newsletter
Evaluate reliable sources of information	*I can complete a works cited page to give credit for other’s information and/or ideas.		
End of Year Activities. WEEK 9			

CURRICULUM UNIT MAP
CONTINUOUS OBJECTIVES

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Objectives:	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: MUG Apply standard English conventions to compose and edit text.	*I can apply MUG skills to weekly MUG Shots. *I can apply MUG rules to compose my own sentences.	Weekly MUG Quizzes	Performance Assessments such as StudenTales, paragraphs, etc.
Unit: Reading Strategies Apply pre-reading, during reading, and post reading strategies to comprehend, interpret, analyze, and/or evaluate a variety of text.	*I can use a variety of pre-reading strategies I order to understand the text better. *I can use a variety of during reading strategies to understand the text better. *I can use a variety of post reading strategies to understand the text better.	This objective is taught as part of the continuous reading process. Instruction and assessments will vary and repeated throughout the school year.	This objective is taught as part of the continuous reading process. Instruction and assessments will vary and repeated throughout the school year.
Unit: C.S.I. Compose constructed response answers using a strong idea (claim), specific details from the text (support), and use my own relevant ideas (ideas).	*I can write a claim that restates the question and expresses a clear idea. *I can use specific details from the text to support/prove my claim. *I can use my own ideas that include a reasonable opinion, inference, conclusion, connection and/or prediction.	Students complete various constructed response questions using the C.S.I format.	Performance Assessment using the C.S.I format on all constructed response questions.
Unit: Context Clues/Vocabulary Develop vocabulary	*I can use synonyms and antonyms *I can identify affixes and root words *I can use the text surrounding an unfamiliar word in order to figure it out.	Students will participate in weekly Word War. Students will complete context clues quizzes.	End of Unit Benchmark quizzes address context clues throughout the school year.