

Map: **ELA Grade 5** Grade Level: **5**District: **Island Trees**Created: **12/21/2006** Last Updated: **12/21/2006**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	<p>LITERATURE:</p> <p>Why is it important to respect the hopes, dreams and concerns of others even if they are completely different than one's own?</p> <p>How can we relate to others through literature?</p> <p>How do people evolve over time?</p> <p>What are some of the ways friends and family can help us grow, solve problems, realize our dreams, & relate to others?</p> <p>ELA PREPARATION:</p> <p>How can we exercise our ELA strategies to multiple choice questions with accuracy and written responses with ample text support?</p>	<p>LITERATURE:</p> <p>REQUIRED:</p> <p>Realistic Fiction: <i>There's a Boy in the Girls' Bathroom</i> by L.Sachar</p> <p>Theme: Character Change</p> <p>LITERARY DEVICES:</p> <p>Story elements: characters, setting, problem, events, & solution</p> <p>Point of View</p> <p>Characterization</p> <p>Author's Purpose</p> <p>Cause & Effect</p> <p>Main Ideas & Details</p> <p>Sequence</p> <p>Before-During-After Reading Strategies</p> <p>Review of Genres</p>	<p>LITERATURE & LITERARY DEVICES:</p> <p>Identify character traits through one's words, actions and how others respond to character</p> <p>Identify ways in which characters change & develop throughout a story</p> <p>Adjust reading rate according to purpose for reading</p> <p>Maintain reading lists</p> <p>Ask probing questions</p> <p>Read a variety of grade-level texts from a variety of genres, for a variety of purposes with understanding</p> <p>Identify different genres</p> <p>Define characteristics of different genres</p> <p>Speak in response to the reading of a variety of texts</p> <p>Use knowledge of punctuation to assist in comprehension</p> <p>Recognize conversational tone in friendly communication & language appropriate to social communication</p>	<p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C</p>

<p>VOCABULARY:</p> <p>How can we enrich our vocabulary by encountering new words in context and using new words in our writing?</p>	<p>WRITING:</p> <p>Expository & Informational Essays</p>	<p>Summarize the plot and describe the motivation of characters</p>	<p>[2004]</p>
<p>EDITING AND REVISION:</p> <p>How can we revise and edit our work to improve our writing and increase our rubric scores?</p>	<p>How-to Writing</p> <p>Transitional phrases</p> <p>Document based essays</p> <p>Introduction to highlighting pertinent information & value of marginal notes</p>	<p>State or summarize main idea & support/elaborate with relevant details</p> <p>Recognize the key components of a literary work</p> <p>Identify Cause and Effect</p> <p>Recognize Author's Purpose</p> <p>Distinguish Points of View</p>	<p>ELA2-K2-2D [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2C [2004]</p> <p>ELA3-K2-2D [2004]</p>
<p>PORTFOLIO:</p> <p>How can portfolio help us to develop as writers?</p> <p>How can we apply what we have learned about our writing to future assignments?</p>	<p>PROPER PARAGRAPHING</p> <p>Use R.A.F.T.: topic sentences, detail, examples, proof, and concluding sentences</p>	<p>Sequence events of a story using transitional phrases</p> <p>Read the steps in a procedure</p> <p>Make predictions before and during reading based on information in order to determine its truth</p>	<p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K2-2A [2004]</p>
	<p>REQUIRED ELA PRACTICE:</p> <p>State provided ELA grade 5 exam</p>	<p>Connect a personal response to literature to prior experience or knowledge</p> <p>Use information and ideas from personal experiences to form and express opinions and judgements</p>	
	<p><i>Unit & End-of-Year Skills Tests Workbook</i> for Unit 1</p> <p>(Multiple Choice, Reading Comprehension & Writing/Grammar Practice)</p>	<p>WRITING:</p> <p>Determine intended audience before writing</p> <p>Identify purposes for writing such as to explain, describe, narrate, persuade, or express feelings</p>	

Review test-taking strategies	Employ appropriate tone and language
Multiple Choice test-taking strategies i.e. predict answer, process of elimination, referring to story for proof	Use legible print and/or cursive writing
*Listening strategies to be introduced in Unit 3 due to heavy volume of DBQ	Organize information using a graphic organizer in order to create an expository essay
VOCABULARY:	Use a variety of pre-writing strategies (brainstorm, free writing, webbing, note taking, outlining)
Grade appropriate vocabulary in context of novel and Reading Series	Understand the purpose for writing: to explain, describe, persuade, narrate, or express feelings
EDITING & REVISING: punctuation, spelling, grammar, & capitalization	Compose an essay containing a proper introductory paragraph, supporting body paragraphs, & concluding paragraph
Complete sentences: sentence fragments & run-ons	Use the writing process: Plan, Draft, Revise, Proofread, Edit, & Finalize
Compound & complex sentences	Practice recalling social studies DBQ format
Subjects & Predicates	Summarize main points from documents
Four types of sentences	ELA PRACTICE:
Apostrophes:	Correctly use multiple choice strategies to reach answer
In a contraction where letters are left out	Organize essay on

In a noun to show singular possession	planning page
In a noun to show plural possessive	Create essay containing an introduction and conclusion
	Provide ample text support in literature based & expository essays
ORGANIZATIONAL FORMATS:	
headlines	VOCABULARY:
subheadings	
Table of Contents	Demonstrate ability to define the meaning of new vocabulary in context
Index	
PORTFOLIO:	Recognize at sight a large body of high-frequency words & irregularly spelled vocabulary
Introduce portfolio assessment	Use self-monitoring strategies to identify specific vocabulary that causes some comprehension difficulty
	EDITING & REVISION:
	Observe the rules of punctuation, capitalization and spelling
	Use dictionary and thesaurus
	Model and apply revision and editing skills to written pieces
	Identify & correct paragraphs

			<p>Recognize the difference between a complete, run-on, and fragmented sentences</p> <p>Recognize the differences between compound and complex sentences</p> <p>Identify complete subjects and predicates</p> <p>Distinguish amongst the four types of sentences</p> <p>ORGANIZATIONAL FORMATS:</p> <p>Use the table of contents and indexes to locate information</p> <p>Skim material to obtain an overview of content or locate information</p> <p>Use text features, such as heading, captions, and titles to understand and interpret informational texts</p> <p>PORTFOLIO:</p> <p>Select pieces to revise and edit</p> <p>Self-and peer-reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p>	
	<p>LITERATURE:</p> <p>How can one discover</p>	<p>LITERATURE:</p> <p>REQUIRED:</p>	<p>LITERATURE & LITERARY DEVICES:</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B</p>

Unit 2	and form new observations about the world around them?	Realistic Fiction: <i>The Great Gilly Hopkins</i> by Katherine Patterson	Adjust reading rate according to purpose for reading	[2004]
			Maintain a personal reading list to reflect goals and accomplishments	ELA1-K1-1C [2004]
	In what ways can people grow and learn from their experiences?	Theme: Relationships	Ask probing questions	ELA1-K1-1D [2004]
			Identify satire, figurative language, flashback, stereotype in literature	ELA1-K1-1E [2004]
	How can individuals be influenced by people in their surroundings?	LITERARY DEVICES:	Describe motivation of character	ELA1-K1-1F [2004]
		Satire	Refer to & summarize the four aspects of plot	ELA2-K1-1A [2004]
	How can being part of a group affect perceptions of self and others?	Figurative Language (simile, metaphor, & personification)	Compare characters in literature to people in own lives	ELA2-K1-1B [2004]
		Flashback	Demonstrate ability to define the meaning of new vocabulary in context	ELA2-K1-1C [2004]
	What can people do in order to work together to accomplish things great and small?	Stereotype	Listen for unfamiliar words & learn their meaning	ELA2-K1-1D [2004]
		Plot	Learn grade-level vocabulary through direct & indirect means	ELA2-K1-1E [2004]
		Voice	Apply corrective strategies to assist in comprehension	ELA2-K1-1F [2004]
	ELA PREPARATION:	WRITING:	Read aloud, using inflection & intonation appropriate to text and audience	ELA3-K1-1A [2004]
	How can we enrich our ELA strategies to master New York State assessments?	Compare and Contrast Essay	Respect the age, gender, position, culture and interests of the audience	ELA3-K1-1B [2004]
Why is it essential to identify the purposes of listening to a variety of texts read aloud?	Introductory and concluding paragraphs focusing on topic sentences in essays	Identify different perspectives on an issue presented in one or more text	ELA3-K1-1C [2004]	
			ELA4-K1-1B [2004]	
			ELA4-K1-1C [2004]	
			ELA1-K2-2A [2004]	
			ELA1-K2-2C	

	<p>How can note taking become a valuable tool during listening activities?</p> <p>VOCABULARY:</p> <p>How can we enrich our vocabulary by encountering new words in context and incorporating them in our writing?</p> <p>EDITING AND REVISION:</p> <p>How can revising and editing one's work improve written responses?</p> <p>PORTFOLIO:</p> <p>How can portfolios guide authors to improve one's written works?</p> <p>How can student reflections steer the writer to set goals for future assignments?</p>	<p>Body paragraphs that focus on important details pertinent to the task</p> <p>Continue the use of RAFT paragraphs</p> <p>REQUIRED ELA PRACTICE:</p> <p><i>Unit and End-of-Year Skills Tests Workbook</i> for Unit 3 (Multiple Choice Reading Comprehension and Writing/Grammar Practice)</p> <p>* <i>Scott Foresman Unit 2</i> will be addressed during the spring due to nature of stories connecting to the science unit</p> <p>Review test-taking strategies</p> <p>Ask questions to clarify understanding & focus on reading</p>	<p>WRITING:</p> <p>Determine intended audience prior to writing</p> <p>Employ appropriate tone and language</p> <p>Use legible print and/or cursive writing</p> <p>Continue journal writing</p> <p>Compose paragraphs according to rules of RAFT</p> <p>Compare & contrast ideas & information from 2 sources</p> <p>Correctly use various organizers to set up a planning page</p> <p>Venn Diagram</p> <p>T Chart</p> <p>Use the writing process</p> <p>Use a variety of pre-writing strategies</p> <p>Incorporate compare and contrast words in writings</p> <p>Organize/outline according to similarities & differences</p> <p>Construct an opening paragraph that identifies purposes and intent</p> <p>Make use of provided data to construct paragraphs</p> <p>Elaborate by modifying,</p>		<p>[2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA4-K2-2C [2004]</p>
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VOCABULARY:	combining, and rearranging sentences into well constructed paragraphs
Grade appropriate vocabulary in context of novel and reading series	Uses the task to design an appropriate introduction and conclusion in compare and contrast writing
EDITING & REVISING: punctuation, spelling, grammar and capitalization	Supports writing with ample details
Verbs	ELA PRACTICE:
Subject-Verb agreement	Correctly use multiple choice strategies to reach the answer
Verb Tenses: past, present and future	Recognize errors in grammar and punctuation
Using correct verb tense	Create planning page for extended ELA writing tasks
WHEN DO I USE A CAPITAL LETTER?	Interpret ELA questions for meaning and understanding-know what the question is asking
Title used with a name i.e. Mr., Mrs., Miss, Ms., & Dr.	Produce essays that include sufficient supporting textual details to effectively answer questions
Titles of songs, books, story, poem	Include voice to improve independent essays
Greetings and closings	VOCABULARY:
First word in a direct quotation	Demonstrate ability to define the meaning of new
First line of a poem	
First words in main heading and subheading in an outline	
Double Negatives:	

Example: We don't want no homework

PORTFOLIO: Continue portfolio assessment

vocabulary in context

EDITING AND REVISION:

Recognize simple and complete predicates

Understand subject-verb agreement

Use verbs correctly with singular and plural subjects

Use present, past and future tense verbs correctly

Use language & grammar appropriate to purpose for speaking

Observe the rules of punctuation, capitalization and spelling

Use dictionary and thesaurus

Model and apply revision and editing skills to written pieces

Use teacher conference & peer review to revise written work

Review writing independently

PORTFOLIO:

			<p>Select pieces to revise and edit</p> <p>Self-and peer-reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p>		
Unit 3	<p>LITERATURE:</p> <p>How do friendships shape individuals?</p> <p>How do people choose their friends?</p> <p>What goes into building close friendships?</p> <p>What can others learn from their friendships?</p> <p>How does one keep a healthy friendship?</p>	<p>LITERATURE:</p> <p>Novel: Choose from grade 5 novels listed in the Resource Column</p> <p>Theme: Friendships</p> <p>LITERARY DEVICES:</p> <p>Dialogue</p> <p>Foreshadowing</p> <p>Inference</p> <p>Theme</p> <p>WRITING:</p> <p>Persuasive Essay Writing</p> <p>Introductory and concluding paragraphs focusing on topic sentences in essays</p>	<p>LITERATURE AND LITERARY DEVICES:</p> <p>Adjust reading rate to purpose for reading</p> <p>Maintain a personal reading list to reflect goals and accomplishments</p> <p>Ask probing questions</p> <p>Identify information that is implied, rather than stated</p> <p>Model the ability to recognize foreshadowing in literature</p> <p>Share information from personal experiences</p> <p>State main ideas and support with facts, details and examples</p> <p>Ask questions and respond to questions for clarification</p> <p>Recognize how new information is related to prior knowledge & experience</p> <p>Recognize that story dialogue reveals information about both the</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1F [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K1-1B [2004]</p> <p>ELA3-K1-1C [2004]</p>

ELA PREPARATION:	Enhance the use of details in essays to thoroughly address the task	story and the characters	ELA4-K1-1A [2004]
How can one exercise ELA strategies to multiple choice questions, reading and writing tasks, as well as written responses, to further create complete thoughts and statements?	Story/essay starters (attention getters)	Analyze point of view to further understand the theme of the story, using details from the text	ELA4-K1-1B [2004]
	Continue the use of RAFT paragraphs	Use prior knowledge in connection with text information to support comprehension, from forming predictions to making inferences & drawing conclusions	ELA4-K1-1C [2004]
VOCABULARY:			ELA1-K2-2A [2004]
How can the use of newly-learned vocabulary help to enrich our writing?	REQUIRED ELA PRACTICE:	Learn how to use ICE to further support questions in Language Arts	ELA1-K2-2B [2004]
	<i>NYS ELA Student Workbook Practice</i> for Unit 4: Reading and Writing Task, Listening and Writing Task, and Independent Essay	Use a thesaurus to identify synonyms and antonyms	ELA1-K2-2D [2004]
EDITING AND REVISION:			ELA1-K2-2E [2004]
How is editing and revising our written work valuable?		Develop self-monitoring strategies to instruct meaning of texts i.e. cross checking, summarizing and checking	ELA1-K2-2F [2004]
	Listening Passages: "The Olympic Games" & "Baseball: America's National Pastime"	Use established criteria to analyze the quality of information in text	ELA1-K2-2G [2004]
How can one use editing and revision appropriately?			ELA3-K2-2A [2004]
	R&W Passages: "Angry Spirits?" & poem: "The Wind"		ELA3-K2-2B [2004]
PORTFOLIO:		WRITING:	ELA3-K2-2C [2004]
How does the use of portfolio help us to become stronger writers?	<i>Unit and End-of-Year Skills Tests Workbook</i> for Unit 4 (Multiple Choice Reading Comprehension and Writing/Grammar Practice)	Determine intended audience before writing	ELA3-K2-2D [2004]
		Employ appropriate tone and language	ELA4-K2-2B [2004]
How do self/peer reflections help us grow as writers?		Use legible print and/or cursive writing	ELA4-K2-2C [2004]
	Introduce listening X note	Correctly spell words within writing that have been previously studied and/ or frequently used	

strategy (Teacher modeled)	Apply the writing process (e.g. prewriting, drafting, revising, editing)
Organization of extended responses	PERSUASIVE TECHNIQUES
Introduction to ICE	Use ample support to defend ideas
	Incorporate transitional phrases to illustrate persuasion
VOCABULARY:	Create a lead that attracts readers' interest
Grade appropriate vocabulary in context of stories	Provide a title that interests appropriate audience
	Establish consistent point of view
	Vary sentence structure
EDITING & REVISING SKILLS: punctuation, spelling, grammar and capitalization	Prioritize arguments
	Arrange sentences in logical order
Review Homonyms and Homophones	Recognize persuasive presentations & identify techniques used to accomplish purpose, with assistance
Adjectives	
Comparative and superlative	
Adverbs	Maintain writing portfolio which includes writing for critical analysis, evaluation and social communication
Quotation marks in dialogue	
REFERENCE MATERIALS:	ELA PRACTICE:
	Improve reading

Dictionary	comprehension skills
Thesaurus	Implement multiple choice strategies
Encyclopedia	Identify essential details for note taking
Atlas	
Internet	Understand the purpose for writing
PORTFOLIO:	
Continue portfolio assessment	Include relevant information to support ideas
	Compose short & extended responses using text-based information that meet the goals of the NYS Grade 5 rubric
	<i>LISTENING TASK</i>
	Identify purposes for listening
	Take notes to record & organize relevant data, facts, & ideas, with assistance, and use notes as part of prewriting activities
	Demonstrate listening strategies and utilize note taking skills for application to ELA questions
	Differentiate between main ideas and details in a listening passage by using the X note strategy

Compose essays illustrating effective note-taking & listening skills

Arrange written work to include a sufficient introduction & conclusion, as well as body paragraphs that lend themselves to the task with ample textual support

Discover the underlying message the author conveys

VOCABULARY:

Utilize word structure knowledge such as roots, prefixes and suffixes to determine meaning

Employ prior knowledge and experience to understand ideas and vocabulary in books

EDITING AND REVISION:

Recognize and correctly use adjectives in reading and writing

Employ the articles *a*, *an*, *the* correctly

Understand how adjectives improve sentences

Become familiar with comparative and superlative adjectives and adverbs

Identify double comparisons to improve speaking and writing

Recognize and use adverbs correctly to enhance sentences

Review writing independently to revise for focus, development of ideas and organization

Review writing independently to edit for spelling, grammar, capitalization and punctuation

Share the process of writing with peers and adults

Introduce value of reference materials in order to enhance writing i.e. dictionary and thesaurus

Observe the rules of punctuation, capitalization, and spelling

PORTFOLIO:

Select pieces to revise and edit

Self- and peer-reflect upon pieces

Conference with peer

			and/or teacher		
			Finalize pieces for placement in portfolio		

	Essential Questions	Content	Skills	Standards/PIs
Unit 4	LITERATURE: How does one read a story and express the content in an organized and meaningful way?	LITERATURE: Novel: Choose from grade 5 novels listed in the Resource Column	LITERATURE & LITERARY DEVICES: Adjust reading rate according to purpose for reading	ELA1-K1-1A [2004] ELA1-K1-1B [2004] ELA1-K1-1C
	How can the meaning of new vocabulary that is found in various texts be useful for the reader?	Theme: Life's Journeys	Maintain a personal reading list to reflect goals and accomplishments	ELA1-K1-1D [2004] ELA1-K1-1E [2004]
	Where do life's journeys lead?		Ask probing questions	ELA1-K1-1E [2004]
	How can journey's teach us about ourselves?	LITERARY DEVICES: Fact and Opinion	Distinguish between fact & opinion with ample support	ELA1-K1-1F [2004]
	How can life's journeys help us to relate to those who have different values and traditions?	Paraphrasing	Restate information by paraphrasing	ELA2-K1-1A [2004] ELA2-K1-1B [2004]
	In what ways can life's journey's encourage dreams?	Imagery	Create mental pictures from descriptive writing & understand the author's purpose for using imagery	ELA2-K1-1C [2004] ELA2-K1-1C [2004]
		Context Clues	Identify main ideas & supporting details in informational texts to distinguish relevant & irrelevant information	ELA2-K1-1D [2004] ELA2-K1-1E [2004]
		Main Idea and Detail	Employs context clues in comprehending new vocabulary & ideas	ELA2-K1-1F [2004]
	ELA PREPARATION:	WRITING:		ELA3-K1-1A [2004]
	How can we exercise ELA strategies to answer multiple choice questions with accuracy and written	Narrative Essay Writing Stories based on personal experiences	Evaluates information, ideas, opinions, and themes in text by identifying a central idea and supporting details	ELA3-K1-1C [2004] ELA3-K1-1C [2004] ELA3-K1-1D

responses with ample text support?		Use word recognition skills & strategies accurately and automatically, when decoding unfamiliar words	[2004]
	Author's purpose: What is the point in writing this?		ELA4-K1-1A [2004]
VOCABULARY:		Recognize when comprehension has been disrupted and initiate self-correction strategies, such as re-reading, adjusting rate of reading, and attending to specific vocabulary	1-1B [2004]
How can one's vocabulary be enriched by learning new words in context and using new words in writing?	Review topic sentences and how they should fit into each body paragraph		ELA4-K1-1C [2004]
	Essay flows sequentially and logically with extensive descriptions and details	Participate cooperatively and collaboratively in group discussions of texts	ELA4-K1-1C [2004]
EDITING & REVISION:			ELA1-K2-2A [2004]
How can editing and revising improve writing and increase rubric scores?	Review RAFT paragraphs using the skills for narrative writing	Share reading experiences to build relationships	ELA1-K2-2B [2004]
		Make connections between text being read and own lives, the lives of others, and other texts read in past	ELA1-K2-2C [2004]
	CREATIVE STORY WRITING		ELA1-K2-2D [2004]
How can revising and editing work help in future assignments?	Stories based on made up characters and situations	WRITING:	ELA1-K2-2F [2004]
		Determine intended audience before writing	ELA1-K2-2G [2004]
PORTFOLIO:			ELA1-K2-2G [2004]
How can portfolios help to develop life-long writers?	Identify plot	Employ appropriate tone and language	ELA3-K2-2A [2004]
	Establish point of view		ELA3-K2-2C [2004]
How can we strengthen our written expression through self and peer selection and reflection?	Teacher reviews dialogue	Use legible print and/or cursive writing	ELA3-K2-2D [2004]
	Teacher models effective ways to create tone and mood	Create narrative pieces that focus on personal events	ELA4-K2-2A [2004]
			ELA4-K2-2B [2004]
			ELA4-K2-2C [2004]

ELA PRACTICE:

Student Workbook Practice
Unit 5: Reading and Writing
Task, Listening and Writing
Task, and Independent
Essay

Engage readers with a
catchy opener and states
the purpose in writing in
first paragraph

Provide ample details to
allow reader to fully enage
in the experience in a
logical order

Listening Passages: "An
Underwater Discovery" &
"The Emperor's Clay Army"

Incorporate dialogue to
further enhance the
narrative

Reading Passages: "Sailing
With Christopher Columbus"
& "Giant Step for Women"

Recognize how mood and
tone help shape a story

Unit and End-of-Year Skills
Test Workbook for Unit 5
(Multiple Choice Reading
Comprehension and
Writing/Grammar Practice)

Employ an interesting plot
to show the rising action in
the story

Review ELA listening X note
strategies

Show how authors use point
of view in story writing

Review test-taking
strategies

Adjust style of writing,
voice, and language used
according to purpose and
intended audience

Continue reviewing ICE

Incorporate aspects of
literary devices into own
writing

VOCABULARY:

Devise a conclusion that
wraps up the experience

*Grade appropriate
vocabulary in context of
stories

Use a variety of prewriting
strategies to plan writing

EDITING & REVISION: punctuation, spelling, grammar and capitalization	Employ the writing process to develop a successful piece of work
Pronouns and Referents	ELA PRACTICE: Review ICE skills while showing how they make answers to ELA questions stronger
Subject and Object Pronouns	Utilize multiple choice strategies
Prepositions and Prepositional Phrases	Respond to writing prompts that follow listening to literary and informational texts
Conjunctions	
Oral Presentation/Public Speaking	Create planning page for extended ELA writing tasks
Eye contact	Understand questions in order to respond appropriately
Voice	
Content	Employ RAFT in answering ELA tasks
Speaking	Produce essays that include sufficient textual support
Methods of overcoming anxiety	Improve independent essays by using voice
	VOCABULARY:
PORTFOLIO:	
Continue portfolio assessment	Acquire new vocabulary by reading a variety of texts
	EDITING & REVISING SKILLS:

Use a variety of spelling resources to help correct i.e. dictionary and thesaurus

Correctly spell words that have been previously studied

Review writing independently, with peer, &/or teacher for improvement

Observe the rules of punctuation, capitalization and spelling

Exercises to master:

Pronouns & referents

Prepositions & prepositional phrases

Conjunctions

Subjects and object pronouns

ORAL PRESENTATION:

Listen respectfully, and without interrupting, when others speak

Respond appropriately to

what is heard

Employ grammatically correct sentences when speaking

Vary the formality of language according to the audience and purpose for speaking

Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication

Offer feedback in a respectful and responsive manner

Present reports of varying time to teachers and peers

Use notes, outlines, and visual aides appropriate to the presentation

Present original works to adults & peers, using audible voice and pacing appropriate to content and audience

Evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, and rate

			<p>Maintain a writing portfolio to enhance the students' growth within the writing process</p> <p>PORTFOLIO:</p> <p>Select pieces to revise and edit</p> <p>Self- and peer-reflect on work</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p>		
Unit 5	<p>LITERATURE:</p> <p>How does literature encourage one to think of the world as dynamic, rather than static?</p> <p>How does one learn and care for his/her surroundings?</p> <p>Why is it important for one to take responsibility for his/her surroundings?</p> <p>What are some consequences that might occur if one does not take responsibility for his/her surroundings?</p>	<p>LITERATURE:</p> <p>Novel: Choose from Grade 5 Novels listed in the Resource Column</p> <p>Theme: Nature</p> <p>Science Literature: <i>Whales</i></p> <p>(Non-fiction)</p> <p>Reading Headlines, captions, pictures</p> <p>LITERARY DEVICES:</p> <p>Drawing Conclusions</p> <p>Symbolism</p>	<p>LITERATURE & LITERARY DEVICES:</p> <p>Identify information that is implicit rather than stated</p> <p>Adjust reading rate according to purpose for reading</p> <p>Use knowledge of decoding strategies to read unfamiliar words</p> <p>Maintain a personal reading list to reflect goals and accomplishments</p> <p>Ask probing questions</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E</p>

<p>What can one do to influence others to take care of their surroundings?</p>	<p>Review of all literary devices</p>	<p>Effectively use details in literature to think beyond the text</p>	<p>[2004]</p>
<p>ELA PREPARATION:</p>	<p>WRITING:</p>	<p>Identify author's purpose of using symbolism</p>	<p>ELA3-K1-1C [2004]</p>
<p>How can the use of newly-learned vocabulary help to make our reading and writing stronger?</p>	<p>DESCRIPTIVE WRITING</p>	<p>Recognize how authors use literary devices to create meaning</p>	<p>ELA3-K1-1D [2004]</p>
<p>VOCABULARY:</p>	<p>Teacher models sentence fluency showing the writer how to add vivid details to make sentences and ideas clear to the reader</p>	<p>Review literary devices throughout school year</p>	<p>ELA4-K1-1A [2004]</p>
<p>How can the use of newly-learned vocabulary help to make our reading and writing stronger?</p>	<p>Teacher reviews figurative language to further enhance student descriptions</p>	<p>Participate in group discussions on a variety of topics</p>	<p>ELA4-K1-1B [2004]</p>
<p>EDITING AND REVISION:</p>	<p>Practice writing that focuses on a catchy beginning statement to invite the reader into one's essay</p>	<p>Connect a personal response to literature to prior experience or knowledge</p>	<p>ELA3-K2-2D [2004]</p>
<p>Why is editing and revising important for writers?</p>	<p>Organization</p>	<p>Analyze an event or issue by using role play as a strategy</p>	<p>ELA4-K1-1C [2004]</p>
<p>How can one continue to use editing and revising skills to further aid in writing and increasing rubric scores?</p>	<p>Practice concluding paragraphS that leaves the reader able to paint a mental picture</p>	<p>WRITING:</p>	<p>ELA1-K2-2A [2004]</p>
<p>PORTFOLIO:</p>	<p>Continue the use of RAFT paragraphs</p>	<p>Review the use of five senses in students' writing to enhance descriptive language</p>	<p>ELA1-K2-2C [2004]</p>
<p>Why are portfolios important for young writers?</p>	<p>REQUIRED ELA PRACTICE:</p>		<p>ELA1-K2-2D [2004]</p>
<p>In what ways can peers help each other expand as authors?</p>			<p>ELA1-K2-2F [2004]</p>
			<p>ELA1-K2-2G [2004]</p>
			<p>ELA3-K2-2A [2004]</p>
			<p>ELA4-K2-2C [2004]</p>

<p><i>NYS ELA Student Workbook Practice</i> for Unit 2: Reading and Writing Task, Listening and Writing Task, and Independent Essay</p>	<p>Use the writing process effectively</p> <p>Utilize a variety of pre-writing strategies</p>
<p>Listening Passages: "Japanese Gardening in Winter" & "The Art of Bonsai"</p>	<p>Adapt an organizational format appropriate for task that describes different aspects of the main subject</p>
<p>R&W Passages: "Save Your Trash!" & "Making Snow"</p>	<p>State a main idea and support it with ample details and examples</p>
<p><i>Unit and End-of-Year Skills Tests</i> Workbook for Unit 2 (Multiple Choice Reading Comprehension and Writing/ Grammar Practice)</p>	<p>Provide a variety of literary devices such as simile, metaphor, onomatopoeia and personification</p>
<p>Review ELA listening X note strategies</p>	<p>Establish consistent point of view in writing</p>
<p>Review test taking strategies</p>	<p>Understand and use writing for a variety of purposes on various topics</p>
<p>Continue using ICE in ELA responses and other forms of writing</p>	<p>Spell a large body of words accurately & quickly when writing</p>
<p>VOCABULARY:</p>	<p>Use legible print and/or cursive writing</p>
<p>Grade appropriate vocabulary in context of stories</p>	<p>Establish a constant flow in writing</p>
<p>EDITING & REVISING SKILLS: punctuation, spelling, grammar and</p>	

capitalization	Determine intended audience before writing
Review all forms of nouns: plural, proper, possessive, irregular and regular	Employ appropriate tone and language
Commas in a series, Direct Address and Appositives	Turn the ordinary subject into an extraordinary experience
*Tricky comma usage	
Set off dialogue in a direct quotation	
Separate the name of a person spoken to from the rest of sentence	Write on a wide variety of topics that call for descriptive writing
Quotations and Quotation Marks	
PORTFOLIO:	
Completed portfolio	Analyze the impact of an event, or issue from personal and peer group perspectives
	Use information and other subject areas and personal experiences to form and express opinions
	Develop a personal voice that enables the reader to get to know the writer
	ELA PRACTICE:
	Utilize multiple choice strategies effectively and independently
	Respond to writing prompts

that require listening for an extended amount of time

Use strategies such as note taking, mapping or webbing to plan and organize writing

Connect new information to prior knowledge and experience

Recognize the perspective of others to analyze literature

Understand how ICE helps to give greater detail in answering ELA questions

Create longer writings using ICE for extra support

VOCABULARY:

Employ context clues in comprehending and retaining new vocabulary

Make use of fresh and varied vocabulary

Use precise vocabulary in writing

EDITING AND REVISION:

Review writing independently, with peers, & teacher for organization, ideas, grammar, punctuation, capitalization, & spelling

Offer feedback to others in a respectful & responsive manner

Review all forms of nouns, differentiating between regular and irregular, plural and possessive

Model how commas are used in writing

Teach proper technique of using quotations

Observe the rules of punctuation, capitalization and spelling

Use dictionaries and thesaurus

PORTFOLIO:

Select pieces to revise and edit

			<p>Self-and peer-reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p> <p>Finalize portfolio for display at Learning Fair and final critique</p>		
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Key to Standards used in this Map

ELA1-K1-1A [2004] [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - gather and interpret information from childrens reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams. [Elementary]

ELA1-K1-1B [2004] [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - select information appropriate to the purpose of their investigation and relate ideas from one text to another. [Elementary]

ELA1-K1-1C [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - select and use strategies they have been taught for notetaking, organizing, and categorizing information. [Elementary]

ELA1-K1-1D [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - ask specific questions to clarify and extend meaning. [Elementary]

ELA1-K1-1E [2004] [6 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words. [Elementary]

ELA1-K1-1F [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. [Elementary]

ELA1-K2-2A [2004] [5 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts. [Elementary]

ELA1-K2-2B [2004] [3 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - select a focus, organization, and point of view for oral and written presentations. [Elementary]

ELA1-K2-2C [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference. [Elementary]

ELA1-K2-2D [2004] [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use details, examples, anecdotes, or personal experiences to explain or clarify information. [Elementary]

ELA1-K2-2E [2004] [3 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2E - include relevant information and exclude extraneous material. [Elementary]

ELA1-K2-2F [2004] [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2F - use the process of pre-writing, drafting, revising, and proofreading (the writing process') to produce well-constructed informational texts. [Elementary]

ELA1-K2-2G [2004] [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2G - observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms. [Elementary]

ELA2-K1-1A [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read a variety of literature of different genres: picture books; poems; articles and stories from childrens magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers. [Elementary]

ELA2-K1-1B [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - recognize some features that distinguish the genres and use those features to aid comprehension. [Elementary]

ELA2-K1-1C [2004] [6 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives. [Elementary]

ELA2-K1-1D [2004] [5 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - use inference and deduction to understand the text. [Elementary]

ELA2-K1-1E [2004] [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning. [Elementary]

ELA2-K1-1F [2004] [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - evaluate literary merit. [Elementary]

ELA2-K2-2A [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure. [Elementary]

ELA2-K2-2B [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - explain the meaning of literary works with some attention to meanings beyond the literal level. [Elementary]

ELA2-K2-2C [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary. [Elementary]

ELA2-K2-2D [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - observe the conventions of grammar and usage, spelling, and punctuation. [Elementary]

ELA3-K1-1A [2004] [4 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor. [Elementary]

ELA3-K1-1B [2004] [2 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement. [Elementary]

ELA3-K1-1C [2004] [6 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - recognize that the criteria that one uses to analyze and evaluate anything depend on ones point of view and purpose for the analysis. [Elementary]

ELA3-K1-1D [2004] [3 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully. [Elementary]

ELA3-K2-2A [2004] [5 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence. [Elementary]

ELA3-K2-2B [2004] [1 occurrence] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - present arguments for certain views or actions with reference to specific criteria that support the argument (E.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost.). [Elementary]

ELA3-K2-2C [2004] [3 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - monitor and adjust their own oral and written presentations to meet criteria for competent performance (E.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact.). [Elementary]

ELA3-K2-2D [2004] [4 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. [Elementary]

ELA4-K1-1A [2004] [4 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1A - listen attentively and recognize when it is appropriate for them to speak. [Elementary]

ELA4-K1-1B [2004] [5 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1B - take turns speaking and respond to others ideas in conversations on familiar topics. [Elementary]

ELA4-K1-1C [2004] [6 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1C - recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations. [Elementary]

ELA4-K2-2A [2004] [2 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2A - exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions. [Elementary]

ELA4-K2-2B [2004] [2 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2B - adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message. [Elementary]

ELA4-K2-2C [2004] [4 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2C - read and discuss published letters, diaries, and journals to learn the conventions of social writing. [Elementary]