

**Ark Community Charter School
ELA Curriculum Framework – Grade 5**

<u>Units</u>	<u>Suggested Pacing</u>	<u>New York State Content Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments (Formal/ including state assessments and Informal)</u>
What are your unit titles	When and in what order will the standards be taught and assessed? All Scott Foresman Units take 6-8 weeks to complete	What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do?	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable? All Key Ideas are (I) and (P) and (A) are marked in bold	What specific tools will be used to assess which content standard or skills standard at this grade level?
Scott – Foresman Unit 1		READING	Standard 1: Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information 	- 1,000 book club/project assessed through number of books read, buddy reading assessed through informal teacher observation, D.E.A.R. time assessed through informal teacher observation
				<ul style="list-style-type: none"> • Use the table of contents and indexes to locate information 	
				<ul style="list-style-type: none"> • Read to collect and interpret data, facts, and ideas from multiple sources 	

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				<ul style="list-style-type: none"> • Read the steps in a procedure in order to accomplish a task such as completing a science experiment 	Students wrote directions for making a sandwich and were assessed on the accuracy of their directions when put to use
				<ul style="list-style-type: none"> • Skim material to gain an overview of content or locate specific information 	
Scott-Foresman Unit 1				<ul style="list-style-type: none"> • Use text features, such as headings, captions, and titles, to understand and interpret informational texts 	- Scott-Foresman Student Text Book – student knowledge assessed through group conversation, informal teacher questioning, teacher observation, and reader response questions
				<ul style="list-style-type: none"> • Recognize organizational formats to assist in comprehension of informational texts 	
Scott-Foresman Unit 1				<ul style="list-style-type: none"> • Identify missing information and irrelevant information 	- Scott – Foresman Practice Book, teacher observation of group discussion
				<ul style="list-style-type: none"> • Distinguish between fact and opinion 	
				<ul style="list-style-type: none"> • Identify information that is implied rather than stated 	
				<ul style="list-style-type: none"> • Compare and contrast information on one topic from multiple sources 	
				<ul style="list-style-type: none"> • Recognize how new information is related to prior knowledge or experience 	- Scott – Foresman Practice Book
				<ul style="list-style-type: none"> • Identify main ideas and supporting details in 	

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				informational texts to distinguish relevant and irrelevant information	
				• Make inferences and draw conclusions, on the basis of information from the text, with assistance	
				• Identify information that is implied rather than stated, with assistance	
Scott-Foresman Unit 1			Standard 2: Students will read, write, listen, and speak for literary response and expression.	Read, view, and interpret literary texts from a variety of genres	- Scott-Foresman Student Text Book
				• Define characteristics of different genres	
Scott-Foresman Unit 1				• Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods	– student knowledge assessed through group conversation, informal teacher questioning, teacher observation, and reader response questions, Scott – Foresman selection tests and benchmark assessment
				• Read aloud from a variety of genres; for example, read the lines of a play or recite a poem - use inflection and intonation appropriate to text read and audience	- 1,000 book club/project assessed through number of books read, buddy reading assessed through informal teacher observation, D.E.A.R. time assessed through informal teacher observation
Scott-Foresman Unit 1				• Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance	- Scott – Foresman fresh reads, fluency center – choral reading, and Dibels

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Scott-Foresman Unit 1				<ul style="list-style-type: none"> • Identify literary elements, such as setting, plot, and character, of different genres 	- Scott – Foresman Student Text Book, guided reading with teacher observation, reader’s theatre, writing and performance of plays written with visiting artist
Scott-Foresman Unit 1				<ul style="list-style-type: none"> • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning 	Scott – Foresman Practice Book, Writers Workshop with rubrics to assess writing, guided reading groups, Scott – Foresman selection tests and benchmark tests
Scott-Foresman Unit 1				<ul style="list-style-type: none"> • Recognize how different authors treat similar themes 	Scott – Foresman Student Practice Book
				<ul style="list-style-type: none"> • Identify the ways in which characters change and develop throughout a story 	
				<ul style="list-style-type: none"> • Compare characters in literature to people in own lives 	
Scott-Foresman Unit 1			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Evaluate information, ideas, opinions, and themes in texts by identifying <ul style="list-style-type: none"> - a central idea and supporting details - details that are primary and those that are less important - statements of fact, opinion, and exaggeration - missing or unclear information 	Scott – Foresman Student Text Book- knowledge assessed through informal teacher observation and questioning and Practice Book, writer’s workshop and Healthy Habits informative essay both assessed based on rubrics, Scott-Foresman selection tests and benchmark tests
Scott-Foresman Unit 1				<ul style="list-style-type: none"> • Use established criteria to analyze the quality of information in text 	Scott-Foresman Practice Book
				<ul style="list-style-type: none"> • Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text 	
Scott-			Standard 4: Students	<ul style="list-style-type: none"> • Share reading experiences to build a 	Buddy reading, guided reading

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Foresman Unit 1			will read, write, listen, and speak for social interaction.	relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups	group, echo reading, choral reading, partner reading all assessed through informal teacher observation, reading with visiting artist
				• Respect the age, gender, position, and cultural traditions of the writer	
				• Recognize conversational tone in friendly communication	
Scott-Foresman Unit 1				• Recognize the types of language (e.g., jargon, informal vocabulary, and email conventions) that are appropriate to social communication	Scott – Foresman Spelling Practice Book workbook pages
Colonial Times research project, Natural Disaster research project –		WRITING	Standard 1: Students will read, write, listen, and speak for information and understanding.	• Use at least three sources of information in writing a report, with assistance	Colonial Times research project, Natural Disaster research project – both assessed with rubrics
				• Take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities	
				• State a main idea and support it with details and examples	
				• Compare and contrast ideas and information from two sources	
				• Write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information	

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				<ul style="list-style-type: none"> • Adopt an organizational format, such as chronological order, that is appropriate for informational writing 	
				<ul style="list-style-type: none"> • Use paragraphing to organize ideas and information, with assistance 	
				<ul style="list-style-type: none"> • Maintain a portfolio that includes informational writing 	
			<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>	<ul style="list-style-type: none"> • Develop original literary texts that <ul style="list-style-type: none"> - use organizing structures such as stanzas and chapters - create a lead that attracts the reader's interest - provide a title that interests the reader - develop characters and establish a plot - use examples of literary devices, such as rhyme, rhythm, and simile - establish consistent point of view (e.g., first or third person) with assistance 	
				<ul style="list-style-type: none"> • Write interpretive essays that <ul style="list-style-type: none"> - summarize the plot - describe the characters and how they change - describe the setting and recognize its importance to the story - draw a conclusion about the work - interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems 	
Scott-Foresman Unit 1				<ul style="list-style-type: none"> • Respond to literature, connecting the response to personal experience 	Scott-Foresman Student Text Book reader response questions, journal writing assessed through informal

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					teacher assessment, Scott- Foresman selection tests and benchmark tests
				<ul style="list-style-type: none"> • Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts 	
				<ul style="list-style-type: none"> • Maintain a writing portfolio that includes literary interpretive, and responsive writing 	
			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing 	
				<ul style="list-style-type: none"> • Use supporting evidence from text to evaluate ideas, information, themes, or experiences 	
				<ul style="list-style-type: none"> • Analyze the impact of an event or issue from personal and peer group perspectives 	
Scott-Foresman Unit 1				<ul style="list-style-type: none"> • Analyze literary elements in order to evaluate the quality of ideas and information in text 	Scott-Foresman Grammar and Writing Practice Book worksheets
				<ul style="list-style-type: none"> • Use information and ideas from other subject areas and personal experiences to form and express opinions 	
				<ul style="list-style-type: none"> • Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance 	
Scott-Foresman Unit 1				<ul style="list-style-type: none"> • Use precise vocabulary in writing analysis and evaluation, with assistance 	Small group vocabulary instruction assessed through Vocabulary Practice Book work pages, Scott – Foresman selection tests and

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					benchmark tests
				<ul style="list-style-type: none"> • Maintain a writing portfolio that includes writing for critical analysis and evaluation 	
Scott-Foresman Unit 1			Standard 4: Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups 	Writer's workshop - letter writing, peer writing conferences –edits assessed with teacher conferencing rubric
				<ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the recipient 	
				<ul style="list-style-type: none"> • Develop a personal voice that enables the reader to get to know the writer 	
				<ul style="list-style-type: none"> • Write personal reactions to experiences and events, using a form of social communication 	
				<ul style="list-style-type: none"> • Maintain a portfolio that includes writing for social communication 	
		LISTENING	Standard 1: Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • Follow instructions that provide information about a task or assignment 	
				<ul style="list-style-type: none"> • Identify essential details for note taking 	
				<ul style="list-style-type: none"> • Distinguish between fact and opinion 	
				<ul style="list-style-type: none"> • Identify information that is implicit rather than stated 	
				<ul style="list-style-type: none"> • Connect new information to prior knowledge or experience 	
Scott-Foresman Unit 1			Standard 2: Students will read, write, listen, and speak for literary response and	<ul style="list-style-type: none"> • Distinguish different genres, such as story, biography, poem, or play, with assistance 	- Scott- Foresman Student Text Book – assessed through answers to/ discussion of reader response questions

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			expression.		
				<ul style="list-style-type: none"> • Identify a character’s motivation 	
Scott-Foresman Unit 1				<ul style="list-style-type: none"> • Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in presentation of literary texts 	- Scott – Foresman Grammar and Writing Practice Book worksheets, Scott- Foresman selection tests and benchmark tests, music class s
				<ul style="list-style-type: none"> • Use personal experience and prior knowledge to interpret and respond to literary texts and performances 	
				<ul style="list-style-type: none"> • Identify cultural and historical influences in texts and performances, with assistance 	
			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations 	
Scott-Foresman Unit 1				<ul style="list-style-type: none"> • Recognize and use the perspective of others to analyze presentations 	- student and teacher feedback on oral presentations based on a performance rubric
				<ul style="list-style-type: none"> • Use prior knowledge and experiences to analyze the content of presentations 	
				<ul style="list-style-type: none"> • Recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance 	
				<ul style="list-style-type: none"> • Evaluate the quality of the speaker’s presentation style by using criteria such as volume, tone of voice, and rate 	
			Standard 4: Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the speaker 	

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				<ul style="list-style-type: none"> • Recognize friendly communication on the basis of volume and tone of the speaker's voice 	
				<ul style="list-style-type: none"> • Recognize that social communication may include informal language such as jargon 	
				<ul style="list-style-type: none"> • Recognize the meaning of the speaker's nonverbal cues 	
		SPEAKING	Standard 1: Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • Ask probing questions 	
				<ul style="list-style-type: none"> • Interview peers 	
				<ul style="list-style-type: none"> • Share information from personal experience 	
				<ul style="list-style-type: none"> • Share information from a variety of texts 	
				<ul style="list-style-type: none"> • State a main idea and support it with facts, details, and examples 	
				<ul style="list-style-type: none"> • Compare and contrast information 	
				<ul style="list-style-type: none"> • Present reports of approximately five minutes for teachers and peers 	
				<ul style="list-style-type: none"> • Summarize main points 	
				<ul style="list-style-type: none"> • Use notes, outlines, and visual aids appropriate to the presentation 	
writing stories with a visiting artist, reports written about natural disasters,			Standard 2: Students will read, write, listen, and speak for literary response and expression.	<ul style="list-style-type: none"> • Present original works, such as stories, poems, and plays, to adults and peers, using audible voice and pacing appropriate to content and audience 	- teacher (and occasionally peer) evaluation of student presentations of work/writing through use of rubric,

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Healthy Habits project					
				• Share book reviews	
				• Summarize the plot and describe the motivation of characters	
				• Connect a personal response to literature to prior experience or knowledge	
				• Recognize the importance of cultural and historical characteristics in texts and performances	
Scott-Foresman Unit 1				• Ask questions and respond to questions for clarification	- informal teacher evaluation of class discussion, informal teacher observation during guided reading groups - Scott-Foresman Student Text Book reader response questions-evaluated through informal teacher assessment of class discussion - student correction of incorrectly answered test questions through whole class, partner, or individual work – evaluated through a second correction of students’ tests
Social and Science presentations				• Use notes or outlines appropriately in presentations	
			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	• Ask questions and respond to questions for clarification	
Scott-				• Express an opinion about information,	Scott-Foresman Selection Tests,

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Foresman Unit 1				ideas, opinions, themes, and experiences in books, essays, articles, and advertisements	informal teacher evaluation of class discussion
				• Analyze an event or issue by using role play as a strategy	
				• Use information and ideas from personal experiences to form and express opinions and judgments	
				• Use notes or outlines appropriately in presentations	
			Standard 4: Students will read, write, listen, and speak for social interaction.	• Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other	
Morning Meeting				• Use the informal language of social communication	
Morning Meeting				• Respect the age, gender, position, culture, and interests of the listener	
Morning Meeting				• Use the rules of conversation, such as avoid interrupting and respond respectfully	