

Portales Municipal Schools
CURRICULUM MAP

Subject:	Language Arts	2008	Grade Level:	5 th Grade
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Essential Questions					
Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1st	<p>Content Standards 1 – READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard or viewed.</p> <p>Benchmark 1-A: Listen to read, react to, and interpret information</p> <p>Benchmark 1-C Apply critical thinking skills to analyze information</p>	<p>1.e. Make inferences and draw conclusions</p> <p>1. Evaluate text to determine author’s purpose and opinion by: a.) evaluate inferences, conclusions, and generalizations b.) identify elements of fiction and nonfiction that support plot development, choice of words</p> <p>5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection.</p> <p>6. Distinguish between fact and opinion.</p>	<p>Making Inferences</p> <p>Make generalizations</p> <p>Story Elements Problem & Solution Cause & Effect Character actions, judgments & decisions Influence of setting on character’s actions</p> <p>Fact and nonfact (opinion)</p>	<p>Students will define the term “inference”: I know something the author hasn’t told me because I use clues while I read to figure things out. Students will complete the framework: I know ___ because I found these clues:___ Or create a T-Chart for clues and inferences to be recorded on. Assessment: Students will participate in discussion of inferencing. Students will complete sentences, charts, graphic organizers identifying inferences and clues used.</p> <p>Students will read aloud an experience a character had or had been involved in and tell how he/she would have handled the situation. Student will define “generalization”: since I would ---I think most people would ---. Students will describe how they would have handled the situation. Assessment: Students will participate in discussion and be able to write a statement that is a generalization.</p> <p>Story Map TSW complete a story map that includes subtopics of story structure, Upon completion of story map, students will write their own story. Assessment: Student work</p> <p>Action/Motives of characters Read novel, watch video from same story-compare similarities/differences between character’s actions in novel as opposed to video. What was in character’s background that caused/directed them to act in a particular way, choose a particular path, or decide on certain actions.</p> <p>TSW categorize various statements and/or examples from text as fact/non-fact or fact/opinion. Assessment: TSW identify fact and non-fact (opinion) & explain their reasoning.</p>	<p>http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf</p> <p>http://www2.scholastic.com/content/collateral_resources/pdf/lessonplans_graphicorg_pdfs_causeeffect.pdf</p> <p>Story Map http://www.readwritethink.org/materials/storymap/index.html</p> <p>Book room Public Library School Library Video Store</p>

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1st	<p>Benchmark 1-C Apply critical thinking skills to analyze information</p>	<p>2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text.</p> <p>3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <p>a.) analyzing word choice and content</p> <p>b.) examine reasons for character actions</p> <p>c.) creating and presenting a product that demonstrates a personal response</p> <p>d.) examine alternative perspectives</p>	<p>Analyze information from a variety of literature.</p> <p>Respond to a variety of literature.</p> <p><u>1st Nine Weeks</u></p> <p>Folktale</p> <p>Fantasy</p> <p>Biography</p> <p>Non-fiction Article</p> <p>Tall Tale</p> <p>Poetry</p>	<p>TSW respond through various means such as seminar, journal, design and construct an original piece of art to reflect literature.</p> <p>Assessment: Seminar, participation</p> <p style="padding-left: 20px;">Journal, reflection</p> <p style="padding-left: 20px;">Art, completed product</p>	

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1st	<p>Benchmark 1-D: Demonstrate competence in the skills and strategies of the reading process.</p>	<p>1. Apply enabling strategies and skills to read by: a.) expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author's craft. b.) using word reference materials c.) selecting key vocabulary critical to the text and applying appropriate meanings for understanding</p> <p>d.) reading independently to increase fluency and build background knowledge</p>	<p>Vocabulary Spelling Writing for a variety of purposes</p> <p><u>Reference Materials</u> Parts of a book Use a glossary Use an index Table of contents Headings Bibliography Dictionary Internet Telephone Directory Encyclopedia</p> <p>Read independently</p>	<p>Create Frayer Model Vocabulary Maps Assessment: TSW correctly define the word and characteristics of the word identifying and elaborating with both examples and non-examples.</p> <p>TSW complete a treasure hunt finding the various parts of their book. <u>Assessment:</u> Completing the teacher created treasure hunt activity.</p> <p>Student will read self-selected reading materials at their independent reading level. Assessment: Classroom reading goals As developed by classroom teacher.</p>	<p>http://www.longwood.edu/staff/jonescd/projects/educ530/aboxlev/graphicorg/fraym.htm</p> <p>Refer to Schaffer Method for Scope and Sequence by quarter.</p> <p><u>Content Area Textbooks</u> Science Math Social Studies Reading English</p> <p>Computer Lab Library Telephone Directory</p> <p>http://www.abcteach.com</p> <p>School Library Public Library Home Library Classroom Library</p>

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1st	<p>Benchmark 1-D: Demonstrate competence in the skills and strategies of the reading process.</p> <p>Strand: LITERATURE AND MEDIA: Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. <i>Benchmark III-A: Use language, literature, and media to understand various social and cultural perspectives.</i></p>	<p>2. Interact with text by: a.) making predictions b.) formulating questions c.) supporting answers from textual information, previous experience, and/or other sources d.) drawing on <i>personal, literary, and cultural understandings</i> e.) <i>seeking additional information</i></p> <p>3.) Read a variety of texts (e.g., fiction, nonfiction, newspaper and magazine articles, poetry, (drama)</p> <p>4.) Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events, or information</p> <p><i>1. Explain why similar character types are found in multiple cultures.</i> <i>2. Identify social/cultural values and beliefs reflected in literature and media.</i> <i>3. Identify archetypal patterns and symbols depicted through literature and media of various cultures.</i></p>	<p>Make Predictions Preview and Predict Supporting details</p> <p>Read a variety of texts 1st Nine Weeks</p> <p>Folktale Fantasy Biography Nonfiction Article Tall Tale Poetry Legends</p> <p>Character Analysis Plot Analysis Symbolism</p>	<p>On a T-Chart, TSW predict the outcomes of two selections by the same author.</p> <p>Before reading text, TSW predict events of the story. During reading TSW will formulate questions. After reading TSW answer their questions and provide supporting details from text. Assessment: Correctly written questions. Answers should be written in complete sentences with the student providing details that support answer.</p> <p>-Read novel, watch video from same story to compare similarities/differences between character's actions in novel as opposed to video. -Examine the character's background that caused them to act in a particular way. -Analyze how the outcome of the story might change if character had acted differently. Assessment: Venn diagram, graphic organizer character web TSW identify various archetypal patterns and symbolism depicted through Folktales and Tall Tales. Assessment: Student participation</p>	<p>T-Chart Various reading selections by the same author</p> <p>http://www.eduplace.com/graphicorganizer</p> <p>5th grade basal School Library Classroom Library</p>

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1st	<p><u>Strand: LITERATURE AND MEDIA:</u> Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. Benchmark 3-B: <u>Identify ideas and make connections among literary work</u></p>	<p>1. Identify main conflict in a plot and describe how it is resolved. 2. Contrast the actions and motives of characters in literary works. 3. Explain the importance of a character's actions to plot and theme of a literary work.</p>	<p>Problem and Solution in plot development</p>	<p><u>Story Map</u> TSW complete a story map that includes subtopics of story structure, Upon completion of story map, students will write their own story. Assessment: Student work</p>	<p>Story Map http://www.readwritethink.org/materials/storymap/index.html</p>

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2nd	<p>Content Standard-I READING AND LISTENING FOR COMPREHENSION: Students will apply strategies to comprehend information that is read, <i>heard or viewed.</i></p> <p>Benchmark 1-C: Apply critical thinking skills to analyze information.</p>	<p>1. Evaluate text to determine author’s purpose and opinion by: a.) evaluating inferences, conclusions, and generalization. 2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text. 3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: a.) analyzing word choice and content b.) examine reasons for character actions c.) creating and presenting a product that demonstrates a personal response. d.) examine alternative perspectives.</p>	<p><u>Author’s Purpose</u> Inform Entertain Persuade</p> <p><u>2nd Nine Weeks</u> Realistic Fiction Nonfiction Fantasy Biography Poetry</p> <p><u>Point of View</u> 1st Person 3rd Person</p>	<p>TSW use short reading passages to identify, explain, and discuss the author’s purpose for writing. <u>Assessment:</u> Students identify the author’s purpose in a short reading passage and complete a graphic organizer that explains and lists four details for each purpose chosen.</p> <p>TSW discuss the differing viewpoints of characters from stories like <u>The Three Little Pigs, The True Story of the Three Little Pigs.</u> Then the students will discuss alternative viewpoints and retell the story from an alternative point of view. <u>Assessment:</u> Written product from an alternative point of view.</p>	<p>http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf</p> <p>http://www.beaconlearningcenter.com/Lessons/2681.htm</p> <p>Graphic Organizer http://www.beaconlearningcenter.com/documents/2681_01.pdf</p> <p>http://www.teachingheart.net/truepigs.html</p> <p>Basal School Library Book Room Public Library Classroom Library</p> <p>http://www.readwritethink.org/lessons/lesson_view.asp?id=23</p>

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2nd	<p>Benchmark 1-D): Demonstrate competence in the skills and strategies of the reading process.</p>	<p>1.) Apply enabling strategies and skills to read by: a.) <i>expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author’s craft.</i></p> <p><i>d.) reading independently to increase fluency and build background knowledge</i></p> <p>2. Interact with the text by: a.) making predictions</p> <p>4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events, or information</p>	<p><u>Reading in the Content Area</u> <i>Using graphs</i> <i>Using a timeline</i> <i>Reading a family tree</i> <i>Reading a diagram</i> <i>Using an outline</i> <i>Reading an observation chart</i> <i>Reading a Weather Map</i> <i>Reading a sign</i> <i>Reading a newspaper</i></p> <p><i>Writing for a variety of purposes</i></p> <p><i>Read independently</i></p> <p><i>Making Predictions</i> <i>Main Idea</i> <i>Steps in a Process</i> <i>Sequence of Events</i> <i>Summarize</i></p>	<p>Students will make use of their textbooks in various content areas to complete teacher created activities in order to identify key components of the selected text. Students will construct a graph, timeline, family tree, outline, observation chart using data from their own lives. <u>Assessment:</u> various products completed by students as cooperative learning projects</p> <p>Student will read self-selected reading materials at their independent reading level. <u>Assessment:</u> Classroom reading goals As developed by classroom teacher.</p> <p>Students will complete a sequential list of events that occur in a daily activity using a graphic organizer. Students will analyze a familiar task in order to discover the steps in the process. Students will write a sequential description of the task using time-order words. Assessment: Completed graphic organizer and description Students will respond to a selection of non-fiction read by the group and will compose a sentence to state the main idea after identify the topic and the details. Using a graphic organizer, students will arrange the topic, main idea sentence, and the details to reflect the structure of the material read. Students will respond to a fiction selection and utilize a story map to identify the beginning, middle, end of the story. <u>Assessment:</u> complete graphic organizer & story map.</p>	<p><u>Various textbooks</u> Math Science Social Studies Reading</p> <p>Public Library School Library Classroom Library Home Library</p> <p>http://www2.scholastic.com/content/collateral_resources/pdf/lessonplans_graphicorg_pdfs_sequentialpattern.pdf</p> <p>http://www2.scholastic.com/content/collateral_resources/pdf/lessonplans_graphicorg_pdfs_mainidea.pdf</p>

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3rd	<p>Content Standard I – READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard or viewed.</p> <p>Benchmark 1-A: Listen to, read, react to and interpret information</p> <p>Benchmark 1-C: Apply critical thinking skills to analyze information</p>	<p>1. Listen actively and critically by: d.) evaluate information and ideas e.) making inferences and drawing conclusions f.) making judgments</p> <p>1. Evaluate text to determine author’s purpose and opinion 2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text. 3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: a.) analyzing word choice b.) examine reasons for character actions c.) creating and presenting a product that demonstrates a personal response d.) examine alternative perspectives</p>	<p>Important/Unimportant Information Making Inferences Drawing Conclusions Judgments and Decisions</p> <p><u>Author’s Purpose</u> Inform Entertain Persuade</p>	<p>-Students will evaluate a variety of children’s literature and group them according to the author’s purpose as a cooperative activity. Students will use their groups to make a classification chart listing each sample selection under the three purpose headings. Students will defend their classifications to another group of students in a discussion. <u>Assessment:</u> completed chart</p>	<p>http://www.edhelper.com</p> <p>http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf</p>

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3rd	<p><u>Strand: LITERATURE AND MEDIA:</u> Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. <i>Benchmark III-A: Use language, literature, and media to understand various social and cultural perspectives.</i></p>	<p><i>1. Explain why similar character types are found in multiple cultures.</i> <i>2. Identify social/cultural values and beliefs reflected in literature and media.</i> <i>3. Identify archetypal patterns and symbols depicted through literature and media of various cultures.</i></p>	<p>Character Analysis Plot Analysis Symbolism</p>	<p>TSW brainstorm characters traits. Then, TSW write a letter from the character they have chosen to a different character. They will share the letters without indentifying who the letter is from and other students will guess who the characters are.</p> <p><u>Assessment:</u> Students will create a web of the character traits.</p> <p>TSW create a shared or interactive story plot in small groups. They will invent a beginning, middle, and end, along with developing character and setting.</p> <p><u>Assessment:</u> TSW complete a comic strip, each student being responsible for a particular section of the comic strip, the beginning, middle or end. TSW examine and identify concrete items used in our environment that symbolize an abstract concept.</p> <p><u>Assessment:</u> TSW create a product that reflects the concrete to abstract association.</p>	<p>http://www.readwritethink.org/lesson_images/lesson236comic-strip-storvelements.pdf</p>

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4th	<p>Content Standard I – READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read heard or viewed.</p> <p>Benchmark 1-A: Listen to, read, react to and interpret information</p> <p>Benchmark 1-C: Apply critical thinking skills to analyze information</p>	<p>1. Listen actively and critically by: e.) making inferences and drawing conclusions f.) making judgments</p> <p>1. Evaluate text to determine author’s purpose and opinion by: 4.) Make informed judgments about bias, propaganda, stereotyping, and media techniques. 5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection.</p>	<p>Make Inferences Drawing Conclusions Judgments and Decisions</p> <p>Author’s Purpose Inform Entertain Persuade</p> <p>Cause and Effect</p>	<p>TSW will listen to the beginning of a story and choose one of five possible outcomes, supporting their predictions with actual events from the story. Then TSW read the rest story on their own, they will be remembering what they did in the listening process and do the same thing in the reading process as they did in listening. <u>Assessment:</u> TSW choose an outcome and support their choice with evidence from the story.</p> <p>TSW read paragraphs and then use a checklist to evaluate the author’s purpose. <u>Assessment:</u> TSW complete checklist and write a paragraph to explain their determination stated for author’s purpose for each paragraph they read.</p> <p>TSW begin by activating prior knowledge about cause and effect; the teacher then models discovering these relationships in a text and recording what they find in a graphic organizer. Students work in small groups to apply what they learned using related books and then write paragraphs outlining the cause-and-effect relationships they have found. <u>Assessment:</u> Assess students' paragraphs using the Cause-and-Effect Paragraph Rubric</p>	<p>http://teacher.scholastic.com/lessonrepro/reproducibles/litplac/r980417d2.htm</p> <p>http://www.readwritethink.org/lessons/lesson_view.asp?id=925</p> <p>http://www.readwritethink.org/lesson_images/lesson925/paragraph-rubric.pdf</p>

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4 th	Benchmark 3-B: Identify ideas and make connections among literary work.	1.) Identify main conflict in a plot and describe how it is resolved.	Problem and Solution	<u>Story Map</u> TSW complete a story map that includes subtopics of story structure. Upon completion of story map, students will write their own story. <u>Assessment:</u> Student work	http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf