



EXPEDITIONARY
LEARNING

Blackwater Community School 2015-2016

*Instruction based on standards using adopted programs and resources

Grade 5: Curriculum Map



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These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with ELA CCSS L1–3 and with Reading Foundations instruction aligned with ELA CCSS RF.5 and RF.6. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the modules.

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.



- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to commoncoresuccess.elschools.org or EngageNY.org and search for the document “Trade Books and Other Resources.”
- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
 - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
 - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
 - End of unit assessments typically, though not always, are writing assessments: writing from sources.
 - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
 - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
 - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
 - Selected response (multiple-choice questions)
 - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 ¹ |
|---------------------|--|---|--|--|--|---|
| Focus | Becoming a Close Reader and Writing to Learn | Researching to Build Knowledge and Teaching Others | Researching to Build Knowledge and Teaching Others | Considering Perspectives and Supporting Opinions | Considering Perspectives and Supporting Opinions | Gathering Evidence and Speaking to Others |
| Module Title | Stories of Human Rights | Biodiversity in Rainforests of the Western Hemisphere | Inventions that Changed Peoples Lives | Sports and Athletes' Impact on Culture | Balancing Competing Needs in Canada | Natural Disasters in the Western Hemisphere |

¹Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Districts using 5M4 in the 2013-14 school year: teach just Units 1 and 3. For 2014-15, Unit 2 of 5M4 will be revised. *Eight Days: A Story of Haiti* will remain. The new unit will not require any new text purchases.



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 ² |
|--------------------|--|---|---|--|--|--|
| Description | <p>What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students read closely the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with firsthand accounts of real people facing human rights challenges. They then study <i>Esperanza Rising</i>, applying their new learning about human rights as one lens through which to interpret character and theme. Finally, students revisit the text and themes of the UDHR and <i>Esperanza Rising</i> as they prepare and perform a Readers Theater.</p> | <p>This module (which could be used in conjunction with a study of Latin America) features a close read of <i>The Most Beautiful Roof in the World</i>, which describes the work of scientists documenting rainforest biodiversity. Students build knowledge about the rainforests and how scientists closely observe the natural world to then help them communicate their research. They then do a case study of Meg Lowman, the researcher featured in <i>The Most Beautiful Roof in the World</i>. Finally, students examine the qualities of field guides and journals, research either ants or butterflies of the rainforest, and produce an informational report and a field journal–style page for younger readers.</p> | <p>Students learn about new or improved technologies that have been developed to meet societal needs and how those inventions have changed people’s lives. They conduct authentic research to build their own knowledge and teach others through writing. Students read the graphic novel <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> as well as several informational articles about inventions in order to write a short opinion paragraph about which of the inventions they learned about has been most important to people and why. Students conclude the module by conducting research about one of two inventions, Garrett A. Morgan’s traffic light or the Wright brothers’ airplane in order to develop a narrative in the form of a graphic novelette about the invention they researched.</p> | <p>Students learn about the importance of sports in American culture. They read the challenging biography <i>Promises to Keep: How Jackie Robinson Changed America</i>, focusing on Robinson as a case study of an athlete who broke societal barriers. They also analyze how Sharon Robinson provides evidence to support her opinions. Next, students research either Althea Gibson or Roberto Clemente, both of whom broke cultural barriers. Finally, students write an opinion letter to a publishing company explaining the need for a biography about that athlete given his/her impact on society.</p> | <p>Students explore how native Inuit and other people of Canada have used the natural resources available to meet their needs. They read <i>The Inuit Thought of It: Amazing Arctic Innovations</i>, to learn about how the native Inuit people of Canada used natural resources to meet the needs of their community hundreds of years ago. They then read/view a variety of informational texts and media to examine how the resources in Canada are used meet the needs and wants of people throughout the Western Hemisphere, today. Finally, students reflect upon two points of view regarding a current mining project that has been proposed for development in a present-day Inuit community and express their opinion in the form of an editorial essay.</p> | <p>This module integrates science and social studies content. Students read literature set during a natural disaster: the beautifully illustrated picture book <i>Eight Days: A Story of Haiti</i> and the novel <i>Dark Water Rising</i>. They analyze how the narrator’s perspective determines how events are described. Then, students conduct a short research project about Haiti and the Red Cross, and ultimately draft and revise an opinion speech in which they take a stand on what role humanitarian organizations should take when neighboring countries are struck by natural disasters. They deliver this speech to the class.</p> |

² Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Districts using 5M4 in the 2013-14 school year: teach just Units 1 and 3. For 2014-15, Unit 2 of 5M4 will be revised. *Eight Days: A Story of Haiti* will remain. The new unit will not require any new text purchases.



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|--|---|---|---|--|---|
| <p>Texts (central text(s) in bold)³</p> | <ul style="list-style-type: none"> Readers on Stage, Aaron Shepard (RL Reader's Theater, NL) "The History of the United Nations," http://www1.umn.edu/humanrts/edumat/hredusers/hereandnow/Part-1/whatare.htm (excerpt) (RI, NL) <i>Fluency Practice Read-Aloud Plays: Grades 5-6: 15 Short, Leveled Fiction and Nonfiction Plays with Research-Based Strategies to Help Students Build Fluency and Comprehension</i>, Kathleen M. Hollenbeck (RL Reader's Theater, NL) <i>Readers Theater Grade 5</i>, Michael Ryall (RL, NL) The Universal Declaration of Human Rights (RI, 1695L) (excerpts only) "Background on the UDHR," excerpted from <i>Human Rights: Here & Now</i>, edited by Nancy Flowers (RI, 1690L) The Universal Declaration | <ul style="list-style-type: none"> Transcript: "Great Bear Rainforest Remote Camera Project" (RI, 1250L) The Most Beautiful Roof in the World, Meg Lowman (RI, 1160L) "Meg Lowman Interview: Questions and Answers," adapted from Smithsonian and Visitraleigh.com (RI, 1110L) "Amazon Rainforest," Phyllis Barkas Goldman (RI, 1030L) "Sloth Researcher: Bryson Voirin," The Wild Classroom interview (RI, 950L) "Hawaii's Endangered Happy Face Spider," Expeditionary Learning (RI, 940L) "Live Online Interview with Eve Nilson," Scholastic (RI, 880L) "I Want to Be a Rainforest Scientist," poem (RL, 1100L) "Facts about Howler Monkeys," <i>National</i> | <ul style="list-style-type: none"> "Dr. James Naismith, Inventor of Basketball," http://www.kansasheritage.org/people/naismith.html (RI, 1290L) "Airplane." The New Book of Knowledge, Grolier Online, 2013. Web. Sept. 16, 2013 (excerpts) (RI, 1170L) How Do Inventions Affect the Way We Live? Susan Quinn (RI, 1130L) "First College Basketball Game," http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_1.html, http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_2.html, http://www.americaslibrary.gov/jb/progress/jb_progress_basketball_3.html. (RI, 1120L) "How Did We Learn to Fly Like Birds?" http://www.grc.nasa.gov/WWW/k-12/UEET/StudentSite/historyofflight.html (excerpts) (RI, 1120L) "The Electric Motor," | <ul style="list-style-type: none"> "H.R. 4130: The Althea Gibson Excellence Act," 112th Congress (RI, 1670L) "The Great Roberto Clemente—Latino Legends in Sports," Ozzie Gonzales (RI, 1240L) "Sports in America," abridged from U.S. State Department IIP publications (RI, 1190L) H.R. 4130, United States Congress (RI, 1160L) "Rules for Riding Desegregated Buses," Dr. Martin Luther King Jr. (RI, 1160L) "Notable Southerners: Althea Gibson," as found at www.punctuationmadesimple.com/files/Althea_Gibson.doc (RI, 1130L) Promises to Keep: How Jackie Robinson Changed America, Sharon Robinson (RI, 1030L) "It's Not Just a Game," Lori Calabrese (RI, 1020L) "Gibson, Althea (1927-2003)," Reviewed by Frank | <ul style="list-style-type: none"> The Inuit Thought of It: Amazing Arctic Innovations (We Thought Of It), Alooook Ipellie and David MacDonald (RI, NL) "Multibillion-dollar Iron Mine Approved for Baffin Island" excerpts CBC News Posted: Sep 15, 2012 (RI, 1410L) "Deforestation in Canada" http://cfs.nrcan.gc.ca/pages/391 (RI, 1300L) "Monitoring the Mary River Project" excerpt http://www.qia.ca/apps/authoring/dspPage.aspx?page=MRP-monitoring (RI, 1260L) "Developing a Vital Resource for Canadians and the World" video transcript http://www.actionplan.gc.ca/en/blog/r2d-dr2/developing-vital-resource-canadians-and-world (RI, 1250L) "Products of Mining in | <ul style="list-style-type: none"> Eight Days, Edwidge Danticat (RL, 820L) "Help for Haiti," <i>Weekly Reader</i> (RI, NL) "Haiti Earthquake Relief One-Year Report," http://www.redcross.org/images/MEDIA_CustomProductCatalog/m3140113_HaitiEarthquake_OneYearReport.pdf (RI, 1380L) "American Red Cross Disaster Relief," redcross.com (RI, 1320L) "Earthquakes," scienceforkids.kidipede.com (RI, 1240L) "The Red Cross at a Glance," Dave Coustan (RI, 1200L) "How Does a Hurricane Form?" scijinks.nasa.gov/hurricane (RI, 1140L) Characteristics of Multinational Organizations, Matt Reher (RI, 1070L) "How Do Hurricanes Form?" eo.ucar.edu/kids/dangerwx/hurricane3.htm (RI, |

³ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|---|--|---|---|--|--|
| | <p>of Human Rights—Plain Language Version (RI, 1520L)</p> <ul style="list-style-type: none"> • “A Short History of the UDHR,” adapted from <i>Human Rights Here & Now</i>, edited by Nancy Flowers (RI, 930L) • “Teaching Nepalis to Read, Plant, and Vote,” Lesley Reed (RI, 930L) • “From Kosovo to the United States,” Isau Ajeti and Blanche Gosselin (RI, 560L) • Esperanza Rising, Pam Munoz Ryan (RL, 740L) • “Readers Theater Script: American Heroes” (RL, 660L) | <p><i>Geographic</i> (RI, 910L)</p> <ul style="list-style-type: none"> • “The Wings of the Butterfly: A Tale of the Amazon Rainforest,” Aaron Shepard (RL, 720L) • <i>Rainforest Research Journal</i>, Paul Mason (excerpts) (RI, NL; teacher copy only) • <i>Peterson First Field Guide to Birds of North America</i> (RI, NL) | <p>Expeditionary Learning (RI, 1090L)</p> <ul style="list-style-type: none"> • Inventing the Plane, Kate Reuther (RI, 1080L) • “Garrett Morgan: Inventor Hero,” Paula Morrow, in <i>Ask Magazine</i>, http://www.askmagkids.com/ (RI, 1090L) • Inventing the Plane, Kate Reuther (RI, 1080L) • “Ingenious Inventions by Women: The Windshield Wiper and Paper Bag Machine,” Expeditionary Learning (RI, 1050L) • “Transportation, from the Soap Box Derby to the Jeep: First Automatic Traffic Signal,” from The Ohio Academy of Sciences, Heartland Science www.heartlandscience.org (RI, 1040L) • “Steve Jobs,” <i>Time for Kids</i> http://www.timeforkids.com/news/steve-jobs/21806 (excerpts) (RI, 1030L) • “The Twofold Genius of Garrett Morgan,” from Social Studies for Kids, http://www.socialstudiesforkids.com/articles/ushistory/garrettmorgan.htm. (RI, 950L) | <p>V. Phelps. <i>The New Book of Knowledge</i>. Grolier Online (RI, 1000L)</p> <ul style="list-style-type: none"> • “Roberto Clemente,” Lynn C. Kronzek (RI, 990L) • “Roots of American Sports,” <i>Ally’s Multicultural History & How It Relates to Us Today</i>. (RI, 940L) • “Courage on the Field,” Marc Stewart (RI, 930L) • “Roberto Clemente’s Gifts From the Heart,” Scholastic News (RI, 870L) • “The Great Migration,” <i>Junior Scholastic</i> (RI, 540L) | <p>Canada: From Batteries to Vehicles” http://www.acareerinmining.ca/en/industry/everdayproducts.asp (RI, 1180L)</p> <ul style="list-style-type: none"> • “Products” excerpts http://www.oilandgasinfo.ca/oil-gas-you/products/ (RI, 1170L) • “Nunavut Braces for Massive Mary River Mine” CBC, September 13, 2012 (RI, 1120L) • “Natural Resources and the Canadian Economy” http://actionplan.gc.ca/en/page/r2d-dr2/overview (RI, 1110L) • “Excerpts from the Qikiqtani Inuit Association Website” http://www.qia.ca/apps/authoring/dspPage.aspx?page=theproject (RI, 1110L) • “Should We Drill?” Scholastic News Edition 5/6, April 26, 2010 (RI, 1070L) • “Nunavut” excerpts Bone, R. M. “Nunavut.” <i>The New Book of Knowledge</i>. Grolier Online, 2013. Web. 11 Sept. 2013 (RI, 970L) | <p>1050L)</p> <ul style="list-style-type: none"> • “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (RI, 1040L) • “Surface Amplified Haiti Earthquake,” <i>Weekly Reader</i> (RI, 910L) • “A Rocky Road Ahead,” <i>Scholastic News</i> (RI, 820L) • Earthquake.” <i>The New Book of Knowledge</i>. Grolier Online (RI, 770L) • “On Shaky Ground,” Scholastic Inc. (RI, 760L) |



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|--|-----------|---|----------|
| | | | <ul style="list-style-type: none"> • “Big Thinkers: Was Steve Jobs this Generation’s Thomas Edison?” Junior Scholastic. 11/21/2011, Vol. 114 Issue 6, p5-5. 1p (RI, 940L) • Garrett Augustus Morgan, Expeditionary Learning (RI, 930L) • “Invention of the Airplane,” Shashank Nakate, http://www.buzzle.com/articles/invention-of-the-airplane.html (excerpts) (RI, 920L) • <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>, Kathleen Krull (RI, 860L) • “The TV Guy,” http://www.ilovehistory.utah.gov/people/difference/farnsworth.html (RI, 850L) • <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i>, Donald B. Lemke (RI, 760L) • “Television Takes the World by Storm” (video excerpts), http://www.history.com/shows/modern-marvels/videos/television-takes-the-world-by- | | <ul style="list-style-type: none"> • “Minerals and Metals in Your Life” excerpts PDAC Mining Matters News September 2004 – Issue 4 (RI, 940L) • “A Limited Supply” http://www.ecokids.ca/pub/eco_info/topics/canadas_north/nature/resources.cfm (RI, 910L) | |



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|-------------------------|--|--|---|---|--|--|
| | | | storm#television-takes-the-world-by-storm (RI, NL) | | | |
| Lexile® | Common Core Band Level Text Difficulty Ranges for Grades 4–5 ⁴ : 740–1010L | | | | | |
| Performance Task | Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> (W.5.3, W.5.4, W.5.5, W.5.9, W.5.10, W.5.11, and SL.5.6) scaffolded script writing and dramatic presentation | Research-Based Narrative Writing: Rainforest Field Journal Page (RI.5.7, RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9) scaffolded narrative and explanatory essay | Graphic Style Novelette (RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, L.5.1c, L.5.3, and L.5.4) scaffolded research-based graphic novel | Letter to a Publisher (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9b, L.5.1, L.5.2a-c and L.5.6) scaffolded opinion essay | Editorial Essay (W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3) scaffolded opinion essay | Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster? (RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.11, L.5.1, L.5.2, L.5.3a, L.5.6, SL.5.4, SL.5.5, and SL.5.6) scaffolded essay and speech |

⁴ Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity
http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf



Unit-Level Assessments (ELA CCSS)

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|----------------------|---|--|---|---|---|--|
| Mid-Unit 1 | Human Rights Vocabulary and Common Prefixes (L.5.6 and W.5.10) selected response and short constructed response | Analyzing an Interview with a Rainforest Scientist Part 1 (RI.5.1, RI.5.2, RI.5.3 and L.5.4) selected response and short constructed response | Text Dependent Questions: <i>Investigating the Scientific Method with Max Axiom Super Scientist</i> , pages 24–27 (RL.5.7, W.5.9, and L.5.4) selected response and short constructed response | Identifying Author’s Opinion and Supporting Evidence: Sports in American Culture (RI.5.2, RI.5.4, and RI.5.8) selected response and short constructed response | Text-Dependent and Short Answer Questions: “Arctic Fun” (RI.5.1, RI.5.2, RI.5.4, and L.5.5c) short constructed response | Text-Dependent Short-Answer Quiz—the Effects of Natural Disasters (RI.5.1, RI.5.3 and RI.5.4) selected response and short constructed response |
| End of Unit 1 | On-Demand Analysis of a Human Rights Account (RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9) selected response and extended response | Analyzing an Interview with a Rainforest Scientist Part 2, and Comparing and Contrasting Texts about Rainforest Biodiversity (RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.9, and W.5.1a, b) selected response, short constructed response, and speaking and listening | Using Quotes to Explain Relationships and Support an Opinion (RI.5.1, RI.5.3, RI.5.4, RI.5.5, and W.5.1a and b) selected response, short constructed response, and short opinion essay | On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture (W.5.1 and W.5.9) short constructed response | On-Demand Note Taking and Summarizing: “The Inuit Today” (RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5c) on-demand note taking | Part I, On-Demand Essay: “What Makes a Hurricane a Natural Disaster?” (W.5.2, W.5.4, W.5.9b); Part II, Science Talk (SL.5.1a, b, c, d, e and f) extended response and speaking and listening |
| Mid-Unit 2 | Analyzing Sections of <i>Esperanza Rising</i> on My Own (RL.5.1, RL.5.3, RL.5.2, and RL.5.4) selected response and short constructed response | <i>The Most Beautiful Roof in the World</i> Quiz (RI.5.1, RI.5.2, RI.5.4, and L.5.4a and b) selected response and short constructed response | Text-Dependent Questions: “The TV Guy” (RI.5.1, RI.5.2, RI.5.4, and L.5.4) selected response and short constructed response | Identifying Author’s Opinion, Reasons, and Supporting Evidence: “Courage on the Field” (RI.5.2, RI.5.4, RI.5.6 and RI.5.8) selected response and short constructed response | Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply” (RI.5.1, L.5.4 (a, c), and L.5.5c) short constructed response | Text-Dependent Questions, <i>Dark Water Rising</i> Chapter 13 (RL.5.6, RL.5.7, and L.5.5a, b, c) selected response and short constructed response |
| End of Unit 2 | On-Demand Analytical Essay about How <i>Esperanza</i> Changes Over Time | On-Demand Analysis of Meg Lowman’s Research in the Rainforest (W.5.2a, b, d, e, W.5.4, | On-Demand Informational Writing: Philo Farnsworth’s Invention of | Writing an Opinion Essay with Supporting Evidence about Jackie Robinson’s Legacy | Research and Response (RI.5.1, RI.5.3, RI.5.9, W.5.7, W.5.8, SL.5.1 and SL.5.2) research and | On-Demand Analysis of How Different Narrators Describe Similar Events (RL.5.9, W.5.2, W.5.4 and |



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|----------------------|--|--|---|--|--|---|
| | (RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9a) extended response | W.5.8 and W.5.9b) extended response | the Television and How It Changed People's Lives (RL.5.3, W.5.2, and L.5.4) on-demand essay | (W.5.1, W.5.4 and W.5.9) extended response | speaking and listening response | W.5.9a) extended response |
| Mid-Unit 3 | Evaluating a Novel versus a Script (RL.5.1, RL.5.4, RL.5.5, RL.5.6, and RL.5.9) short constructed response | On-Demand Note-Taking about Howler Monkeys (RI.5.1, RI.5.2, RI.5.7, W.5.8, and W.5.9b) short constructed response | On-Demand Note Taking and Text-Dependent Questions: "Garrett Augustus Morgan" or "How Did We Learn to Fly?" (RI.5.1, RI.5.4, RI.5.7, W.5.7 and W.5.8) selected response and short constructed response | Notes and Graphic Organizer for a Letter to a Publisher (RI.5.9, W.5.1, W.5.7, and L.5.6) short constructed response | On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?" (RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a) note taking | Short Constructed Response and Organizing Notes for a Public Speech (RI.5.7, W.5.7, W.5.8, and W.5.9b) short constructed response |
| End of Unit 3 | Individual Scene of a Readers Theater Script (W.5.3, W.5.4, and W.5.9) extended response | Writing a Rainforest Field Journal Entry about Howler Monkeys (RI.5.7, W.5.2a, b, c, d, W.5.3, W.5.4, W.5.7, and W.5.9b) extended response | Text-Dependent Questions about "You Can Do a Graphic Novel" excerpt and Storyboard Draft (RI.5.1, RI.5.4, RI.5.9, W.5.2, W.5.3a and b, W.5.4, and W.5.8) selected response, short constructed response, and notes | Draft Letter to a Publisher (RI.5.9, W.5.1, W.5.4, L.5.1c, d) extended response | Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a) short response and scaffolded essay | On-demand Draft Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster? (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9 and L.5.2) extended response |



Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document *Foundational Reading and Language Standards: Resources Packages for Grades 3-5*. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.



Reading Standards for Literature

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|--|-----------|-----------|-----------|-----------|----------|
| RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | ✓ | | | | | |
| RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | ✓ | | | | | |
| RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | ✓ | | ✓ | | | |
| RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | ✓ | | | | | |
| RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | ✓ | | | | | |
| RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. | ✓ | | | | | ** |
| A. Recognize and describe how an author's background affects his or her perspective. ⁵ | | | | | | * |
| RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | | | ✓ | | | * |
| RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ⁶ | ✓ | | | | | * |
| RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. | Integrated throughout. | | | | | |
| RL.5.11. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, | Implemented through Accountable Independent Reading: see "Launching Independent Reading in | | | | | |

* Not formally assessed; to be addressed upon revision.

⁵ This is a standard specific to New York State.

⁶ RL.5.9 is particularly emphasized in M4.



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|---|-----------|-----------|-----------|-----------|----------|
| ideas, cultural perspectives, eras, personal events, and situations. ⁷ | Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org). | | | | | |
| A. Self-select texts to develop personal preferences regarding favorite authors. | Integrated throughout. | | | | | |
| B. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the piece. | Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org). | | | | | |

⁷ This is a standard specific to New York State. In the elementary modules, RL.11a and b are also addressed through Accountable Independent Reading. See “Foundational Reading and Language Skills: Resource Package for Grades 3-5” (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



Reading Standards for Informational Text

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|----------|
| RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | ✓ | ✓ | ✓ | | ✓ | ✓ |
| RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ⁸ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | ✓ | ✓ | ✓ | | ✓ | ✓ |
| RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | | ✓ | ✓ | ✓ | ✓ | ✓ |
| RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | | ✓ | ✓ | | | |
| RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | | | ✓ | ✓ | |
| RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | | ✓ | ✓ | | | ✓ |
| RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | | | | ✓ | ✓ | |
| RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | Integrated throughout. | | | | | |

⁸ RI.5.2: The assessment in M2A and M2B is a scaffold toward full mastery of the standard, which is assessed again in M3A and M3B.



Reading Standards: Foundational Skills

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words | | | +* | | | |
| A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | | | + | | | |
| RF.5.4. Read with sufficient accuracy and fluency to support comprehension. | | | + | | | |
| A. Read grade-level text with purpose and understanding. | | | + | | | |
| B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | | + | | | |
| C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary. | | | + | | | |

* This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.



Writing Standards

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | | | ✓ | ✓ | ✓ |
| A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. | | ✓ | ✓ | ✓ | ✓ | ✓ |
| B. Provide logically ordered reasons that are supported by facts and details. | | ✓ | ✓ | ✓ | ✓ | ✓ |
| C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). | | | | ✓ | ✓ | ✓ |
| D. Provide a concluding statement or section related to the opinion presented. | | | | ✓ | ✓ | ✓ |
| W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | ✓ | ✓ | ✓ | | | ✓ |
| A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | ✓ | ✓ | ✓ | | | ✓ |
| B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | ✓ | ✓ | ✓ | | | ✓ |
| C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>). | ✓ | ✓ | ✓ | | | ✓ |
| D. Use precise language and domain-specific vocabulary to inform about or explain the topic. | ✓ | ✓ | ✓ | | | ✓ |
| E. Provide a concluding statement or section related to the information or explanation presented. | ✓ | ✓ | ✓ | | | ✓ |



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|----------|
| W.5.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | ✓ | ✓ | ✓ | | | |
| A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | ✓ | ✓ | ✓ | | | |
| B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | ✓ | ✓ | ✓ | | | |
| C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | ✓ | ✓ | | | | |
| D. Use concrete words and phrases and sensory details to convey experiences and events precisely. | ✓ | ✓ | | | | |
| E. Provide a conclusion that follows from the narrated experiences or events. | | ✓ | | | | |
| W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. ⁹ | | | | ** | ✓ | ✓ |
| W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Integrated throughout. | | | | | |
| W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | Integrated throughout. | | | | | |
| W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | ✓ | ✓ | ✓ | ✓ | ✓ |

⁹ This is a standard specific to New York State.

* Not formally assessed; to be addressed upon revision.



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|------------------------|-----------|-----------|-----------|-----------|----------|
| W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | | ✓ | ✓ | ✓ | ✓ | ✓ |
| W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | ✓ | ✓ | ✓ | | | ✓ |
| A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). | ✓ | | | | | ✓ |
| B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | | ✓ | ✓ | ✓ | ✓ | ✓ |
| W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Integrated throughout. | | | | | |
| W.5.11. Create and present an original poem, narrative, play, artwork, or literary critique in response to a particular author or theme studied in class. ¹⁰ | ✓ | | | | | ✓ |
| A. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. | | | | | | ✓ |

¹⁰This is a standard specific to New York State.



Speaking and Listening Standards

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. | | ✓ | | | ✓ | ✓ |
| A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | | ✓ | | | ✓ | ✓ |
| B. Follow agreed-upon rules for discussions and carry out assigned roles. | | ✓ | | | ✓ | ✓ |
| C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | | ✓ | | | ✓ | ✓ |
| D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | ✓ | | | ✓ | ✓ |
| E. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. ¹¹ | | ✓ | | | ✓ | ✓ |
| F. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ¹² | | ✓ | | | ✓ | ✓ |
| SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | | ✓ | |
| SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | | | | | ✓ | |

¹¹ This is a standard specific to New York State.

¹² This is a standard specific to New York State.



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|----------|-----------|-----------|-----------|-----------|----------|
| SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | | | | ✓ |
| SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | | | | | | ✓ |
| SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | ✓ | | | | | ✓ |



Language Standards

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------------|
| L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | ✓ | | + [†] |
| A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | | | | ✓ | | + |
| B. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses. | | | | ✓ | | ✓ |
| C. Use verb tense to convey various times, sequences, states, and conditions. | | | | ✓ | ✓ | + |
| D. Recognize and correct inappropriate shifts in verb tense. | | | | ✓ | ✓ | + |
| E. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>). | | | | | | ✓ |
| L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | | ✓ |
| A. Use punctuation to separate items in a series. | | | | ✓ | ✓ | ✓ |
| B. Use a comma to separate an introductory element from the rest of the sentence. | | | | ✓ | ✓ | ✓ |
| C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). | | | | | | ✓ |

[†] This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| D. Use underlining, quotation marks, or italics to indicate titles of works. | | | | ✓ | ✓ | ✓ |
| E. Spell grade-appropriate words correctly, consulting references as needed. | | | | | ✓ | ✓ |
| L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | ✓ | | | ✓ |
| A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | | ✓ | | | ✓ |
| B. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems. | | | ✓ | | | |
| L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. | | ✓ | ✓ | | | |
| A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | | ✓ | ✓ | | ✓ | |
| B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>). | | ✓ | ✓ | | | |
| C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | | | ✓ | | | |
| L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | | ++ | ✓ |
| A. Interpret figurative language, including similes and metaphors, in context. | | | | | + | ✓ |
| B. Recognize and explain the meaning of common idioms, adages, and proverbs. | | | | | + | ✓ |

+ This module includes an example lesson to address the standard, but this component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|----------|
| C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | | | ✓ | |
| L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). | Integrated throughout. | | | | | |