# Archdiocese of Newark Catholic Schools

## Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/ dioceses determine the "agreed-upon" learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:

- utilizing their own particular strengths and teaching style
- addressing the varying learning needs of their students
- determining the order in which the content and skills are presented within a marking period
- including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including formative and summative assessments. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

**English Language Arts**

Each of the curriculum maps for English Language Arts in kindergarten through 8th grade is divided into the five strands that compose the English Language Arts curriculum- Reading, Writing, Language, Speaking & Listening, and Handwriting. Although the curriculum maps are arranged by strands for organizational purposes, instruction in English Language Arts utilizes an approach that integrates the various strands. Content is repeated across grade levels, reflecting the spiraling nature of the English Language Arts curriculum. Spiraling allows students to deepen and expand their understanding of key content as required skills become increasingly sophisticated and complex.

*July 2015*

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **RL.5.10**<br>Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.<br><br>**RI.5.10**<br>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.<br><br>**RF.5.4**<br>Read with sufficient accuracy and fluency to support comprehension.<br>a) Read on-level text with purpose and understanding.<br><br>**RI.5.1**<br>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.<br><br>**RI.5.2**<br>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.<br><br>**RI.5.3**<br>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. | **Genres**<br>RL.5.10, RI.5.10, RF.5.4a<br><br>**Informational Text**<br>RI.5.1, RI.5.2, RI.5.3 | **Genres**<br>• Identify the genres of literature.<br>• Distinguish between works of fiction and works of non-fiction.<br>• Identify various types of fiction.<br>• Identify various types of non-fiction.<br>• Read, comprehend and analyze written works from various genres, including:<br>o Fiction<br>o Non- Fiction<br>o Poetry<br>o Drama<br>o Folklore<br><br>**Informational Text**<br>• Read and comprehend various types of informational texts.<br>• Cite evidence from text to support answer.<br>• Utilize electronic and academic resources. | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.<br><br>Tests<br>Quizzes<br>Book Reports<br>Fluency Assessments<br>Oral Presentations<br>Group Projects<br>Individual Projects<br>Essays<br>Journals<br>Portfolios<br>Notebook Checks<br>Exit Slips/Tickets<br>Group Discussions<br>Speeches<br>Plays and Skits<br>Homework<br>Multimedia Presentations | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.<br><br>**Gospel Values**<br>Community<br>Compassion<br>Faith in God<br>Forgiveness<br>Hope<br>Justice<br>Love<br>Peace<br>Respect for Life<br>Service<br>Simplicity<br>Truth<br><br>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **RL.5.2**<br>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.<br><br>**RL.5.3**<br>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).<br><br>**RL.5.9**<br>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | **Literary Elements**<br>RL.5.2, RL.5.3, RL.5.9<br><br>***Literary Element: Character***<br><br>***Literary Element: Setting***<br><br>***Literary Element: Theme*** | **Literary Elements**<br>• Identify the literary elements of a story, including:<br>o Character<br>o Setting<br>o Theme<br>o Plot<br><br>***Character***<br>• Identify the characters in the story.<br>• Provide details about the characters citing evidence from the text.<br><br>***Setting***<br>• Identify the setting or settings of a story.<br>• Cite details about setting found in the text.<br><br>***Theme***<br>• Determine the theme or underlying message of a story. | | Highlight Gospel values in discussions of literary text.<br><br>Discuss a character's actions and choices in light of Catholic moral values.<br><br>Apply reading strategies to biblical passages.<br><br>Make comparisons to stories and figures from the Bible. |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **RL.5.3**<br>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).<br><br>**RI.5.5**<br>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.<br><br>**RL.5.6**<br>Describe how a narrator's or speaker's point of view influences how events are described.<br><br>**RI.5.6**<br>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | ***Literary Element: Plot***<br><br>**Sequence**<br>RL.5.3, RL.5.5<br><br>**Author's Purpose**<br>RL.5.6, RI.5.6<br><br>**Point of View**<br>RL.5.6, RI.5.6 | ***Plot***<br>• Summarize the plot of a story.<br>• Identify the elements of plot (exposition, rising action, climax, falling action, resolution).<br><br>**Sequence**<br>• Organize events, or steps in a process in sequential order.<br>• Recognize transitions for sequencing.<br>• Arrange key events in a text in proper chronological sequence.<br><br>**Author's Purpose**<br>• Identify and discuss the author's purpose.<br><br>**Point of View**<br>• Recognize voice and author's point of view.<br>• Distinguish between first, second, and | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **RI.5.2**<br>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.<br><br>**RI.5.8**<br>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).<br><br>**RL.5.2**<br>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.<br><br>**RI.5.3**<br>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.<br><br>**RI.5.5**<br>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. | **Main Idea**<br>RI.5.2<br><br>**Supporting Details**<br>RI.5.2, RI.5.8<br><br>**Cause and Effect**<br>RL.5.2, RI.5.3, RI.5.5 | third person point of view (omniscient and limited omniscient).<br><br>**Main Idea**<br>• Summarize the main idea of a text.<br>• Summarize the text.<br><br>**Supporting Details**<br>• Cite details from the text to support the main idea.<br><br>**Cause and Effect**<br>• Recognize cause and effect relationships within the text.<br>• Identify the reasons or actions that cause something to happen. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **RL.5.1 & RI.5.1**<br>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.<br><br>**RI.5.7**<br>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.<br><br>**RI.5.9**<br>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.<br><br>**RI.5.8**<br>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | **Generalizations**<br>RL.5.1, RI.5.1, RI.5.7<br><br>**Making Inferences & Drawing Conclusions**<br>RL.5.1, RI.5.1, RI.5.9<br><br>**Predictions**<br>RL.5.1, RI.5.1, RI.5.9<br><br>**Fact and Opinion**<br>RL.5.1, RI.5.1, RI.5.8 | **Generalizations**<br>• Make generalizations and argue validity.<br>• Support generalizations with textual evidence and prior knowledge.<br><br>**Making Inferences & Drawing Conclusions**<br>• Make inferences and draw conclusions from information presented in text.<br>• Support inferences and conclusions with textual evidence and prior knowledge.<br><br>**Predictions**<br>• Apply prior knowledge to predict outcomes.<br>• Make predictions based on visual cues and textual evidence.<br><br>**Fact and Opinion**<br>• Distinguish between fact and opinion.<br>• Identify evidence in | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 5 | | | | |
|---|---|---|---|---|
| **READING** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| **RL.5.3**<br>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).<br><br>**RI.5.5**<br>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.<br><br>**RL.5.6**<br>Describe how a narrator's or speaker's point of view influences how events are described.<br><br>**RI.5.6**<br>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.<br><br>**RL.5.9**<br>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | **Compare/Contrast**<br>RL.5.3, RI.5.5, RL.5.6, RI.5.6, RL.5.9 | the text used to support the author's position.<br><br>**Compare/Contrast**<br>• Compare and contrast characters, settings, and other elements within a story.<br>• Describe the similarities and differences between how a theme, story or information is presented in two or more texts or formats. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **RF.5.4**<br>Read with sufficient accuracy and fluency to support comprehension.<br>a) Read on-level text with purpose and understanding.<br>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.<br>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.<br><br>**RL.5.7**<br>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).<br><br>**RL.5.10**<br>Read and comprehend literature, including stories, dramas, and poetry, independently and proficiently.<br><br>**L.5.5**<br>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>**RL.5.4**<br>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | **Poetry**<br>RF.5.4, RL.5.7, RL.5.10<br><br>**Figurative Language**<br>L.5.5, RL.5.4, | **Poetry**<br>• Identify general characteristics of poetry.<br>• Analyze different types of poems for meaning.<br><br>**Figurative Language**<br>• Distinguish among different types of figurative language, including:<br>o Similes<br>o Metaphors<br>o Personification<br>o Onomatopoeia<br>o Idioms<br>• Identify, locate, illustrate and interpret figurative language from published and student generated works.<br>• Differentiate between literal and figurative meaning. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**READING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **RI.5.4**<br>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.<br><br>**RF.5.3**<br>Know and apply grade-level phonics and word analysis skills in decoding words.<br>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.<br><br>**L.5.6**<br>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., however, although, nevertheless, similarly, moreover, in addition). | **Vocabulary**<br>RL.5.4, RI.5.4, RF.5.3, L.5.6 | **Vocabulary**<br>• Utilize context clues and knowledge of synonyms, antonyms and homophones to determine word meaning.<br>• Recognize words with multiple meanings and use context clues to determine meaning.<br>• Apply knowledge of base words, prefixes and suffixes to determine the meaning of unfamiliar words.<br>• Select the word with the appropriate connotation from among words with similar meanings.<br>• Utilize phonetic awareness and word analysis skills to recognize words across the curriculum. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**LANGUAGE**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **L.5.1**<br>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.<br>b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.<br>c) Use verb tense to convey various times, sequences, states, and conditions.<br>d) Recognize and correct inappropriate shifts in verb tense.<br>e) Use correlative conjunctions (e.g., either/or, neither/nor). | **Parts of Speech**<br>L.5.1<br><br>***Parts of Speech: Nouns*** | **Parts of Speech**<br>• Identify and label various parts of speech.<br><br>***Nouns***<br>• Identify and distinguish types of nouns.<br>o Common<br>o Proper<br>o Singular<br>o Plural<br>o Possessive<br>o Collective<br>• Identify nouns, noun phrases or noun clauses used as appositives.<br>• Determine how a noun functions in a particular sentence (i.e., subject, direct object, indirect object, object of a preposition subject complement). | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.<br>Tests<br>Quizzes<br>Reports<br>Written Assignments<br>Oral Communication<br>Oral Presentations<br>Group Projects<br>Individual Projects<br>Fluency Assessments<br>Essays<br>Journals<br>Portfolios<br>Group Discussions<br>Notebook Checks<br>Exit Slips/Tickets<br>Speeches<br>Homework<br>Multimedia Presentations | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.<br>**Gospel Values**<br>Community<br>Compassion<br>Faith in God<br>Forgiveness<br>Hope<br>Justice<br>Love<br>Peace<br>Respect for Life<br>Service<br>Simplicity<br>Truth<br><br>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 5 | | | | |
|---|---|---|---|---|
| **LANGUAGE** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| | ***Parts of Speech: Pronouns*** | ***Pronouns***<br>• Categorize types of pronouns.<br>o Singular<br>o Plural<br>o Personal<br>o Intensive<br>o Reflexive<br>o Possessive<br>o Relative<br>o Demonstrative<br>o Interrogative<br>• Recall subject and object pronouns.<br>• Use subject and object pronouns correctly.<br>• Distinguish between possessive pronouns and contractions. | | |
| | ***Parts of Speech: Adjectives*** | ***Adjectives***<br>• Classify adjectives as:<br>o Comparative<br>o Descriptive<br>o Negative<br>o Proper<br>o Demonstrative<br>o How Many<br>o Interrogative | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 5 | | | | |
|---|---|---|---|---|
| **LANGUAGE** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| | ***Parts of Speech: Verbs*** | • Recognize when an adjective functions as a subject complement in a sentence.<br>• Identify adjectives that are irregular in the way they make comparative and superlative forms and use them appropriately<br>• Identify *a*, *an*, *the* as articles.<br><br>***Verbs***<br>• Recognize different types and forms of verbs.<br>o Action<br>o State of Being<br>o Linking<br>o Regular<br>o Irregular<br>o Helping verb<br>o Main Verb<br>o Principal Parts<br>• Use the correct tense of verbs.<br>• Differentiate between transitive and intransitive verbs. | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 5 | | | | |
|---|---|---|---|---|
| **LANGUAGE** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| | ***Parts of Speech: Adverbs*** | ***Adverbs***<br>• Identify adverbs in sentences.<br>• Distinguish among different types of adverbs.<br>  o Manner<br>  o Degree<br>  o Place<br>  o Time | | |
| | ***Parts of Speech: Prepositions & Prepositional Phrases*** | ***Prepositions & Prepositional Phrases***<br>• Recall commonly used prepositions.<br>• Recognize prepositional phrases in sentences. | | |
| | ***Parts of Speech: Conjunctions*** | ***Conjunctions***<br>• Identify conjunctions in a sentence.<br>• Differentiate between subordinating and coordinating conjunctions. | | |
| | ***Parts of Speech: Interjections*** | ***Interjections***<br>• Identify words used as interjections.<br>• Use interjections correctly. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**LANGUAGE**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **L.5.1**<br>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.<br>b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.<br>c) Use verb tense to convey various times, sequences, states, and conditions.<br>d) Recognize and correct inappropriate shifts in verb tense.<br>e) Use correlative conjunctions (e.g., either/or, neither/nor).<br><br>**L.5.2**<br>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a) Use punctuation to separate items in a series.<br>b) Use a comma to separate an introductory element from the rest of the sentence.<br>c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that | **Sentences**<br>L.5.1, L.5.2, L.5.3<br><br>**Clauses & Phrases**<br>L.5.1 | **Sentences**<br>• Recall and recognize the four types of sentences (declarative, interrogative, imperative, exclamatory).<br>• Demonstrate proper usage and application of the four types of sentences.<br>• Classify sentences as simple, compound or complex.<br>• Recognize and correct run-on sentences and sentence fragments.<br><br>**Clauses and Phrases**<br>• Distinguish among sentences, clauses, and phrases. | | |

**LANGUAGE**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| you, Steve?).<br>d) Use underlining, quotation marks, or italics to indicate titles of works.<br>e) Spell grade-appropriate words correctly, consulting references as needed.<br><br>**L.5.3**<br>Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | **Subjects**<br>L.5.1, L.5.3<br><br>**Predicates**<br>L.5.1, L.5.3<br><br>**Direct and Indirect Objects**<br>L.5.1 | **Subjects**<br>• Identify the subject in a sentence.<br>• Distinguish between the simple and complete subject in a sentence.<br>• Determine if a sentence has a compound subject.<br><br>**Predicates**<br>• Identify the predicate in a sentence.<br>• Distinguish between the simple and complete predicate in a sentence.<br>• Determine if a sentence has a compound predicate.<br><br>**Direct & Indirect Objects**<br>• Recognize and label direct and indirect objects in sentences. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**LANGUAGE**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **L.5.2**<br>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a) Use punctuation to separate items in a series.<br>b) Use a comma to separate an introductory element from the rest of the sentence.<br>c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).<br>d) Use underlining, quotation marks, or italics to indicate titles of works.<br>e) Spell grade-appropriate words correctly, consulting references as needed. | **Analyzing Sentences**<br><br>**Language Mechanics**<br>L.5.2<br><br>***Language Mechanics: Punctuation***<br><br>***Language Mechanics: Capitalization***<br><br>***Language Mechanics: Spelling*** | **Analyzing Sentences**<br>• Identify and label the components of a sentence.<br><br>**Language Mechanics**<br><br>***Punctuation***<br>• Edit sentences for correct punctuation.<br>• Utilize quotation marks properly with dialogue and with titles.<br><br>***Capitalization***<br>• Apply rules for capitalization.<br><br>***Spelling***<br>• Spell words correctly.<br>• Recognize and correct misspelled words.<br>• Use the correct spelling for words that sound the same but are spelled differently (ex., feet and feat). | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 5 | | | | |
|---|---|---|---|---|
| **LANGUAGE** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| | **Contractions** | **Contractions**<br>• Combine words to form contractions. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**WRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **W.5.4**<br>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.<br><br>**W.5.5**<br>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.<br><br>**W.5.6**<br>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.<br><br>**W.5.10**<br>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. | **Writing Process**<br>W.5.4, W.5.5. W.5.6, W.5.10 | **Writing Process**<br>• Identify writing purpose.<br>• Apply the five steps of the writing process.<br><br>***Brainstorm***<br>• Access prior knowledge and organize thoughts and ideas using graphic organizers.<br><br>***Draft***<br>• Compose first draft of specific writing assignment.<br><br>***Revise***<br>• Evaluate and revise first draft.<br><br>***Edit***<br>• Identify and correct errors or problems with spelling, grammar, and punctuation.<br><br>***Publish***<br>• Produce a final copy in written or typed format. | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.<br><br>Tests<br>Quizzes<br>Writing Assignments<br>Conferencing<br>Essays<br>Reports<br>Group Projects<br>Individual Projects<br>Written Reports<br>Book Reports<br>Peer Editing<br>Journals<br>Portfolios<br>Rubrics<br>Speeches<br>Plays and Skits<br>Homework<br>Multimedia Presentations | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.<br><br>**Gospel Values**<br>Community<br>Compassion<br>Faith in God<br>Forgiveness<br>Hope<br>Justice<br>Love<br>Peace<br>Respect for Life<br>Service<br>Simplicity<br>Truth<br><br>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**WRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **W.5.1**<br>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>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.<br>b) Provide logically ordered reasons that are supported by facts and details.<br>c) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).<br>d) Provide a concluding statement or section related to the opinion presented.<br><br>**W.5.9**<br>Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Paragraphs**<br>W.5.4, W.5.10<br><br>**Persuasive Writing**<br>W.5.1, W.5.9 | **Paragraphs**<br>• Compose well-organized and coherent paragraphs that include:<br>o Topic sentence<br>o Supporting details<br>o Conclusion<br>o Proper indentation<br>o Varied sentence structure and length<br>o Correct verb tense<br>o Consistent voice<br>o Use of transition words<br><br>**Persuasive Writing**<br>• Introduce the topic clearly.<br>• Cite logical and valid reasons to support a point view.<br>• Provide a strong concluding statement. | | Write essays and reports on topics related to Catholic faith.<br><br>Produce writing assignments that integrate and reflect Gospel values.<br><br>Write stories based on gospel values and religious role models.<br><br>Include faith based prompts in journaling and writing prompts.<br><br>Write reflections on the Sunday gospel and other scripture readings.<br><br>Create greeting cards and write letters for veterans, the elderly, the infirmed, and those receiving the Sacraments of Initiation. |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**WRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **W.5.2**<br>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).<br>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e) Provide a concluding statement or section related to the information or explanation presented.<br><br>**W.5.7**<br>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.<br><br>**W.5.8**<br>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase | **Expository Writing**<br>W.5.2, W.5.7, W.5.8<br><br>**Report Writing**<br>W.5.2, W.5.7, W.5.8<br><br>**How-To Report**<br>W.5.2, W.5.7, W.5.8 | **Expository Writing**<br>• Examine a topic and convey ideas and information clearly.<br>• Develop the topic using facts and other information related to the topic.<br>• Write a concluding statement summarizing the topic.<br><br>**Report Writing**<br>• Formulate reports based on: fiction and non-fiction works, research, and biographies.<br>• Cite sources using appropriate format.<br><br>**How-To Report**<br>• Organize and present steps in a process in sequential order.<br>• Incorporate time order and transition words.<br>• Maintain 2nd person point of view. | | |

**WRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| information in notes and finished work, and provide a list of sources.<br><br>**W.5.3**<br>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.<br>c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.<br>d) Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e) Provide a conclusion that follows from the narrated experiences or events. | **Narrative Writing**<br>W.5.3<br><br>**Descriptive Writing**<br>W.5.3 | **Narrative Writing**<br>• Introduce a topic clearly.<br>• Provide a general observation and focus.<br>• Group related information logically.<br>• Develop real or imagined experiences or events using descriptive words and phrases.<br>• Manage sequence of events in an orderly manner.<br>• Use transitional words.<br><br>**Descriptive Writing**<br>• Construct a descriptive essay using adverbs and adjectives to paint a vivid picture.<br>• Incorporate figurative language and sensory observations into writing. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**WRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **W.5.4**<br>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.<br><br>**W.5.10**<br>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. | **Letter Writing**<br>W.5.4, W.5.10<br><br>**Fiction Writing**<br>W.5.4, W.5.5 | **Letter Writing**<br>• Identify the five parts of a letter: heading, greeting, body, closing, and signature.<br>• Compare and contrast the elements of a friendly letter and a business letter.<br>• Use correct format for the various parts of a letter.<br>• Identify and maintain focus on the purpose of a letter.<br>• Apply the correct format for addressing an envelope.<br>• Discuss proper use of technology for correspondence.<br><br>**Fiction Writing**<br>• Imagine stories with the characteristics of tall tales, fantasy tales, fables, myths, folktales, and legends. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**WRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **W.5.4**<br>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.<br><br>**W.5.5**<br>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.<br><br>**W.5.6**<br>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.<br><br>**W.5.10**<br>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. | **Short Stories**<br>W.5.4, W.5.5, W.5.6, W.5.10<br><br>**Poetry**<br>W.5.4, W.5.5, W.5.6, W.5.10<br><br>**Thesaurus/Dictionary** | • Compose a fantasy tale.<br>• Incorporate figurative language and analogies into writing.<br><br>**Short Stories**<br>• Apply and combine all learned writing and language skills to create original short stories.<br><br>**Poetry**<br>• Develop an appreciation for the written word in poetic form.<br>• Create original poems in various forms.<br><br>**Thesaurus/Dictionary**<br>• Use a thesaurus and a dictionary to select words to enhance written work. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**SPEAKING & LISTENING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **SL.5.4**<br>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.<br><br>**SL.5.5**<br>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.<br><br>**SL.5.1**<br>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.<br>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.<br>b) Follow agreed-upon rules for discussions and carry out assigned roles.<br>c) Pose and respond to specific questions by making comments that contribute to the discussion and | **Oral Presentations**<br>SL.5.4, SL.5.5<br><br>**Collaborative Discussion**<br>SL.5.1 | **Oral Presentations**<br>• Prepare and present an oral presentation on a specific topic.<br>• Demonstrate confidence in oral presentation.<br>• Speak with a command of the language.<br>• Use proper volume, pitch and phrasing.<br>• Integrate verbal and nonverbal elements.<br>• Present ideas logically.<br>• Self-monitor comprehension while listening.<br><br>**Collaborative Discussion**<br>• Contribute and participate in group discussion.<br>• Follow agreed upon rules for group discussion.<br>• Discuss the assigned topic. | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.<br>Tests<br>Quizzes<br>Oral Presentations<br>Response to oral presentations<br>Summary of oral presentations<br>Journals<br>Group Discussions<br>Speeches<br>Poetry Recitations<br>Debates<br>Plays and Skits<br>Multimedia Presentations<br>Group Projects<br>Individual Projects | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.<br>**Gospel Values**<br>Community<br>Compassion<br>Faith in God<br>Forgiveness<br>Hope<br>Justice<br>Love<br>Peace<br>Respect for Life<br>Service<br>Simplicity<br>Truth<br><br>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |

**SPEAKING & LISTENING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| elaborate on the remarks of others.<br>d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | • Synthesize elements of the discussion to complete assigned task. | | Prepare and present oral reports on topics related to Catholic faith. |
| **SL.5.3**<br>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | **Peer Review**<br>SL.5.3 | **Peer Review**<br>• Incorporate suggestions for improvement provided by peers and teacher. | | Create a script for a walking tour of the parish church. |
| **SL.5.2**<br>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | • Critique presentations made by peers and provide suggestions for improvement. | | Proclaim scripture readings as part of classroom and school prayer. |
| | **Listening with Purpose**<br>SL.5.2, SL.5.3 | **Listening with Purpose**<br>• Recall, restate and summarize information presented by a speaker. | | Listen and respond to oral presentations on topics related to Catholic faith. |
| | **Listening Comprehension**<br>SL.5.2, SL.5.3 | **Listening Comprehension**<br>• Listen, interact with, and respond to a variety of media. | | |

**SPEAKING & LISTENING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **RF.5.4**<br>Read with sufficient accuracy and fluency to support comprehension.<br>a) Read on-level text with purpose and understanding.<br>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.<br>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **Reading Fluency**<br>RF.5.4<br><br>**Body Language** | • Self-monitor comprehension using a variety of skills and strategies.<br>• Pose questions related to the topic.<br>• Respond to questions posed by the speaker.<br>• Self-monitor comprehension while listening.<br>• Demonstrate appropriate listening behaviors.<br><br>**Reading Fluency**<br>• Read aloud fluently and accurately.<br>• Use proper volume, inflection, pitch, and phrasing.<br><br>**Body Language**<br>• Observe and interpret body language cues. | | |

| Archdiocese of Newark Catholic Schools<br>English Language Arts Curriculum Map for Grade 5 | | | | |
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| **SPEAKING & LISTENING** | | | | |
| **Standards** | **Content** | **Skills** | **Assessment** | **Gospel Values & Faith Connections** |
| **SL.5.4**<br>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.<br><br>**SL.5.6**<br>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | **Performing Arts/Role Playing**<br><br>**Debate**<br>SL.5.4<br><br>**Audience**<br>SL.5.6 | **Performing Arts/Role Playing**<br>• Participate in role-playing to enhance public speaking skills.<br><br>**Debate**<br>• Articulate ideas and facts effectively to support one's position or point of view.<br><br>**Audience**<br>• Adapt oral presentations to audience and purpose. | | |

# Archdiocese of Newark Catholic Schools
# English Language Arts Curriculum Map for Grade 5

**HANDWRITING**

| Standards | Content | Skills | Assessment | Gospel Values & Faith Connections |
|---|---|---|---|---|
| **WLP.5.2**<br>Maintain legibility in manuscript writing.<br><br>**WLP.5.3**<br>Maintain legibility in cursive.<br><br>**WLP.5.6**<br>Write by hand with speed and fluency appropriate for grade 5.<br><br>**WLP.5.8**<br>Know and apply grade-level handwriting skills. | **Legibility**<br>WLP.5.2, WLP.5.3, W.5.6, WLP.5.8<br><br>**Cursive**<br>WLP.5.3<br><br>**Production of Written Work**<br>WLP.5.8 | **Legibility**<br>• Produce neat and legible hand-written work.<br>• Write by hand with speed and fluency.<br>• Maintain proper proportion and spacing in hand-written work.<br><br>**Cursive**<br>• Maintain legible cursive writing.<br>• Demonstrate proper letter formation, proportion, size, and slant in cursive writing.<br>• Connect letters using appropriate methods.<br><br>**Production of Written Work**<br>• Produce neat and legible written work that reflects grade appropriate handwriting or keyboarding skills. | Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.<br><br>Daily Written Work<br>Writing Samples<br>Timed Writing Tasks<br>Worksheets<br>Notebook Checks | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.<br><br>**Gospel Values**<br>Community<br>Compassion<br>Faith in God<br>Forgiveness<br>Hope<br>Justice<br>Love<br>Peace<br>Respect for Life<br>Service<br>Simplicity<br>Truth<br><br>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |