

The Connected Curriculum

# GRADE 5

## Curriculum Map

*Standards-Based Scope and Sequence for Teaching and Assessment  
with integrated principles and strategies of special education.*

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*Relevant resources for instruction, independent learning, and assessment:  
<http://teacher.depaul.edu>.*

# Fifth Grade Mid- and End-of Quarter Competencies to Assess First Semester

*This chart provides assessment priorities for every five or four weeks.*

	<b>Week 5</b>	<b>Week 9</b>	<b>Week 14</b>	<b>Week 19</b>
<b>Word Knowledge 1A</b>	Identify and give examples of root, prefix, suffix, compound  Make own grammar glossary	Explain and give examples: homonyms, antonyms, synonyms; multiple meaning words	Explain literal, figurative; paraphrase text	Identify and give examples of parts of speech. Make explanation/guide to how to use structures to figure out word meaning when reading. (Root, prefix, suffix)
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Read a new selection and Identify and infer traits, motive, sequence, cause-effect; make predictions and infer cause-effect with evidence Explain how to survey	Identify and infer traits, motive, sequence, cause-effect with evidence Explain how to survey	explain reason for choice of words; give examples of theme in different texts	Locate and classify information; Answer analytic and inferential questions. Tell how to answer them. Explain how to answer an evaluative question. Write about what you think based on what you read and what you knew.
<b>Fluency ILS1B,4AB</b>	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.
<b>Writing and Illustrating Goals 3, 4</b>	Write, edit sentences and with components of weeks 1-4 Write paragraph (this will identify Learning Priorities for Weeks 6-9)	Write, edit essay	Edit/write expository essay Write own guide to writing an expository essay.	write expository essay Write guide to writing an expository essay.
<b>Content</b>	<b>GEOGRAPHY</b> Make US geography guide—or write the story of a US geography journey; include map and explain features and relationships use terms correctly.	<b>ECOLOGY</b> List, illustrate, describe features and explain relationships use terms correctly. Write to clarify an environment or environmental issue.	<b>CULTURE</b> List, illustrate, give examples of choices of a culture; Write/illustrate to explain values and traditions	<b>PHYSICS/TECHNOLOGY</b> <b>List, give examples of key terms/concepts; describe, diagram, and explain relationships in energy and motion, flight, heat and light.</b>
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

# Fifth Grade Mid- and End-of Quarter Competencies to Assess Second Semester

*This chart provides assessment priorities for every five or four weeks.*

	<b>Week 24</b>	<b>Week 29</b>	<b>Week 34</b>	<b>Weeks 37-8</b>
<b>Word Knowledge 1A</b>	paraphrase Make own vocabulary guide  Use words of the week in sentences.	Explain and give examples of word structures; use words of the week in sentences.	Make a list of ways to figure out unfamiliar words when reading.	Chart and diagram the words of the year.
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Simulate ISAT  Analyze the questions.  Write test-taking guide	Explain how to answer questions: literal, analytic, inferential, evaluative	Next Grade Prep Identify skills needed for next grade. Choose a topic for next five weeks of reading.	I can synthesize information -- what have I learned— Learning Yearbook  ILS 5A, 1B
<b>Fluency ILS1B,4AB</b>	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.
<b>Writing and Illustrating Goals 3, 4</b>	Write guide to writing essays 3A, B	What did we learn from ISAT?	Make your own writing yearbook— What I have learned about writing.	Learning Yearbook: expand it--what have I learned about writing?  ILS 4BC
<b>Content</b>	<b>ECONOMICS</b>  Write about economic changes in the US— past/present/future	<b>SCIENCE SYSTEMS</b>  Based on what you knew and what you learned, write and illustrate a guide about systems	<b>GOVERNMENT</b>  Based on what I knew and what I learned, what would I include in a book about US government?	<b>DISCOVERIES</b>  Learning Yearbook: what have I learned about science this year?
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

## Fifth Grade: Weeks 1-5 Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5 assess, clarify, expand
<b>Word Knowledge 1A</b>	<i>Assess student Abilities Include consonant and vowel review—if needed include additional phonics work.</i>	Identify root word Use dictionary	Analyze prefix and suffix	Construct compound words Use/make glossary	Identify and give examples of root, prefix, suffix, compound  Make own grammar glossary
<b>Reading Strategies: I CAN . . . with a variety of texts</b>  Goals 1, 2	Read/listen to identify/infer traits of person/character 1B  Follow 2-4 step directions (4A)	Read/listen to identify/infer motive 1B,C Analyze author's choice of words 2A <i>Take reading interest inventory.</i>	Survey—skim text, identify structure and preview kind of content, develop “big” question, make, confirm predictions Summarize, identify main idea 1B	Read/ listen to identify and infer and support cause-effect in fiction and non-fiction 1B,C	Read a new selection and identify and infer traits, motive, sequence, cause-effect; make predictions and infer cause-effect with evidence Explain how to survey (get the “big picture”) Summarize, identify main idea
<b>Fluency ILS1B,4AB</b>	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing and Illustrating Goals 3, 4</b>	Write complete sentences with a variety of punctuation. Recommended: Diagram sentence	Expand sentence:  Adjective and adverb  Recommended: Diagram sentence	Expand sentence:  Clause and conjunction  Recommended: Diagram sentence	The Writing Process  Write paragraph with clear focus and support	Write, edit sentences and with components of weeks 1-4 Write paragraph (this will identify Curriculum Map for Weeks 6-9)
<b>Content US</b>  <i>Geography Goal 17</i>  <b>Research Goal 5</b>	Location: Where are we? America, capital continent individual nation responsibilities rights, United States	<i>Place: Our land— from sea to shining sea</i> canyon, elevation Island, landform mountain, peninsula plateau, relief map valley	<i>Region: What regions are in the US?</i> coast, desert, drought, hemisphere, inland, latitude, longitude polar, vegetation	<i>Movement: Traveling in the US</i> gulf stream immigrant, inland ocean, port, sea shipment transportation tributary	Make US geography guide—or write the story of a US geography journey; include map and explain features and relationships use terms correctly.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week</i>					Make a Math Glossary

## Fifth Grade: Weeks 6-9 Curriculum Map

	Week 6	Week 7	Week 8	Week 9 assess, clarify, expand
<b>Word Knowledge</b> <b>1A</b>	Identify, use multiple-meaning words	Identify, use multiple-meaning words	Identify and classify homonyms, synonyms, antonyms	<i>Explain and give examples: homonyms, antonyms, synonyms; multiple meaning words</i>
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Read/listen to identify/infer traits of person/ character  Infer meaning from context and visuals ILS 1A	Read/listen to identify/ infer motive with evidence ILS 1A,C  Analyze author's choice of words 2A	Survey, question, make, confirm predictions  Summarize  1A	<i>Identify and infer traits, motive, sequence, cause-effect with evidence</i> <i>Explain how to survey</i>
<b>Fluency</b> <b>ILS1B,4AB</b>	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
<b>Writing To Inform</b>  <b>Goals 3 and 4</b>	The Writing Process Write paragraphs --focus  Outline essay	The writing process Write paragraphs --support/ elaboration write essay	The writing process Paragraph --organization Write essay	<i>Write, edit essay</i>
<b>Content Ecology</b>  <b>Research Goal 5</b>	<b>Ecology</b> of North America (features): biologist, community ecosystem, environment habitat, population  12A Survey to identify theme/idea	How plants grow in a region: algae, amoebae cell, chlorophyll fern, photosynthesis spore  12A,B Make/use chart Summarize	How animals live in a region: adapt, behavior cold-blooded, inherit instinct, pupa response, stimulus warm-blooded biology, botany cell, decompose extinction membrane, nucleus population 12A,B; 13B Make/use diagrams Summarize	List, illustrate, describe features and explain relationships use terms correctly. Write to clarify an environment or environmental issue.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>				Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>				Make a Math Glossary

## Fifth Grade: Weeks 10-14 Curriculum Map

	Week 10	Week 11	Week 12	Week 13	Week 14 assess, clarify, expand
<b>Word Knowledge ILS 1A</b>	Distinguish literal, figurative	Paraphrase	Construct Vocabulary questions	Construct/answer vocabulary questions	<i>Explain literal, figurative; paraphrase text</i>
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	restate/paraphrase meaning  summarize what you read 1B	interpret author's choice of words  Write about what you read and what you knew—summary  1B, 2A	Identify idea/theme in different stories/texts  1B,C,D, 2A, B	Analyze idea/theme in different stories/texts  1B,C, 2A, B	<i>explain reason for author's choice of words; give examples of theme in different texts paraphrase text</i>
<b>Fluency ILS 1B, 4AB</b>	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased expression Students explain how to read with expression</i>
<b>Writing and Illustrating emphasis: narrative</b>	<i>Outline expository essay; write with clear focus 3B</i>	<i>Edit expository essay for transitions 3B</i>	<i>Organize/Write narrative essay with focus, support, organization and clear introduction 3B</i>	<i>Organize/Write narrative essay with focus, support, organization, clear introduction and conclusion 3B</i>	<i>Edit/write essay Write own guide to writing an essay.</i>
<b>Content: Culture</b>	Read and write about Kinds of shelter (homes) people had in the U.S. 16A, D, 5A	Read and write about Getting food in the U.S. 5A, 16A,D	Rea and write about How and why communication technology changed 5A16A,D,	Read and write about values of the U.S. that have stayed the same; values that changed 18A,C, 5A	List, illustrate, give examples of choices of a culture; Write/illustrate to explain values and traditions
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Fifth Grade: Weeks 15-19 Curriculum Map

	Week 15	Week 16	Week 17	Week 18	Week 19 assess, clarify, expand
<b>Word Knowledge ILS 1A</b>	Classify parts of speech in text.	Identify root words and prefixes.	Use structure (root-prefix-suffix) to determine word meaning in text.	Use structure (root-prefix-suffix) to determine word meaning in text.	<i>Identify and give examples of parts of speech. Make guide to figure out word meaning when reading.</i>
<b>Reading Strategies: I CAN . . . with a variety of texts</b>  Goals 1, 2	Locate information in chart, index, reference book; Classify information Ask/answer analytic questions <i>Write about what you think based on what you read and what you knew.</i> 1B,C, 5A	Identify and organize information in charts, diagrams Ask/answer analytic questions <i>Write about what you think based on what you read and what you knew.</i> 1B,C, 5A	Identify and organize information in charts, diagrams Ask/answer analytic and inferential questions <i>Write about what you think based on what you read and what you knew.</i> 1B,C, 5A	evaluate fact/opinion ask/answer evaluative questions—give reasons.  <i>Write about what you think based on what you read and what you knew.</i> 1B,C; 2A, 5A	<i>Locate and classify information; Answer analytic and inferential and evaluative questions. Tell how to answer them.</i>
<b>Fluency ILS 1B, 4AB</b>	This week's read aloud: Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
<b>Writing and Illustrating emphasis: narrative</b>	<i>Outline, write narrative essay with emphasis on focus and support</i> 3B,C	<i>Outline and Write narrative essay with emphasis on focus, support, transitions</i> 3B,C	<i>Outline and Write narrative essay with emphasis on focus, support, transitions</i> 3B,C	<i>Outline, write news report with emphasis on focus, support, coherence</i> 3B, C	<i>write essay Write guide to writing a narrative essay.</i>
<b>Content Technology/ Physics</b>	Read/experience/write/illustrate about: energy and motion: energy, motion, power, rate 11,12D,5A	Read/experience/write/illustrate about: energy and motion: conductor, friction, fuel, magnet	Read/experience/write/illustrate about flight: Bernoulli's principle, drag, lift, mechanical, thrust, velocity 11, 12D, 5A	Read/experience/write/illustrate about: heat and light: absorption, conduction, convection, illuminate, incandescent, neon, radiation, reflection, refraction 11, 12C, 5A	<i>List, give examples of key terms/concepts; describe, diagram, and explain relationships in energy and motion, flight, heat and light.</i>
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					<i>Make a math guide/booklet. Use math to describe situations and solve problems.</i>
<b>Math Words</b> <i>List terms students will use this week.</i>					<i>Make a Math Glossary</i>

## Fifth Grade: Weeks 20-24 Curriculum Map

	Week 20	Week 21	Week 22	Week 23	Week 24 assess, clarify, expand
<b>Word Knowledge ILS 1A</b>	Infer the meaning of a word in a sentence.  Test-Prep words:	Infer the meaning of a word in a paragraph.  Test-Prep words:	Construct/answer vocabulary questions  Test Prep Words:	Construct/answer vocabulary questions  Test Prep Words:	<i>Explain how to infer the meaning of a word from context.</i>
<b>Reading Strategies: I CAN . . . with a variety of texts</b>  <i>Goals 1, 2</i>	Students identify/make/answer literal and inferential questions and non-fiction Skim to preview 1B, 1C	Identify main idea, details 1B, 1C Scan to find information Simulate ISAT Discuss challenging items.	Students identify/make/answer analytic questions fiction and nonfiction 1B, 1C	Students identify/make/answer evaluative questions fiction and nonfiction 1B, 1C Simulate ISAT	<i>Write guide to reading non-fiction.</i>  <i>Make test-taking guide</i>
<b>Fluency ILS 1B, 4AB</b>	This week's read aloud:  Check reading rate and comprehension —set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i> <i>Students explain how to adjust rate to succeed on ISAT reading test.</i>
<b>Writing</b>	<i>EXTENDED RESPONSE: write about what you are reading 3B</i>	<i>EXTENDED RESPONSE: write about what you are reading 3B</i>	<i>EXTENDED RESPONSE: write about what you are reading 3B</i>	<i>EXTENDED RESPONSE: write about what you are reading 3B</i>	Write guide to writing an extended response 3 B
<b>Content Economics ILS 5A and data analysis plus content goals</b>	Read, illustrate, graph, write about the US economy Topic: _____  ILS15ABCD	Read, illustrate, graph, write about the US economy Topic: _____  ILS15ABCD	Read, illustrate, graph, write about the US economy Topic: _____  ILS15ABCD	Read, illustrate, graph, write about the US economy Topic: _____  ILS15ABCD	Write about economic changes in the US— past/present/future
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	ISAT Prep Priorities:	ISAT Prep Priorities:	ISAT Prep Priorities:	ISAT Prep Priorities:	Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Fifth Grade: Weeks 25-29 Curriculum Map

	Week 25	Week 26 ISAT	Week 27 ISAT	Week 28	Week 29
<b>Word Knowledge ILS 1A</b>	Make up vocabulary questions	Words of Inspiration	Words of Persistence	Words of Resilience	Use the words to write a poem.
<b>Reading Strategies: I CAN . . . with a variety of texts</b>  Goals 1, 2	Make ISAT Reading Guide—How to Think Well on ISAT	Analyze questions 1B	Analyze questions 1B	Ask/identify and respond to relevant questions at all levels with evidence, different kinds of texts 1B	<i>Explain how to answer questions: literal, analytic, inferential, evaluative</i>
<b>Fluency ILS 1B, 4AB</b>	This week's read aloud:  Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	Read aloud with increased fluency.
<b>Writing Persuasive</b>	Make ISAT Writing Guide—How to Write Well on ISAT	Write about an inspiring person 3B, C	Write an inspiring poem. 3B, C	Write an inspiring poem. 3B, C	Explain how to write persuasively.
<b>Content SYSTEMS ILS 5A plus content goals</b>	Read, illustrate, write about the _____ system	Read, illustrate, write about the _____ system	Read, illustrate, write about the _____ system	Read, illustrate, write about the _____ system	Based on what you knew and what you learned, write and illustrate a guide about systems
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	Make ISAT Math Test Success Guide—How to Solve Problems Well				Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>	Use test-taking terms as this week's math words				Make a Math Glossary

## Fifth Grade: Weeks 30-34 Curriculum Map

	Week 30	Week 31	Week 32	Week 33	Week 34 assess, clarify, expand
<b>Word Knowledge ILS 1A</b> Set priorities based on current progress and next grade prep	<i>I can infer from context.1A</i>	<i>I can use root words.1A</i>	<i>I can figure out unfamiliar words with different strategies.1A</i>		<i>Make a list of ways to figure out unfamiliar words when reading.</i>
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	<i>I can ask and answer different kinds of questions.</i>  ILS 1B,C;	<i>I can ask and answer different kinds of questions.</i>  ILS 1B,C;	<i>I can ask and answer different kinds of questions.</i>  ILS 1B,C	<i>Use full repertoire with a variety of texts</i>	Next Grade Prep Identify skills needed for next grade. Choose a topic for next five weeks of reading.
<b>Fluency ILS 1B, 4AB</b>	This week's read aloud:  Check reading rate and comprehension —set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency. Students explain how to adjust rate to maintain fluency and comprehension.</i>
<b>Writing emphasis: creative</b>	<i>I can write a letter</i>  ILS 3A,B,C	<i>I can write a poem.</i>  ILS 3A,B,C	<i>I can write a poem or song.</i>  ILS 3A,B,C.	<i>I can write poem or song</i>  ILS 3A,B,C.	Make your own writing yearbook— What I have learned about writing.
<b>Content GOVERNMENT ILS 5A plus content goals</b>	Read, illustrate, write about the US government. Topic: _____	Read, illustrate, write about the US government. Topic: _____	Read, illustrate, write about the US government. Topic: _____	Read, illustrate, write about the US government. Topic: _____	Based on what I knew and what I learned, what do I think is important to understand US government?
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Fifth Grade: Weeks 35-38 Curriculum Map

	Week 35	Week 36	Week 37-8
<b>Word Knowledge</b> <b>ILS 1A</b>	<i>Words of the Year—classify by categories</i>	<i>Words of the year—use them to write about the year’s learning.</i>	Synthesis: Review and present the important learning of the year.
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	My favorite books—what I read that I like.  ILS 2A,B; 1C	My favorite poem  ILS 1B, 2B	Read Poems  celebrate learning
<b>Fluency</b> <b>ILS 1B, 4AB</b>	This week’s read aloud:	This week’s read aloud:	<i>Students read aloud with increased fluency.</i>
<b>Writing</b> <b>emphasis: creative</b>	<i>6<sup>th</sup> grade prep: how do you outline a topic</i>  <i>ILS 3B</i>	<i>Learning Yearbook: expand it--what have I learned about writing?</i>  <i>ILS 4BC</i>	Synthesis: Review and present the important learning of the year.  <i>ILS 3C</i>
<b>Content: Discoveries and Inventions</b>	What have people discovered? ILS 11 A,B, C	What do I want to learn about-invent-discover? How will I do it?  ILS 11 A,B, C	What have I discovered this school year? Write your own discovery booklet.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>			Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>			Make a Math Glossary