

## Amherst Public Schools - Curriculum Map

### English/Language Arts: Language, Reading/Literature

**Grade Level: Five**

ELA STRANDS	TIME FRAME / LENGTH	CONTENT / SKILLS / STRATEGIES	METHODS OF ASSESSMENT	MASSACHUSETTS FRAMEWORKS
<p><b>LANGUAGE</b></p> <p><b>Discussion and Presentation</b></p>	<p>Ongoing and integrated across all units throughout year</p>	<p><b>Uses</b> agreed upon rules, to focus, attend, question, contribute and expand upon ideas in class discussions and interviews.</p> <p><b>Acquires</b> and shares knowledge.</p> <p><b>Develops</b> research projects.</p> <p><b>Gives</b> oral presentations to explain or persuade. Considers audience and purpose, and reflects appropriate body stance, eye contact, and voice modulation.</p>	<p>Recorded observations during class discussions, peer/peer contact, formal presentations and dramatizations.</p>	<p>Discussion 1.3 Questioning, Listening, and Contributing 2.3 Oral Presentations 3.8</p>
<p><b>Vocabulary</b></p>	<p>Ongoing, integrated across all content areas throughout the year</p>	<p><b>Applies</b> visual analysis, syllabication rules and spelling patterns to unfamiliar words.</p> <p><b>Cross checks</b> visual information with meaning and structure for accuracy of word in context.</p> <p><b>Determines</b> meaning of unfamiliar words or phrases using surrounding context clues such as definitions, examples, explanations.</p> <p><b>Determines</b> alternate word choice using reasoning, dictionary, and thesaurus.</p>	<p>Observation of vocabulary use during oral language and written response.</p> <p>Teacher-developed criteria/rubric for oral language.</p>	<p>Vocabulary and Concept Development 4.17, 4.18, 4.19</p> <p>Beginning Reading 7.8, 7.9, 7.10</p>

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<b>Vocabulary</b>		<p><b>Checks</b> and determines precise meaning, pronunciation, and part of speech using dictionary skills.</p> <p><b>Realizes</b> link between vocabulary development and reading comprehension.</p> <p><b>Recognizes</b> idioms and understands meaning in context.</p> <p><b>Understands</b>, acquires and uses new and specialized vocabulary for speaking, reading, and writing.</p> <p><b>Identifies</b> homophones, antonyms, synonyms, compounds, prefixes, suffixes, base words, and common Greek and Latin roots.</p> <p><b>Recognizes</b> basic Greek and Latin roots and applies their meaning for vocabulary development.</p>	<p>Recorded observations during class discussions, peer/peer contact, formal presentations.</p> <p>Review of written responses: journals, summaries, essays.</p> <p>Vocabulary and word study tests. Answers to cloze procedures, vocabulary questions, and puzzles.</p>	
<b>Structure and Origins of Modern English</b>	Ongoing, integrated into language study and explicit instruction in separate focused unit	<p><b>Analyzes</b> standard English Grammar and usage for basic parts of speech including noun, pronoun, verb, adverb, adjective, conjunction, and preposition.</p> <p><b>Recognizes</b> that words perform different functions according to the position in a sentence.</p>	Analysis of written products to determine understanding and use of appropriate sentence structures,	Structure and Origins of Modern English 5.9, 5.10, 5.11, 5.12, 5.13, 5.14

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		<p><b>Understands and Identifies</b> simple, complete, and compound subject and predicate in sentences.</p> <p><b>Understands, Identifies and uses</b> different types of sentences, including simple, compound, complex, and different kinds of sentences including declarative, interrogative, imperative, and exclamatory.</p> <p><b>Identifies, uses, and corrects</b> sentence problems including fragments, run-ons, and rambling sentences.</p> <p><b>Knows and uses</b> correct punctuation while reading, including:</p> <ul style="list-style-type: none"> <li>-Period, exclamation mark, questions mark at end of sentence</li> <li>-comma in series, numbers, compound sentences, to separate adjectives, set off phrases, titles, or initials, to address a person</li> <li>-apostrophe for certain plurals, to form contractions, and singular and plural possessives</li> <li>-quotation marks to set off exact words of speaker, quoted materials, for special words, and to punctuate titles</li> </ul>	<p>punctuation, and clarity.</p> <p>Revision and editing changes made to written products.</p> <p>Grammar tests assessing targeted skill areas.</p>	

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<p><b>READING AND LITERATURE</b></p> <p><b>Reading Fluency</b></p>	<p>Ongoing across all units throughout the year</p>	<p><b>Reads</b> in phrased and fluent manner across all genres.</p> <p><b>Observes</b> punctuation and print conventions, including commas, apostrophes, quotation marks, parentheses, periods, questions marks in order to read with cadence, expression, appropriate rate and understanding of text.</p> <p><b>Recognizes</b> high frequency and irregular sight words automatically.</p> <p><b>Solves</b> difficult words using knowledge of phonics, and meaning in context.</p> <p><b>Integrates</b> visual features, with meaning, and grammar in order to monitor reading and self correct errors.</p> <p><b>Self selects</b> reading material at appropriate reading level and includes Newberry and Caldecott selections as well as a variety of genre.</p> <p><b>Reads</b> independently, remaining focused for sustained periods.</p> <p><b>Skims/scans</b> to preview text or locate specific information.</p> <p><b>Adjusts</b> rate to type and purpose of text.</p>	<p>Recorded informal observations and anecdotal notes taken during student reading across all genres. Observations of independent reading choices and logs. Informal Reading Inventory (QRI-4) taken 2-3 times per year and timed if necessary to assess reading rate.</p>	<p>Standards: Vocabulary &amp; Concept Development 4.17, 4.18</p>

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<p><b>READING AND LITERATURE</b></p> <p><b>Comprehension and Literary Analysis</b></p> <p><b>Comprehension and Literary Analysis</b></p>	<p>Ongoing 5X60 during Literature Block and integrated into content area study</p>	<p><b>Utilizes</b> comprehension strategies before, during and after all personal and assigned reading (connect, question, predict, visualize, infer, determine importance, summarize, synthesize).</p> <p><b>Monitors</b> own reading comprehension, and embraces confusions by rereading and using other strategies if meaning is lost.</p> <p><b>Deepens</b> understanding by relating time or setting of a literary or non-literary work to its historical background or time period.</p> <p><b>Distinguishes</b> between/among fiction, nonfiction, poetry, traditional, classical literature and drama.</p>	<p>Analysis of written responses, and graphic organizers that reflect use of strategies, organizational structures, and thinking.</p> <p>Record keeping of participation and analysis of literary discussions and written work.</p> <p>Rubrics to score written responses which will encompass objectives for identified mode of writing, e.g., Literary Essay, Persuasive Essay, Research Paper, and Open Response answers.</p>	<p>Understanding a Text 8.19, 8.20, 8.21, 8.22</p> <p>Making Connections 9.4</p>

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<b>Genre</b>	10-12 weeks	<p><b>Identifies</b>, analyzes, and applies knowledge of genre format and characteristics when reading.</p> <p><b>Identifies</b>, analyzes, and applies knowledge of implied or stated main idea or theme of a literary work and provides specific evidence from text to support understanding.</p> <p><b>Uses</b> resources to gain meaning of unknown or confusing vocabulary.</p> <p><b>Reflects</b> on theme and issues pertaining to social justice while reading.</p> <p><b>Actively engages</b> with text by coding comprehension strategies, taking notes, creating timelines or graphic organizers in order to maintain focus or guide thinking while reading.</p> <p><b>Seeks</b> out primary and secondary sources to deepen and expand understanding.</p> <p><b>Begins</b> to critique various texts.</p>	<p>Student and teacher designed rubrics to analyze written responses to text:</p> <ul style="list-style-type: none"> <li>-multiple choice questions</li> <li>- graphic organizers</li> <li>-short answer</li> <li>-open response</li> <li>-retellings</li> <li>-summaries</li> <li>-reader-response entries</li> <li>-author or theme study</li> <li>-book review</li> </ul>	<p>Genre 10.4</p> <p>Theme 11.3</p>
<b>Fiction</b>	10-12 week study and ongoing in content areas	<p><b>Reads</b> from variety of narrative fiction texts including: picture books, short story and novel.</p>		<p>Fiction 12.3</p> <p>Understanding a Text (See Standard 8 above)</p>

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<b>Fiction</b>		<p><b>Explores</b> different genres of fiction including: adventure, survival, mystery, and historical fiction.</p> <p><b>Notices</b> authors craft for structure, plot pattern, language, and theme.</p> <p><b>Identifies</b> and draws conclusions from author’s sensory detail, figurative language, use of dialogue and description.</p> <p><b>Identifies</b> narrative features including point of view, dedication page, prologue, and epilogue.</p> <p><b>Identifies</b> narrative elements including main/minor character, setting, (time/place/mood) conflict/resolution, plot structure and utilizes these for analysis.</p> <p><b>Identifies</b> and understands character’s traits, role, motive, interactions, goal, and development over time.</p> <p><b>Identifies</b> character traits and how personality is revealed through thoughts, speech, behavior, actions, and interactions with others.</p> <p><b>Understands</b> role of different types of characters:                      -main/minor,                      -protagonist/ antagonist                      -static/dynamic</p>	<p>Observations during class discussions, responses to questions during reading instruction , contributions to focused literary analysis discussions.</p>	

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<p><b>Fiction</b></p>		<p><b>Detects</b> the mood through word choice, images, and attempts to identify it with appropriate vocabulary.</p> <p><b>Identifies</b> foreshadowing, flashback, dialect, opinion vs. bias.</p> <p><b>Differentiates</b> between dialogue and dialect.</p> <p><b>Rereads</b> to locate important information in text.</p> <p><b>Implies</b> or states the importance of the story.</p> <p><b>Recognizes</b> author’s purpose may be to:                      -explain or inform                      -entertain                      -persuade                      -enlighten or reveal a truth</p> <p><b>Follows</b> the five parts of the plot:                      -exposition                      -rising action                      -climax                      -falling action                      -resolution</p> <p><b>Creates</b> or substantiates a thesis statement and utilize specific examples from the text to support the response in a clear manner.</p>		

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<b>Fiction</b>		<p><b>Views</b> the story through another perspective in order to gain empathy for others.</p>		
<b>Nonfiction</b>	<p>Ongoing to cover all elements Or 4 Week content Study</p>	<p><b>Selects</b>, reads, analyzes, and evaluates nonfiction texts for personal and instructional reading.</p> <p><b>Explores</b> biography, autobiography, memoir, articles, journals, letters, Reference Texts and non-print sources.</p> <p><b>Makes</b> personal and textual connections to the topic or content and relates to its importance either socially, scientifically, or practically.</p> <p><b>Utilizes</b> important text features before, during, and after reading to preview, predict, and analyze text: title, headings, subheadings, key words, captions, paragraph with topic and concluding sentence, glossary, and index.</p> <p><b>Analyzes</b> and interprets graphic features: charts, graphs, tables, maps, diagrams, captions, and illustrations to enhance meaning.</p> <p><b>Identifies and understands</b> the most important words, events, or ideas presented.</p>	<p>Assess understanding using components similar to Fiction (see above), substituting Nonfiction features and elements.</p> <p>Analysis of written products reflecting elements for particular mode of writing.</p> <p>Record keeping of participation during discussions.</p>	<p>Nonfiction 13.13, 13.14, 13.15, 13.1</p> <p>Understanding a Text (see Standard 8 above)</p>

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<p><b>Nonfiction</b></p>		<p><b>Grows</b> in awareness of, and begins to attend to structural patterns: Question/Answer, Problem/Solution, Cause/Effect, Compare/Contrast, Description, and Sequence.</p> <p><b>Recognizes</b> topic, main idea, supporting idea, and supporting detail and understands the link or relationship between/among them.</p> <p><b>Attends</b> to signal words or phrases for transitions or to denote time, convince, or provide evidence.</p> <p><b>Skims and scans</b> to locate important information and answers to specific questions.</p> <p><b>Locates and Gathers</b> important information and ideas, and takes notes according to purpose.</p> <p><b>Identifies and summarizes</b> main idea, and supporting details in text.</p> <p><b>Compares</b> facts and information in text with personal knowledge and decides if information:                      - is biased or neutral                      - was omitted, authentic, misleading, or current                      -will affect or change previous information</p> <p><b>Determines</b> theme or essence of text.</p> <p><b>Integrates</b> prior and new knowledge in order to develop personal insights.</p>	<p>Analyze science journals and/or observations for content-based reading.</p> <p>Use of rubric and scoring notes to review and analyze biographical and autobiographical essays, and research papers for content and style.</p> <p>Oral presentations based on research project.</p>	

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<b>Poetry</b>	8-10 Week Study	<p><b>Reads</b> works from both contemporary and notable poets including those from Appendix A and B and finds personal meaning in them.</p> <p><b>Understands</b> poetic structures including free, concrete, rhymed, couplets, limericks, Haiku.</p> <p><b>Identifies</b> sound (alliteration, assonance, onomatopoeia, and rhyme scheme: free verse; couplets; A,B,A,B).</p> <p><b>Identifies</b> and responds to the effects of sound, figurative language, and graphics in order to uncover meaning.</p> <p><b>Identifies</b> and interprets figurative language (personification, exaggeration, symbolism metaphor, and simile).</p> <p><b>Notices</b> how language affects the mood of the poem.</p> <p><b>Identifies</b> graphic features including line break, spaces, and shapes, and considers them for interpretation.</p> <p><b>Uses</b> vocabulary to discuss poetry, including: line, verse, stanza, mood, tone and voice, rhyme, rhythm, personification, metaphor, simile, poet, narrator.</p>	<p>Conferences for poetry writing assignments and analysis of poetry writing to assess understanding and use of poetic elements.</p> <p>Participation in class discussions that reflect poetic analysis, interpretation, and summarization.</p> <p>Record keeping of practice sheets, written responses, and multiple choice questions that tap knowledge of content, genre-related elements, and vocabulary, answers to open response questions scored with MCAS style rubric, multiple choice questions.</p>	<p>Poetry 14.4</p> <p>Understanding a Text (see Standard 8 above)</p>

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<p><b>Poetry</b></p>		<p><b>Looks</b> for the organization or shape of the poem.</p> <p><b>Determines</b> meaning or theme of poem by attending to: title, specific words, first and last several lines.</p> <p><b>Visualizes</b> while reading to appreciate images.</p> <p><b>Employs</b> strategies for close reading: rereads, questions, considers denotations and connotations of words, explores personal feelings, paraphrases or summarizes the main idea.</p> <p><b>Compares</b> different poems with same or different theme, message or author.</p> <p><b>Reads</b> poetry with fluency and cadence either alone or in choral readings.</p> <p><b>Recites</b> memorized poems.</p> <p><b>Becomes</b> familiar with various poets and learns about their collections and lives.</p>		
<p><b>Myth, Traditional Narrative, and Classical Literature</b></p>	<p>4 Week Study and integrated for specific purposes</p>	<p><b>Reads</b> texts from various cultures within the genre.</p> <p><b>Compares</b> different oral and written versions of the same story from around the world.</p>	<p>Oral Discussion and interpretation of texts.</p>	<p>Myth, Traditional Narrative, and Classical Literature 16.7, 16.8</p>

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<p><b>Myth, Traditional Narrative, and Classical Literature</b></p>		<p><b>Explores</b> connections between text and culture that reflect awareness of language, geography, historical background.</p> <p><b>Applies</b> knowledge of narrative text structure and utilizes similar strategies to gain meaning.</p> <p><b>Follows</b> plot and subplot keeping track of how they interweave.</p> <p><b>Differentiates</b> between static and dynamic characters.</p> <p><b>Identifies</b> stock or simple characters.</p> <p><b>Identifies</b> common structures of traditional literature including element of threes, magic helper, and transformation.</p> <p><b>Identifies</b> common stylistic elements including repeated refrain, simile, and hyperbole.</p> <p><b>Compares</b> events, characters, and conflict across similar stories.</p> <p><b>Begins</b> to understand and interpret the symbolism of objects or places.</p>	<p>Graphic organizer showing plot, character traits and relationships, comparison of texts, characters, and/or themes.</p> <p>Written response using specific text-based evidence to substantiate thinking and interpretation.</p> <p>Multiple Choice and/or Open Response questions.</p> <p>Conferences.</p> <p>Written product in genre. Participation in dramatic readings.</p>	<p>Theme (See Standard 11 above)</p> <p>Understanding a Text (see Standard 8 above)</p>

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<p><b>Myth, Traditional Narrative, and Classical Literature</b></p>		<p><b>Locates</b> clues to author’s message:                      -characters and their actions                      -conflict and resolutions                      -symbols represented by a person, place, thing, or event                      -aphorisms (words of wisdom)</p> <p><b>Identifies</b> theme as the lesson or main idea statement about life.</p> <p><b>Interprets</b> the author’s message.</p> <p><b>Expresses</b> the relevance of the message to current day.</p>	<p>Teacher developed criteria for performance of drama:                      memorization of lines and stage blocking, concentration, diction, and expressive detail.</p> <p>Written product demonstrating understanding, connection to culture or time period.</p>	
<p><b>Dramatic Literature/ Dramatic Reading and Performance</b></p>		<p><b>Reads</b> and appreciates drama using a reading process similar to narrative text.</p> <p><b>Establishes</b> a purpose for reading.</p> <p><b>Understands</b> how plays are organized into scenes and acts.</p> <p><b>Previews</b> parts of the play including: title, introduction, preamble, Cast of Characters, acts, and scenes.</p>		<p>Dramatic Reading and Performance 18.3</p> <p>Understanding a Text (see Standard 8 above)</p>

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<b>Dramatic Literature/ Dramatic Reading and Performance</b>		<p><b>Uses</b> terms script, playwright, and speech tags.</p> <p><b>Interprets</b> stage directions:                      -to understand setting, (time and place)                      -indicate characters, props, and costumes                      -provide descriptions of lighting, music, sound                      -details on character speech, actions, reactions,                      and emotions</p> <p><b>Understands</b> that a new scene often reflects a change in setting, (time and/or place).  <b>Uses</b> narrative elements such as character analysis and relationships, conflict/resolution, and theme to gain understanding.</p> <p><b>Gains</b> cultural and social insights from reading.</p> <p><b>Appreciates</b> connection between dramatic literature and theatrical arts.</p>		Theme (See Standard 11 above)