

## 2022-2023 BUFSD Reading, Writing, Social Studies & Science Curriculum Map GRADE 5

Sept- Oct.	<b>GHGR Shared Reading Mentor Text/Student Reader-Focus Lesson</b>	<b>Writing: GHGR Celebration Press</b>	<b>GHGR Write Habits (Supplemental)</b>	<b>TC Units of Study</b>	<b>G.U.M Skills (Grammar, Usage, Mechanics)</b>	<b>Social Studies Resources</b>	<b>Science Elevate</b>
<b>Sept. 6 Elementary Conference Day</b>							
Sept.7- Nov. 4	-iReady Reading Diagnostic Testing (Sept. 19-30)  -F&P Fall Reading Benchmark Assessment	-On-Demand <b>DISTRICT</b> Pre-Writing  -WTW Spelling Inventory Elementary (ESI)	See ELA/Social Studies Binder	<b>Narrative Craft (Book 1)</b>	See ELA/Social Studies Binder	<a href="http://www.pnwbooces.org/ssela">www.pnwbooces.org/ssela</a>  Please confirm subscription through website (must be done yearly).  <b>Also see PNW BOCES Team</b>	<b>Access Pearson Realize in MYAPPS- single sign in</b>
<b>Habit of Mind</b>	<b>Great Readers Understand How Stories Work</b>	<b>Personal Narrative</b>					
<b>Unit 4</b>	<u>EQ</u> : How do readers use their knowledge of story grammar, literary devices, and text features to enhance their reading?						

<p><b>CCSS: RL</b> 5R1,5R2,5R3,5R5 <b>CCSS:</b> 5.1,5R2,5R3, 5R5, 5LS1a, 5SL1b, 5SL1c, 5SL1d, 5SL2, 5SL4</p>	<p><b>4.1 The Hot Shots/Leonardo's Wings</b>--Understanding Story Elements <b>4.2 The Hot Shots/Leonardo's Wings</b>—Understanding and Analyzing Characters <b>4.3 The Hot Shots/Leonardo's Wings</b>—Understanding Setting and Plot <b>4.4 The Hot Shots/Leonardo's Wings</b>—Understanding and Analyzing Theme</p>	<p><u>Unit 2</u> pgs. 42-55 and p. 147 which includes G.U.M component for the unit</p>	<p><u>Unit 2 Lesson 4</u> pages 78-91 -Uses first person (I, Me) <u>Structure and Matter</u> -Tells a story about a real event in life -Shares thoughts and feelings about an event <b>CCSS:</b> 5W3, 5W3a, 5W3b, 5W3c, 5W3d,5W3e</p>	<p><b>Narrative Craft</b> (Book 1)</p>	<p><u>Celebration Press Book</u></p>	<p><b>Unit 1: A New World Rising</b></p> <p>Lesson 1: Migration and Settlement in the Americas</p> <p>Lesson 2: Characteristics of a Civilization</p> <p>Lesson 3: Maya, Inca, and Aztec Civilizations</p> <p>Lesson 4: Civilizations Meet Environmental Challenges</p> <p>Lesson 5: Literature of the Aztecs, Mayans, and Inca</p>	<p><b>Topic 1 Properties of Matter</b> <b>EQ:</b> How do you describe properties of matter?</p> <p><b>Required Investigation: What's in the box?</b></p> <p>Lesson 1: Observe matter</p> <p>Lesson 2: Model Matter</p> <p>Lesson 3: Properties of Matter</p> <p><u>Structure and Properties of Matter</u></p>
			<p><u>Unit 2 Lesson 5</u> pgs. 94-105</p>			<p><b>Unit 2: European Explorers</b></p>	<p><b>Topic 2 Changes in Matter</b></p>

			-As narrator, tell the actions of the story and share your thoughts and feelings			Lesson 1: European Exploration  Lesson 2: Europeans Encounter Native Americans  Lesson 3: The Columbian (Great) Exchange  Lesson 4: Sugar and the Trans-Atlantic Slave Trade	<b>EQ:</b> What evidence do we have that matter changes?  Lesson 3: Properties of Matter  Lesson 4: Mixtures and Solutions
Sept. 26-27	Rosh Hashanah - Schools Closed						
Oct. 5	Yom Kippur Observed-Schools Closed						
Oct. 10	Indigenous Peoples' Day-Schools Closed						

Nov.	<b>GHGR Shared Reading Mentor Text/Student Reader -Focus Lesson</b>	<b>Writing: GHGR Celebration Press</b>	<b>GHGR Write Habits (Supplemental)</b>	<b>TC Units of Study</b>	<b>G.U.M Skills (Grammar, Usage, Mechanics)</b>	<b>Social Studies Resources</b>	<b>Science Elevate</b>
Nov. 8	Election Day-No Student Attendance						
Nov. 11	Veteran's Day-Schools Closed						
Habit of Mind	<b>Great Readers Make Sense of Text</b>	<b>Informational Writing</b>					

<b>Unit 2</b>	<b>EQ:</b> How does active reading help readers gain deeper understanding?						
<p><b>CCSS:</b> 5R.1,5R.2,5R.3, 5R.5, 5LS1a, 5SL1b, 5SL1c, 5SL1d, 5SL2, 5SL4</p>	<p><b>2.1 First Journeys/Flags-</b> Making predictions  <b>2.2 First Journeys/Flags -</b> Asking Questions  <b>2.3 First Journeys/Flags -</b> Asking Questions  <b>2.4 Airborne! /The Many Faces of Masks—</b>Clarifying  <b>2.5 Airborne! /The Many Faces of Masks—</b>Summarizing and Synthesizing</p>	<p><b>Unit 5:</b> pgs. 90-111 and p. 150 which includes G.U.M. component for the unit</p>	<p><b>Summary</b>  <b>Unit 3</b>  <b>Lesson 6</b>  pgs. 108-119  - Summarize a nonfiction article or book  - Focus on only the most important facts and details  CCSS: 5W2, 5W2a, 5W2b, 5W2c, 5W2d, 5W2e, 5W2f. 5W7, 5L1</p>	<p><b>Information</b>  <b>The Lens of History Research Reports</b>  (Book 2)  (Nov/Dec)</p> <p><b>Memoir Shaping Texts From Essay &amp; Narrative to Memoir</b>  (Book 3)  (Start in Jan)</p>		<p><b>Unit 3:</b>  <b>Geography in the Western Hemisphere</b></p> <p>Lesson 1: Review of Physical Geography</p> <p>Lesson 2: Regions of the Western Hemisphere</p> <p>Lesson 3: Climate, Vegetation, and Population Density</p> <p>Lesson 4: Climate and Vegetation Determines Housing</p> <p>Lesson 5: Political Maps of the Western Hemisphere</p> <p>Lesson 6: We're Moving, Where...?</p>	<p><b>Topic 3</b>  <b>Earth's Systems</b>  <b>EQ:</b> How can you model interactions among Earth's systems?</p> <p><a href="#">Weather and Climate</a></p> <p><b>Required Investigation:</b>  <b>Cloud in a bottle</b></p> <p>Lesson 1: Geosphere and Biosphere</p> <p>Lesson 2: Hydrosphere and Atmosphere</p> <p>Lesson 2: Interactions among earth's systems</p>

			<p><b><u>Cause &amp; Effect Essay</u></b>  <b><u>Unit 5 Lesson 13</u></b>  pgs. 196-216  -Explain that in this type of essay the writer explains what causes something to happen and what happens are the result</p>			<p><b><u>Unit 4:</u></b>  <b><u>Government in the Western Hemisphere</u></b></p> <p>Lesson 1:  Governments Need Rules</p> <p>Lesson 2:  Documents of a Constitutional Democracy</p> <p>Lesson 3:  Government in the Western Hemisphere Today</p> <p>Lesson 4: You Be the Investigator</p> <p>Lesson 5:  "Victory Is Your Duty"</p> <p>Lesson 6:  Gaining Sovereignty: The Inuit</p> <p>Lesson 7:  Multinational Organizations</p>	<p><b><u>Topic 4</u></b>  <b><u>Earth's Water</u></b>  <b><u>EQ:</u></b> How much water can be found in different places on Earth?</p> <p>Lesson 1:  Earth's Water</p> <p>Lesson 2:  Earth's Freshwater</p> <p>Lesson 3:  Earth's Oceans</p>
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Nov. 24-25	Thanksgiving Recess
Dec. 12-16	ELA Interim Assessment
Dec. 13	Elementary Teacher Conferences - Full Day Students Attendance
Dec. 26-30	Winter Recess-Schools Closed
Jan. 2	New Year's Day Observed-No School
Jan. 16	Martin Luther King Jr. Day-Schools Closed
Jan.9 - Feb. 3	-iReady Reading Mid-Year Diagnostic (Jan. 9-20) -F & P Mid-Year Reading Benchmark Assessment

January						
Habit of Mind	Great Readers Use What They Know					
Unit 3	<u>EQ</u> : How do readers make connections, activate prior knowledge, build vocabulary and make inferences?					
<u>CCSS</u> : 5R1, 5R2, 5R3, 5R4, 5R5, 5R6, 5LS1a, 5SL1b, 5SL1c, 5SL1d, 5SL2, 5SL4	<b>3.1 Famous American Spies/What Time is It?</b> - Activating Background Knowledge <b>3.2 Famous American Spies/What Time is It?</b> - Activating Background Knowledge <b>3.3 Women Who Broke Barriers/Lady with the Lamp</b> — Making Connections <b>3.4 Women Who Broke Barriers/Lady with the Lamp</b> — Making Inferences		<b>Compare and Contrast Essay</b> <u>Unit 5 Lesson 14</u> -Use transition words to show likenesses and differences -follows a structure -Contains a clear topic sentence supported by specific facts, details, examples	<b>Research-Based Argument Essay</b> (Book 4)		<b>Topic 5 Human Impact on Earth's Systems</b> <b>EQ</b> : How can we protect Earth's resources and environments? Lesson 1: Earth's Natural Resources

			<p><b>CCSS:</b> CCSS: 5W2, 5W2a, 5W2b, 5W2c, 5W2d, 5W2e, 5W2f. 5W7, 5L1</p>				Lesson 2: Earth's Energy Resources
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<b>Habit of Mind</b>	<b>Great Readers Read to Learn</b>						
<b>Unit 5</b>	<b>EQ:</b> How do readers set a purpose for reading and identify text features and structures for nonfiction books?						
<p><b>CCSS:</b> 5R1, 5R2, 5R3, 5R4, 5R5, 5R6, 5LS1a, 5SL1b, 5SL1c, 5SL1d, 5SL2, 5SL4</p>	<p><b>5.1 Remarkable Roberts/Turn It Down!</b> -Locating Facts and Information <b>5.2 Remarkable Roberts/Turn It Down!</b> —Making Inferences from Non-Fiction <b>5.3 Remarkable Roberts/Turn It Down!</b> —Identifying and Using Text Features <b>5.4 Explore Your World/Light and Shade</b>—Identifying and Using Text Features <b>5.5 Explore Your World/Light and Shade</b>—Evaluating Non-fiction</p>						<p><b>Topic 6 Solar Systems</b> <b>EQ:</b> What is earth's place in space? Lessons 1-3: Sun/Stars/Solar System</p>
Feb. - Apr.	<b>GHGR Shared Reading</b>	<b>Writing: GHGR Celebration Press</b>	<b>GHGR Write Habits (Supplemental)</b>	<b>TC Units of Study</b>	<b>G.U.M Skills</b>	<b>Social Studies Resources</b>	<b>Science Elevate</b>

	<b>Mentor Text/Student Reader -Focus Lesson</b>				(Grammar, Usage, Mechanics)		
Feb. 20	<b>President's Day</b>						
Feb.20-24	<b>Mid-Winter Recess Schools Closed</b>						
March 10	<b>Elementary End of 2<sup>nd</sup> Marking Period</b>						
March 17	<b>Superintendent's Conference Day-No Student Attendance</b>						
March 20	<b>District Young Authors' Night</b>						
March 22	<b>Elementary Teacher Conference - <math>\frac{1}{2}</math> Day Student Attendance</b>						
Apr. 7-14	<b>Spring Recess: Schools Closed</b>						
April 19-21	<b>NYS ELA Testing</b>	<b>*Make-Ups April 24-April 28</b>					

<b>Habit of Mind</b>	<b>Great Readers Monitor and Organize Ideas and Information—Esperanza Rising</b>	<b>Opinion/Argument Writing</b>					
<b>Unit 6</b>	<b>EQ: How do readers know how to monitor and organize ideas presented in fiction and nonfiction?</b>						
<b>CCSS:</b> 5W2, 5W2a, 5W2b, 5W2c, 5W2d, 5W2e, 5W2f. 5W7, 5L1	<b>6.1 The Hot Shots/A Vote for Mr. Lincoln - Taking Notes on Fiction</b> <b>6.2 Making the Impossible Possible/Forests - Taking Notes on Nonfiction</b> <b>6.3 Making the Impossible Possible/Forests - Self-Monitoring</b> <b>6.4 Making the Impossible Possible/Forests - Visualizing</b>	<b>Unit 7:</b> pages 128-145 and page 153 which includes G.U.M. component for the unit	<b>Unit 7:</b> Lesson 18 pages 279-297 -Establishes a position by stating an opinion a topic . Uses persuasive words -Includes an introduction, body, conclusion	<b>Memoir Shaping Texts From Essay &amp; Narrative to Memoir (Book 3) (Finish in Feb)</b>  <b>The Research-</b>		<b>Unit 5:</b> <b>Economics in the Western Hemisphere</b> Lesson 1: Wants and Needs in the Western Hemisphere  Lesson 2: Introduction	<b>Topic 7 Patterns in Space</b> <b>EQ: How do patterns change from day to day and season to season?</b> Lesson 1-3: Gravity Forces



			. Organizes facts in order of importance <u>CCSS:</u> CCSS: 5W2, 5W2a, 5W2b, 5W2c, 5W2d, 5W2e, 5W2f 5W7, 5L1	<b>Based Argument</b> (Unit 4) (March/April)		to Economic Systems  Lesson 3: The Three Basic Economic Questions Lesson 4: Look...You're Wearing and Eating Geography!  Lesson 5: Natural Resources and Industry  Lesson 6: To Trade or Not to Trade...That is the Question!  Lesson 7: NAFTA or Not?	Patterns  <b>Topic 8 Energy and Food</b> <b>EQ:</b> Where does food's energy come from and how is food used?  Lesson 1: Energy in Food  Lesson 2: How plants make food  Lesson 3: How animals use food
May-June	<b>GHGR</b> Shared Reading Mentor Text/Student Reader -Focus Lesson	<b>Writing:</b> GHGR Celebration Press	<b>GHGR</b> Write Habits (Supplemental)	<b>TC Units</b> of Study	<b>G.U.M</b> <b>Skills</b> (Grammar, Usage, Mechanics)	<b>Social Studies</b> <b>Resources</b>	<b>Science</b> <b>Elevate</b>

May 2-4	NYS Math Testing *Make-Ups May 5-May 11						
May 8- June 9	-iReady Reading Diagnostic (May 15-26) -F & P Benchmark Assessment -On-Demand District Post-Writing Sample -WTW Spelling Inventory Elementary (ESI)						
May 15-25	NYSESLAT L/R/W						
May 29	Memorial Day - Schools Closed						
June 19	Juneteenth-Schools Closed						
June 22	Elementary End of 3rd Marking Period						
June 23	Conference Day						
Habit of Mind	Great Readers Think Critically About Books						
Unit 7	<u>EQ</u> : How do readers know how to monitor and organize ideas presented in fiction and nonfiction?						
<u>CCSS</u> : CCSS: 5R.1, 5R.2, 5R.3 5R.5 R5.7 5LS1a,5S L1b, 5SL1c, 5SL1d, 5SL2, 5SL4	<p><b>7.1 The Hot Shots/ Lady with the Lamp</b>—Questioning the Commonplace in a text</p> <p><b>7.2 The Water is Wide/At Home on the Earth</b>—Considering the Role of the Author</p> <p><b>7.3 The Water is Wide/At Home on the Earth</b>—Seeking Alternative Perspectives</p>					<p><b>Unit 6:</b> <b>Cultural Diversity</b> Lesson 1: Who's Who? Cultural Diversity</p> <p>Lesson 2: Introduction to the Cultural Garden</p>	<p><b>Topic 9</b> <b>Matter and Energy in Ecosystems</b> <b>EQ:</b> How can you model the interaction of living things in an ecosystem?</p> <p>Lesson 1: Matter in Energy</p>

	<b>7.4 Women Who Broke Barriers/Whales—Reading Critically</b>					Lesson 3: Interdisciplinary Lesson on Diego Rivera  Lesson 4: An Aspect of Culture in Four Countries  Lesson 5: Immigration in the Western Hemisphere	Lesson 2: Organism Within Ecosystems  Lesson 3: Changes With Ecosystems  Lesson 4: Matter Energy Transfer
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**New Social Studies Framework**

Expeditionary Learning's **Becoming a Close Reader and Writing to Learn: Stories of Human Rights** module connects well to the key ideas in the new Social Studies Framework. What are human rights, and how do real people and fictional characters respond when those rights are challenged? The unit of study introduces students to selected articles of the Universal Declaration of Human Rights (UDHR) with first-hand accounts of real people facing human rights challenges and creates a lens for reading the novel *Esperanza Rising*. Teachers who worked on the new Social Studies Framework linked the lessons in this module to Key Ideas (5.1, 5.2, 5.5, and 5.6) in the SS framework; however, there is also consensus that the novel study can stand alone with some adaptation during the months of May/June.

**Putnam BOCES 2022-2023**

[www.pnwboces.org/ssela](http://www.pnwboces.org/ssela)

**New Next Generation Science:** New York State has adopted the new Next Generation Standards.

An Elevate Science Framework was provided to align New York Standards with Elevate Science Program. Below are some resources that may help you better understand the shifts:

**Science Topics & Standards by Grade Level**

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/p-12-science-learning-standards.pdf>

## Engineering Design Standards

<http://www.nextgenscience.org/topic-arrangement/3-5engineering-design>

### Cross Cutting Concepts:

- (1) Patterns; (2) Cause and Effect; (3) Scale/Proportion/Quantity; (4) Systems and System Models; (5) Energy and Matter; (6) Structure and Function; (7) Stability and Change