



Last Updated: 9/24/24

Quarter 1		
Essential Question/Topic	Standards	Parent Resources
<p>Wit and Wisdom Module 1: Resilience in the Great Depression</p> <p>How can enduring tremendous hardship contribute to personal transformation?</p>	<p>RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>RI.6.10: By the end of the year, read and comprehend literary nonfiction in the Grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the</p>	<p>Family Tip Sheet (English)</p> <p>Family Tip Sheet (Spanish)</p>



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	<p>range.</p> <p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.6.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>L.6.1.e: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.3b: Maintain consistency in style and tone.</p> <p>L.6.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.5a: Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
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Quarter 2		
Essential Question/Topic	Standards	Parent Resources
<p>Finish Wit and Wisdom Module 1</p> <p>Wit and Wisdom Module 2: A Hero's Journey</p> <p>What is the significance and</p>	<p>RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the</p>	<p>Family Tip Sheet (English)</p> <p>Family Tip Sheet (Spanish)</p>



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<p>power of the hero's journey?</p>	<p>development of the theme, setting, or plot.</p> <p>RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.6.10: By the end of the year, read and comprehend literary nonfiction in the Grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6: 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 three pages in a single sitting.</p> <p>SL.6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6: Adapt speech to a variety of contexts</p>	
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	<p>and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.6.1b: Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2b: Spell correctly.</p> <p>L.6.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>L.6.5a: Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
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Quarter 3		
Essential Question/Topic	Standards	Parent Resources
<p>Finish Wit & Wisdom Module 2</p> <p>Wit and Wisdom Module 3: Narrating the Unknown</p> <p>How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?</p>	<p>RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.10: By the end of the year, read and</p>	<p>Family Tip Sheet (English)</p> <p>Family Tip Sheet (Spanish)</p>



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	<p>comprehend literature, including stories, dramas, and poems, in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9: Compare and contrast one author’s presentation of events with that of another (e.g., memoir written by and a biography on the same person).</p> <p>RI.6.10: By the end of the year, read and comprehend literary nonfiction in the Grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in</p>	
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	<p>a dictionary).</p> <p>L.5.5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	
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Quarter 4		
Essential Question/Topic	Standards	Parent Resources
<p>Finish Wit & Wisdom Module 3</p> <p>Wit and Wisdom Module 4: Courage in Crisis</p> <p>How can the challenges of a hostile environment inspire heroism?</p>	<p>RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7: Integrate information presented in</p>	<p>Family Tip Sheet (English)</p> <p>Family Tip Sheet (Spanish)</p>



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	<p>different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>L.6.1d: Recognize and correct vague pronouns.</p> <p>L.6.3b: Maintain consistency in style and tone.</p> <p>L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	
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