

**Southington Public Schools  
Curriculum Map**

**Subject: English Language Arts - Reading**

**Grade: 5**

UNIT TITLE	Developing Theories about Characters through Inference and Analyzing	Nonfiction: Increasing Our Knowledge through Comparison, Synthesis and Research	Tracking and Interpreting Social Issues
<b>CONTENT</b>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• When readers read fiction, they read closely and make inferences about characters.</li> <li>• How readers use their inferences about characters to synthesize their thinking and to grow big ideas about the characters.</li> <li>• How readers read across books and characters, seeing similarities and differences and growing bigger theories.</li> </ul> <p><b>Level Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How readers use headings, subheadings, expository text features and structures in order to determine importance and synthesize information.</li> <li>• How readers use what they know about strong nonfiction reading (determining the main idea, increasing vocabulary, reading to learn, and visualizing) to gather new information about their topics.</li> </ul> <p><b>Level Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How critical readers often identify social issues that weave through the texts they read. This is important because as they keep track of the details of these issues, they create bigger meanings from the text.</li> <li>• How critical readers recognize that the characters in their stories are complex and that the characters experience social issues in a variety of ways. Critical readers seek connections and disconnections between their lives and lives of characters as they read.</li> <li>• How critical readers examine social issues by observing and interpreting the way power works in the text. Readers can also observe the way characters use, celebrate, and resist power in a text.</li> <li>• How critical readers often grow ideas about social change from their reading.</li> </ul> <p><b>Level Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>
<b>CT CORE STANDARDS</b>	<p><i>Reading Standards for Literature 1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p><i>Reading Standards for Literature 2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or</i></p>	<p><i>Reading Standards for Informational Text 1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p><i>Reading Standards for Informational Text 2 – Determine two or more main ideas of a text and explain how they are supported by key details;</i></p>	<p><i>Reading Standards for Literature 1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p><i>Reading Standards for Literature 2 – Determine a theme of a story, drama, or poem from details in the text, including how</i></p>

	<p><i>drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</i></p> <p><b>Reading Standards for Literature 3</b> – 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).</p> <p><b>Reading Standards for Literature 4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>Reading Standards for Literature 6</b> – Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>Reading Standards for Literature 9</b> – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>Reading Standards for Literature 10</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p><b>Speaking and Listening Standards 1</b> – 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. (a, b, c &amp; d)</p>	<p><i>summarize the text.</i></p> <p><b>Reading Standards for Informational Text 3</b> – 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.</p> <p><b>Reading Standards for Informational Text 4</b> – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>Reading Standards for Informational Text 5</b> – 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.</p> <p><b>Reading Standards for Informational Text 8</b> – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>Reading Standards for Informational Text 10</b> – By the end of the year, 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.</p> <p><b>Reading Standards for Literature 4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>Speaking and Listening Standards 1</b> – 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. (a, b, c &amp; d)</p> <p><b>Speaking and Listening Standards 2</b> – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><i>characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</i></p> <p><b>Reading Standards for Literature 3</b> – 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).</p> <p><b>Reading Standards for Literature 4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>Reading Standards for Literature 5</b> – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem.</p> <p><b>Reading Standards for Literature 6</b> – Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>Reading Standards for Literature 7</b> – 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).</p> <p><b>Reading Standards for Literature 9</b> – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>Reading Standards for Literature 10</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p><b>Speaking and Listening Standards 1</b> – 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. (a, b, c &amp; d)</p> <p><b>Speaking and Listening Standards 3</b> – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p><b>UNIT TITLE</b></p>	<p><b>Nonfiction – Becoming an Expert in a Content Area of Science by Synthesizing Information and Point of View</b></p>	<p><b>Exploring Time Periods through Literature</b></p>	

<p><b>CONTENT</b></p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How readers synthesize complex information about a topic across diverse texts while working in the company of fellow researchers.</li> <li>• How readers critique text with analytical lenses and share research.</li> </ul> <p><b>Level Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How readers tackle complex texts by utilizing all of their previously learned comprehension strategies as they monitor their understanding of the text and by engaging in deep book club discussions.</li> <li>• How readers of historical fiction look beyond what’s happening in their books to uncover the underlying ideas and themes, reconsidering and revising those ideas throughout their reading.</li> <li>• How readers become more complex as a result of their reading.</li> </ul> <p><b>Level Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Learning from bands</li> <li>• Context</li> <li>• Content</li> <li>• Multiple meanings</li> </ul>
<p><b>CT CORE STANDARDS</b></p>	<p><b>Reading Standards for Literature 4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>Reading Standards for Information 1</b> – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Reading Standards for Information 2</b> – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>Reading Standards for Information 3</b> – 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.</p> <p><b>Reading Standards for Information 4</b> – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>Reading Standards for Information 5</b> – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or</p>	<p><b>Reading Standards for Literature 1</b> – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Reading Standards for Literature 2</b> – 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.</p> <p><b>Reading Standards for Literature 3</b> – 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).</p> <p><b>Reading Standards for Literature 4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>Reading Standards for Literature 5</b> – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>Reading Standards for Literature 6</b> – Describe how a narrator’s or speaker’s point of view influences how events are described.</p>

information in two or more texts).

**Reading Standards for Information 6** – analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Reading Standards for Information 7** – 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.

**Reading Standards for Information 8** – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Reading Standards for Information 9** – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Reading Standards for Information 10** – By the end of the year, 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.

**Speaking and Listening Standards 1** – 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. (a-d)

**Speaking and Listening Standards 2** – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Speaking and Listening Standards 4** – 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.

**Speaking and Listening Standards 5** – Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or them.

**Reading Standards for Literature 7** – 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).

**Reading Standards for Literature 9** – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Reading Standards for Literature 10** – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Reading Standards for Information 1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Reading Standards for Information 2** – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Reading Standards for Information 3** – 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.

**Reading Standards for Information 4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**Reading Standards for Information 5** – 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).

**Reading Standards for Information 6** – analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Reading Standards for Information 7** – 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.

**Reading Standards for Information 8** – Explain how an author uses reasons and evidence to support particular points in a text, identifying

		<p><i>which reasons and evidence support which point(s).</i></p> <p><b>Reading Standards for Information 9</b> – <i>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</i></p> <p><b>Reading Standards for Information 10</b> – <i>By the end of the year, 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.</i></p> <p><b>Speaking and Listening Standards 1</b> – <i>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. (a-d)</i></p>
--	--	---