

<b>TSD Integrated Language Arts Curriculum Map</b>	Teacher(s): Stephanie Gebauer, Amanda Thompson, Lauren Johnson	Creation Date: May 2011
	Grade Level: Fifth	Revision Date: June 2011

Timeframe and Month	First Trimester			Second Trimester			Third Trimester			
	August	September	October-November (Human Body Unit)	November	December	January	February	March	April	May / June
<b>Theme / Unit</b>	Ecosystems/ Persuasive and Informational Writing		6 Trait Narrative Writing/ Self Selected Novels/ Non-Fiction Reading/ Literacy Skills	Exploration/Expository Writing		Colonial Novels/ Shakespeare/ Expository Writing		Narrative Writing/ CSAP Review/ Poetry	Revolutionary War/ Information Literacy (Research)	Narrative Writing/ Story Elements
<b>Fertile Questions / Foci</b>	<p>What is an ecosystem?</p> <p>How do humans impact the local ecosystem (positive and negative)?</p> <p>What is causing changes to our local system and what affect does it have on the organisms?</p> <p>How are systems in the environment dependent and interdependent on each other?</p> <p>What special adaptations to various plants and animals have for survival?</p> <p>How do ecosystems impact human behavior?</p>		<p>What is word choice?</p> <p>What is organization?</p> <p>What is sentence fluency?</p> <p>What is voice?</p> <p>What are conventions?</p> <p>What are ideas and content?</p>	<p>What was the motivation for the explorers to leave their homeland?</p> <p>What benefit was there to exploring?</p> <p>How did European exploration affect America's past and present?</p> <p>What characteristics did explorers share?</p> <p>Who are modern day explorers and what traits do they possess?</p>	<p><b>Shakespeare</b></p> <p>How did the environment affect Shakespeare's writing?</p> <p>How do characters affect a story?</p> <p>How does the setting affect a story?</p>	<p><b>Colonial Novels</b></p> <p>How did the elements affect the colonists' survival?</p> <p>How are the settlements similar and different?</p> <p>What was the motivation to establish each colony?</p>	<p>How does poetry differ from other narrative and expository writing?</p> <p>What are the rules of poetry?</p> <p>What is word choice?</p> <p>What is organization?</p> <p>What is sentence fluency?</p> <p>What is voice?</p> <p>What are conventions?</p> <p>What are ideas and content?</p>	<p>What were the determining factors of the Rev. War?</p> <p>How did the war affect the colonists (consequences and benefits?)</p>	<p>What are the elements of a story?</p> <p>What is word choice?</p> <p>What is organization?</p> <p>What is sentence fluency?</p> <p>What is voice?</p> <p>What are conventions?</p> <p>What are ideas and content?</p>	
<b>Literature Study and Resources</b>	<p><b>Hoot</b> by Carl Hiassen</p> <p>Elizabeth George Speare Eco Mysteries</p> <p>Discovery Education-Plant Magazine</p> <p>Science Weekly Challenger Newspaper</p> <p>National Geographic Pathfinder Magazines</p>		<p>6 Trait Crate (book list included)</p> <p><i>6+1 Traits of Writing</i> by Ruth Culham</p> <p>TIS paragraph/extended writing rubrics</p> <p>Books, Lessons, Ideas for 6 Trait Writing</p>	<p>Galleons Packet: Non-fiction reading and log entries</p> <p><u>Encounter</u> by Jane Yolen</p> <p><u>Follow the Dream</u> by Peter Sis</p> <p><i>Early Explorers of America</i> by U.S. History Teacher</p>	<p>Angela Watkins</p> <p>Adapted student version of Shakespeare Play</p> <p>Life and Times</p> <p>Comic version of</p>	<p><i>Colonial Era of America</i> by U.S. History Teacher</p> <p>Colonial Novels; The Witch of Blackbird Pond, Tituba of Salem Village, I am</p>	<p>CSAP Released Items</p> <p><i>CSAP Coach</i></p> <p>Mystery Under the Bed Prompt</p> <p>Rosemerry</p>	<p>My Brother Sam is Dead (whole class novel) by James and Chris Collier</p> <p><i>News of the Nation</i></p> <p>See 5th grade technology links</p> <p>See librarian for</p>	<p>Fractured Fairy Tales Reader's Theater</p> <p>Picture book collection of fractured fairy tales.</p>	

**Colorado  
Content  
Standards  
in  
Reading  
and  
Writing**

<p>Eco STC –Non-fiction reading</p> <p>Community Guest Speakers (Lance McDonald, Chris Hazen, Ramona Gaylord, Laura Kudo, Telluride Institute, Chris Nottingham-BLM)</p> <p><i>There’s a Hair in My Dirt by Gary Larson</i></p> <p><i>Global Village</i></p>	<p>Everyday Editing by Jeff Anderson Writingfix.com Razzle, Dazzle Writing by Melissa Forney <i>Creating Writers through 6 trait writing</i></p> <p><i>When Writing Workshop Isn’t Working</i></p> <p>Self selected novels</p> <p><i>Down Write Funny (look up author on Amazon)</i></p>	<p>5<sup>th</sup> Grade Collection of Modern Day Explorer Books (research tools)</p> <p>Mini-lessons; Wilma Rudolph, Buzz Aldrin, Albert Einstein, Eleanor and Amelia Go for a Ride</p>	<p>Shakespeare play</p> <p>Discovery Education Shakespeare Magazine</p>	<p>Regina, The Serpent Never Sleeps</p>	<p>Trommer (local poet)</p> <p><i>Awakening the Heart by Georgia Heard</i></p>	<p>information literacy lessons</p> <p>See technology teacher for information literacy</p> <p>Comix with Content by Bentley Boyd</p>	
<p>Standard: 1.1. Effective communication requires writers to express an opinion, provide information, describe a process, and persuade an audience.</p>	<p>Standard: 2.1 Literary texts are understood and interpreted using a range of strategies.</p> <p>Standard 2.3 Knowledge of morphology and word relationships matter when reading.</p>	<p>Standard: 3.1 The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes.</p>	<p>Standard: 1.2 Listening strategies are techniques that contribute to understanding different situations and serving different purposes.</p> <p>Standard: 2.1 Literary texts are understood and interpreted using a range of strategies.</p> <p>Standard 2.3 Knowledge of morphology and word relationships matter when reading.</p>	<p>Standard: 3.1 The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes.</p> <p>Standard: 3.3 Conventions apply consistently when evaluating written texts.</p>	<p>Standard: 2.2 Ideas found in a variety of informational texts need to be compared and understood.</p> <p>Standard: 3.2 The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes.</p> <p>Standard: 4.1 High-quality research requires information that is organized and presented with documentation.</p> <p>Standard 4.2 Identifying and evaluating concepts and ideas have implications and consequences.</p> <p>Standard: 4.3 Quality and reasoning requires asking questions and analyzing and evaluating viewpoints.</p>	<p>Standard: 3.1 The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes.</p>	

**Lessons,  
Activities,  
Tasks**

<p><u>Hoot Book Project/Literature Circles:</u></p> <ul style="list-style-type: none"> <li>✓ Literature circle discussions</li> <li>✓ Class discussions</li> <li>✓ Response journals (think- alouds, setting, conflict, sequence of events, summary/retell, character inference)</li> <li>✓ Book Projects (www.litcircles.org)</li> </ul> <p><u>Persuasive Paragraphs:</u></p> <ul style="list-style-type: none"> <li>• Step Up to Writing (The Write Tools)</li> <li>• Hey Little Ant!</li> <li>• Mini-lessons (topic sentences, paragraph organization, conclusions)</li> <li>• Forest Fire: Friend or Foe</li> <li>• Local Issue Paragraphs</li> </ul> <p><u>Informational Writing:</u></p> <ul style="list-style-type: none"> <li>• Valley Floor Animal Articles</li> <li>• Animal Research</li> <li>• Incorporate 6 Traits into Magazine Articles</li> </ul> <p><u>Epals:</u></p> <ul style="list-style-type: none"> <li>• Talked about <i>Hoot</i> with 5<sup>th</sup> graders from another state</li> <li>• Responded to questions about their local ecosystems</li> </ul>	<p><u>Halloween Stories and Turkey Stories:</u></p> <ul style="list-style-type: none"> <li>- A to Z Activity and planning</li> <li>- Monster House</li> <li>- Sensory writing activities</li> <li>- Mentor texts</li> <li>-Verb banks</li> <li>-Banished/Graveyard words</li> <li>- Banish Boring Words Packet (copy for each kid)</li> <li>- Pass It On</li> <li>- Show Don't Tell</li> <li>- <i>The Willies</i> (alternate endings)</li> </ul>	<p><u>Galleons (Interact):</u></p> <ul style="list-style-type: none"> <li>-Non-fiction reading</li> <li>- Log Entries</li> <li>- Pirate persuasive paragraph</li> <li>- Somalian pirates</li> <li>- Compare and contrast modern day vs. olden day pirates</li> </ul> <p><u>Explorer Bios:</u></p> <ul style="list-style-type: none"> <li>- Timeline</li> <li>- Bio sketchers</li> <li>- Christopher Columbus point of view activity</li> </ul> <p><u>Modern Day Explorer Project:</u></p> <ul style="list-style-type: none"> <li>- Gold nuggets for main idea</li> <li>- Wilma Rudolph-Inspirations, challenges, legacies</li> <li>- Buzz Aldrin-Bio poster</li> <li>- Albert Einstein-Odd Man Out</li> <li>- Amelia and Eleanor Go for A Ride-character traits-Graffiti Boards</li> <li>- Choose and research explorers</li> <li>- Complete the Explorer Bio Poster</li> <li>- Present Presentations (WAX MUSEUM)</li> </ul>	<p><u>Shakespeare:</u></p> <ul style="list-style-type: none"> <li>-Act questions</li> <li>- Background info.</li> <li>- Comic Strip</li> <li>- ABC retell</li> <li>- Student bios</li> </ul>	<p><u>Colonies:</u></p> <ul style="list-style-type: none"> <li>- Colonial Fact Books</li> <li>- Literature groups by novel</li> <li>- Bloomball Project</li> <li>- How to Paragraphs</li> <li>- Have kids make own rubric for How to Paragraphs</li> <li>- PB and J Activity</li> </ul>	<p><u>Narrative Writing:</u></p> <ul style="list-style-type: none"> <li>- Mentor texts</li> <li>- Hooks</li> <li>- Monsters Inc.</li> <li>- Down Write Funny-action worksheet</li> <li>- Writing process to completion</li> </ul> <p><u>CSAP Review:</u></p> <ul style="list-style-type: none"> <li>- Reading response writing</li> <li>- Main idea</li> <li>- Key words</li> <li>- Topic sentences</li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>- Cinquain</li> <li>- Color</li> <li>- Bio</li> <li>- Flag</li> <li>-Haiku</li> <li>- List</li> </ul>	<p><u>Revolutionary War:</u></p> <p>Background Knowledge: News of Nation</p> <p>Read: My Brother Sam is Dead</p> <p>-Literature circle discussions</p> <p>Class discussions</p> <p>Response journals (think- alouds, setting, conflict, sequence of events, summary/retell, character inference)</p> <p>Book Projects (www.litcircles.org)</p> <p>-Research I-movie topic</p> <p>-Write narrative script</p> <p>-Create Story Board</p> <p>-Make I-movie</p>	<p><u>Fractured Fairy Tales:</u></p> <p>Read variety of fractured fairy tales.</p> <p>Focus on: Point of view</p> <p>Compare/Contrast Endings</p> <p>Character Traits</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>-Character Trait Carousel</li> <li>-ABC Retell</li> <li>-Wanted Posters</li> <li>-Partner write</li> <li>-Puppet Show</li> </ul>
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<b>Assessments</b>	<b>Ecosystem's Notebook/Journal</b>	Weekly Prompts	Map Activities (Race)	Act Questions	Bloom Ball Book Project	CSAP practice packets	Puzzle Piece Timeline	Final Fractured Fairy Tale
	<b>Lesson Questions</b> <b>End of Unit Assessment</b>	In-Class Journal Entries Timed BOE prompts	Final Unit Test Graded log entries Movie Quizzes Quiz and Bio Presentation	Shakespeare's Life and Times Final Performance	Colony Test	Write variety of poems	AR Unit Test I-movie script I-movie presentation	
<b>Process Skills (✓ box)</b>		X				X		
<b>1. Critical Thinking and Reasoning</b>	X			X				
<b>2. Collaboration</b>								
<b>3. Invention</b>					X			X
<b>4. Self-Direction</b>			X					
<b>5. Information Literacy</b>							X	