

CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS, 5TH GRADE

The 2023 Indiana Academic Standards FIFTH GRADE English/Language Arts are the full-column headings and in the left-hand column. They are listed by skill and not in chronological order. Therefore, the right column refers to the timing (coded *I* [Introduced], *D* [Developed], *M* [Mastered], and *R* [Reviewed]) of using/following the materials, texts, and Scope & Sequences from ABeka and the Hammond Baptist Schools Curriculum. The teachers *do* follow the given Scope & Sequences from ABeka and Hammond Baptist!

FIFTH GRADE: ENGLISH/LANGUAGE ARTS

READING <i>Guiding Principle:</i> Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the any dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.	
READING: FOUNDATIONS There are four key areas found in the Reading: Foundations section for grades K-5: Print concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.	
<i>LEARNING OUTCOME</i>	
5.RF.1 Apply foundational reading skills to build reading fluency and comprehension.	All <i>I, D, & M</i> in lower grades; <i>R in 5th</i> from reading books (D, E, & F) begun 1 st week of school and continuing all year. Bible reading is done each Friday: 3-4 chapters.
<i>Print Concepts</i>	
5.RF.2.1 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across he page and from top to bottom	All <i>I, D, & M</i> in lower grades; <i>R in 5th</i> from reading books (D, E, & F) begun 1 st week of school and continuing all year.
5.RF.2.2 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.2 Recognize that written words are made of sequences of letters.	All <i>I, D, & M</i> in lower grades; <i>R in 5th</i> from reading books (D, E, & F) begun 1 st week of school and continuing all year.
5.RF.2.3 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation)	All <i>I, D, & M</i> in lower grades; <i>R in 5th</i> from reading books (D, E, & F) begun 1 st week of school and continuing all year. <i>R</i> —Unit 2 (A)
5.RF.2.4 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.	All <i>I, D, & M</i> in lower grades; <i>R in 5th</i> from reading books (D, E, & F) begun 1 st week of school and continuing all year. <i>R</i> —some specifically in Units 13-14 (A)
<i>Phonological Awareness</i>	
5.RF.3.1 Students are expected to build upon and continue applying concepts learned previously. 1.RF3.1 Identify and produce rhyming words.	All <i>I, D, & M</i> in lower grades; <i>R in 5th</i> from reading books (D, E, & F) begun 1 st week of school and continuing all year.

5.RF.3.2	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.	All <i>I, D, & M</i> in lower grades; <i>R</i> in 5 th in reading books (<i>D, E, & F</i>) begun 1 st week of school and continuing all year.
5.RF.3.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.3 Add, delete, or substitute sounds to change single-syllable words	<i>R</i> —begun 1 st week of school Units 1-2 (<i>A</i>)
5.RF.3.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words	<i>R</i> —begun 1 st week of school Units 1-2 (<i>A</i>)
5.RF.3.5	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.5 Segment the individual sounds in one-syllable words.	<i>R</i> —begun 1 st week of school Units 1-2 (<i>A</i>)
<i>Phonics</i>		
5.RF.4.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., <i>ai</i>) and digraphs, and <i>r</i> -controlled vowels to decode phonetically regular words (e.g., <i>cat, go black, boat, her</i>), independent of context	All <i>I, D, & M</i> in lower grades; <i>R</i> in 5 th in reading books (<i>D, E, & F</i>) all year. <i>R</i> —Some specifically in unit 2 (<i>A</i>)
5.RF.4.2	Students are expected to build upon and continue applying concepts learned previously. 4.RF.4.2 Use the six major syllable patterns (<i>CVC, C,r, V, VV, Vce, Cle</i>) to read unknown words.	All <i>I, D, & M</i> in lower grades; <i>R</i> in 5 th in reading books (<i>D, E, & F</i>) during 1 st , 2 nd , & 6 th grading periods.
5.RF.4.3	Students are expected to build upon and continue applying concepts learned previously. 2.RF4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one0syllable words.	All <i>I, D, & M</i> in lower grades; <i>R</i> in 5 th in reading books (<i>D, E, & F</i>) begun in the 1 st week of school and continuing all year. <i>R</i> —Some specifically in unit 2 (<i>A</i>)
5.RF.4.4	Students are expected to build upon and continue applying concepts learned previously. 3.RF4.4 Read grade-appropriate words that have blends (e.g., <i>walk, play</i>) and common spelling patterns (e.g., <i>qu-</i> , doubling the consonant and adding <i>-ing</i> , such as <i>cut/cutting</i> ; changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural).	All <i>I, D, & M</i> in lower grades; <i>R</i> in 5 th in reading books (<i>D, E, & F</i>) begun in the 1 st week of school and continuing all year. <i>R</i> —Some specifically in units 1-2 (<i>A</i>)
5.RF.4.5	Students are expected to build upon and continue applying concepts learned previously. 3.RF4.5 Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>).	All <i>I, D, & M</i> in lower grades; <i>R</i> in 5 th in reading books (<i>D, E, & F</i>) begun in the 1 st week of school and continuing all year. <i>R</i> —Some specifically in units 1-2 (<i>A</i>)
5.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.	This is the continual reading practice all year (<i>D, E, & F</i>).
<i>Fluency</i>		

5.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	This is the continual reading practice all year (D, E, & F).
READING: <i>LITERATURE</i> There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the learning Outcome for Reading: Literature.	
<i>LEARNING OUTCOME</i>	
5.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	This is the continual reading practice all year (D, E, & F); tested both orally and on paper.
<i>Key Ideas and Textual Support</i>	
5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	This is the continual reading practice all year (D, E, & F): Use reading book questions.
5.RL.2.2 Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	This is the continual reading practice all year (D, E, & F) Done also in the 5 th -grade parent-teacher program play.
5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	This is the continual reading practice all year (D, E, & F).
5.RL.2.4 Students are expected to build upon and continue applying concepts learned previously. 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	M in 4 th Grade; only R in 5 th .
<i>Structural Elements and Organization</i>	
5.RL.3.1 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	This is the continual reading practice all year (D, E, & F) through questions posed in the reading books.
5.RL.3.2 Describe how a narrator's or speaker's point of view influences how events are portrayed.	R—pp. 70-90 (F). Especially in plays that are read including a narrator.
<i>Connection of Ideas</i>	
5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	Don't do; done in 3 rd & 4 th .
5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Don't do; done in 3 rd & 4 th .
READING: <i>NONFICTION</i> There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.	
<i>Learning Outcome</i>	

5.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	This is the continual reading practice all year (D, E, & F).
<i>Key Ideas and Textual Support</i>	
5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	This is the continual reading practice all year (D, E, & F).
5.RN.2.2 Determine two or more main deas of a text and explain how they are supported by key details; summarize the text.	This is the continual reading practice all year (D, E, & F). Also in students' Quiz Books Also in Library Class
5.RN.2.3 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.	Not done in 5 th . Done on different grade level.
<i>Structural Elements and Organizations</i>	
5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text or solve a problem.	Units 10-12 (A) Practice using the dictionary, thesaurus, and Bible.
5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts or information in two or more texts.	Units 10-12 (A) 5 th Grade Writing/Research Paper: Introduced Wks. 1 & 2 Developed Wks. 3 & 4 Completed Weeks 5 & 6
5.RN.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	Units 10-12 (A) 5 th Grade Writing/Research Paper:
<i>Connection of Ideas</i>	
5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	Included in 5 th Grade Writing/Research Paper Done somewhat in Bible reading to find the "complete" story (i.e., kings, Jesus' ministry, Paul's journeys)
5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	Included in 5 th Grade Writing/Research Paper Done somewhat in Bible reading to find the "complete" story (i.e., kings, Jesus' ministry, Paul's journeys)
5.RN.4.3 Standard begins at sixth grade: 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.	Not done in 5 th .

READING: VOCABULARY There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
<i>Learning Outcome</i>	
5.RV.1 Build and use accurately general academic and content-specific words and phrases.	All year (D, E, F)
<i>Vocabulary Building</i>	
5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	All year (D, E, F) Using the vocabulary portions within the reading books
5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Units 13-14 (A) Except for metaphors and analogies. All others done in 1 st & 2 nd weeks of school.
5.RV.2.3 Standard begins at sixth grade: 6.RV.S.3: Distinguish among the connotations of words with similar denotations.	Not done in 5 th . Done on different grade level.
5.RV.2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).	Done in Latin class.
5.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.	Units 13-14 (A)—especially when introducing 5 th -grade paper.
<i>Vocabulary in Literature and Nonfiction Texts</i>	
5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	Not done in 5 th . Done in 4 th grade
5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.	Units 13-14 (A)—especially with 5 th -grade paper.
5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context.	Through readings, a few are added. Done extensively in 4 th grade.
WRITING Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.	
WRITING There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
<i>Learning Outcome</i>	

5.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	All year (D, E, F): Begun in 4 th but is done most of 5 th grade.
<i>Handwriting</i>		
5.W.2.1	Students are expected to build upon and continue applying concepts learned previously. 4.W.2.2 Write legibly in print or cursive, forming letters and words that can be read by others.	HB Curriculum: We do all of the worksheets over the course of the year.
5.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.	HB Curriculum: We do all of the worksheets over the course of the year.
<i>Writing Genres: Argumentative, Informative, and Narrative</i>		
5.W.3.1	Write persuasive compositions in a variety of forms that— a. Clearly present a position in an introductory statements to an identified audience. b. Support the position with qualitative and quantitative facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Use language appropriate fo the identified audience. e. Connect reasons to the position using words, phrases, and clauses. f. Provide a concluding statement or section related to the position presented.	I, D, & M: Units 10-12 (A) (Weeks 5 & 6 of 4 th grading period and all of the 5 th grading period.)
5.W.3.2	Write informative compositions on a variety of topics that — a. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. c. Connect ideas within and across categories using transition words (e.g., therefore, in addition). d. Include text features (e.g., formatting, pictures, graphics), and multimedia when useful to aid comprehension. e. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. f. Provide a concluding statement or section related to the information or explanation presented.	5 th grading period: Units 10-12 (A) pp. 106-136

5.W.3.3	Write narrative compositions in a variety of forms that— a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. c. Use an organizational structure to group related ideas that support the purpose. d. Use precise and expressive vocabulary and figurative language for effect. e. Provide an ending that follows from the narrated experiences or events.	More in 4 th grade; some in 5 th : Units 10-12 (A) pp. 106-136
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The Writing Process

5.W.4	Apply the writing process to— a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. b. Use technology to interact and collaborate with others to publish legible documents.	<i>I, D, & M:</i> a. Units 10-12 (A) pp. 106-136 <i>I, D, & M:</i> b. We use no technology to accomplish the paragraphs, essays, etc.
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The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

5.W.5	Conduct short research assignments and tasks on a topic. a. With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). b. Identify and acquire information through reliable primary and secondary sources. c. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. d. Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. e. Present the research information, choosing from a variety of sources.	From the Reading books from the 1 st week on (D, E, & F). In the Language book (A) Units 10-12. <i>I, D, & M:</i> 5 th -grade research paper 5 th grading period
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Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling

5.W.6.1 Demonstrate command of English grammar and usage, focusing on: 5.W.6.1a Nouns/Pronouns—Students are expected to build upon and continue applying conventions learned previously. 4.W.6.1a Nouns/Pronouns—Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentences. 5.W.6.1b Verbs— a. Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. b. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). 5.W.6.1c Adjectives/Adverbs—Students are expected to build upon and continue applying conventions learned previously. 4.W.6.1c Adjectives/Adverbs—Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. 5.W.6.1d Prepositions—Writing sentences that include phrases and explaining their functions in the sentence. 5.W.6.1e Usage—Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	R—Nouns/Pronouns: Unit 2 (A) Weeks 3 & 4 R—Verbs: Unit 1 (A) Weeks 3 & 4 R—Adjectives/Adverbs: Unit 5 (A) Weeks 7-10 Prepositions: Units 6-7 (A) Weeks 13-17 Usage: Units 3, 13, & 14 (A) Weeks 1-5
5.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on : 5.W.6.2a. Capitalization—Applying correct usage of capitalization in writing. 5.W.6.2b Punctuation— a. Applying correct usage of apostrophes and quotation marks in writing. b. Using a comma for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address. 5.W.6.2c Spelling—Applying correct spelling patterns and generalizations in writing.	<i>D, R, M—</i> Capitalization: Unit 2 (A) Weeks 19-23 Punctuation: Unit 9 (A) 1st week + Spelling: Units 1-2 (A) Weekly spelling lists ©
SPEAKING AND LISTENING <u>Guiding Principle:</u> Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.	
SPEAKING AND LISTENING There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
<i>Learning Outcome</i>	

5.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	Listening to others reading, yes, from 1 st week of school. Different audiences: classroom or chapel or parent-teacher meeting program.
<i>Discussion and Collaboration</i>	
5.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	Beginning with the first week of school during reading class—orally and reading quizzes—specifically and all other classes generally (D, E, & F).
5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.	Beginning with the first week of school during reading class specifically and all other classes generally (D, E, & F).
5.SL.2.3 Establish and follow agreed-upon rules for discussion.	Beginning with the first week of school during reading class specifically—class discussions of reading book questions—and all other classes generally (D, E, & F).
5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Beginning with the first week of school during reading class specifically—class discussions of reading book questions—and all other classes generally (D, E, & F).
5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.	Beginning with the first week of school during reading class specifically—class discussions of reading book questions—and all other classes generally (D, E, & F).
<i>Comprehension</i>	
5.SL.3.1 Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Beginning with the first week of school during reading class—oral and written quizzes—specifically and all other classes generally (D, E, & F).
5.SL.3.2 Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.	Beginning with the first week of school during reading class—orally and reading quizzes—specifically and all other classes generally (D, E, & F).
<i>Presentation of Knowledge and Ideas</i>	
5.SL.4.1 Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.	Not done in 5 th grade.
5.SL.4.2 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.	Not done in 5 th grade.
5.SL.4.3 Students are expected to build upon and continue applying concepts learned previously. 2.SL.4.3 Give and follow multi-step directions.	Not done in 5 th grade.

MEDIA LITERACY		
<i>Guiding Principle:</i> Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.		
MEDIA LITERACY		
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.		
<i>Learning Outcome</i>		
5.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	Not done in 5 th grade Abeka curriculum but discussed during Bible lesson or reading lessons.
<i>Media Literacy</i>		
5.ML.2.1	Review claims made in various types of media and evaluate evidence used to support these claims.	Not done in 5 th grade Abeka curriculum.
5.ML.2.2	Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	Not done in 5 th grade Abeka curriculum.

BIBLIOGRAPHY

All sources listed are the teachers' editions; the student copies are not available at this time but are the same as the teachers' but without quiz/test answers and teacher-prompts. The letter-codes used above in the 5th-grade mapping correspond to the letter before each source.

Language:

- (A) Day, M. Hedquist M. (Editors). *God's Gift of Language B*. Pensacola Christian College: Educational Ventures, 2015
- (B) *God's Gift of Language: quizzes and Tests*. Pensacola: Pensacola Christian College, 2009.

Spelling:

- (C) Rand, Phyllis. *Spelling Vocabulary and Poetry*. Pensacola: Pensacola Christian College, 2009.

Reading:

- (D) Day, Martha, Hedquist Marian, and Hicks, Laurel, eds. *Beyond the Horizon* 2nd edition. Pensacola: Pensacola Christian College, 2009.
- (E) Day, M. And Hedquist, M., eds. *Of America I*. Pensacola: Pensacola Christian College, 2009.
- (F) Day, Martha, Hedquist Marian, and Hicks, Laurel, eds. *Windows to the World*. Pensacola: Pensacola Christian College, 2009.