Grade 5 Curriculum Map

Unit 1: In My Own Words: Personal Narratives

Unit Summary

This unit examines the genre of personal narratives. Students read five personal narratives and identify the elements of the genre, which include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Students are given frequent writing opportunities to employ these elements. They also share their writing with their classmates throughout the unit, offering concrete and positive feedback. Finally, students complete Student Performance Assessment 1 to evaluate their preparation for Grade 5 work.

Writing Focus

Through daily writing exercises, students develop their ideas into single paragraph or multi-paragraph narratives. Focusing on personal writing, students practice crafting dialogue, using descriptive verbs and adjectives, and sequencing events to tell a story. Students share their writing with classmates and engage in sentence elaboration activities, such as incorporating their partners' ideas, expanding sentence stems, and using conjunctions.

Unit Length:
18 Days

Anchor Text: *In My Own Words: Personal Narratives*
Text Type: Informational
Lexile: 920L

Overall Learning Outcomes

- Identify and begin to correctly use personification in writing
- Identify and begin to correctly use point of view in writing
- Identify and begin to correctly use similes and metaphors in writing
- Use the "Think as You Read" strategy to deepen understanding of a text
- Write a personal narrative
- Unit Assessment
- Student Performance Assessment

Big Ideas

- This unit gives students the opportunity to examine the genre of personal narratives and build their knowledge of descriptive writing.
- Through the close and critical reading of personal narratives, students can improve their literal comprehension and text-based inferencing.
- Reading about others' personal experiences helps students find meaning in their own experiences and express these ideas in writing.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.5.1 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.8 RF.5.4 RF.5.4c	W.5.3 W.5.3a W.5.3b W.5.3d W.5.3e W.5.4 W.5.5	SL.5.1 SL.5.1b SL.5.5 SL.5.6	L.5.2 L.5.2a L.5.2b L.5.2c L.5.2d L.5.3b L.5.4 L.5.4a L.5.5 L.5.5c	RI.5.1 RI.5.3 RI.5.4 RI.5.6 RI.5.8	W.5.3 W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.4 W.5.5	SL.5.1b SL.5.5	L.5.2 L.5.2a L.5.4a L.5.5 L.5.5c

Grade 5 Curriculum Map

Unit 2: Early Americas: Maya, Aztec, and Inca

Unit Summary

This unit orients students to the geography, climate, flora, and fauna of the Americas, while also presenting a general history and timeline of the rise and fall of the Maya, Aztec, and Inca empires. The unit features myths from these ancient civilizations and describes Mayan, Aztec, and Incan innovations and discoveries.

Students study the root word *tract* and the prefixes *ir–*, *inter–*, and *il–*. They also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences. Finally, they learn about words and phrases used to compare and contrast.

Writing Focus

Students follow the stages of the writing process as they use information from the text to create an informative project comparing the Maya, Aztec, and Inca empires. They practice paraphrasing, note-taking, and using linking words to compare the groups and select online images to support their writing. Finally, students craft cause and effect sentences and expand sentences using details from the Read-Alouds.

Unit Length:
18 Days

Anchor Text: *Early Americas: Civilizations and Empires*
Text Type: Informational/Literary
Lexile: 880L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Compare and contrast the Maya, Aztec, and Inca civilizations
- Paraphrase information from a text
- Create an informative or explanatory writing piece using evidence from a text
- Develop understanding of grammar, including action verbs, linking verbs, words that compare and contrast, run-on sentences, subjects, and predicates
- Unit Assessment

Big Ideas

- Large, complex civilizations, such as the Maya, Aztec, and Inca empires, developed in the Americas before the arrival of Europeans.
- There were many events that led to the rise and fall of the Maya, Aztec, and Inca civilizations.
- The Maya, Aztec, and Inca civilizations were responsible for many innovations and discoveries, and they created myths to describe the world around them.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.2 RL.5.4 RL.5.9 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.7 RI.5.8 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.5 W.5.8 W.5.9	SL.5.1 SL.5.1a SL.5.1b SL.5.1d SL.5.2 SL.5.3	L.5.1 L.5.2e L.5.3 L.5.4 L.5.4a L.5.4b L.5.5 L.5.5a L.5.5b L.5.5c	RL.5.1 RL.5.2 RL.5.9 RI.5.1 RI.5.2 RI.5.3 RF.5.3 RF.5.3a	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.5 W.5.8 W.5.9	SL.5.2 SL.5.3	L.5.1 L.5.2e L.5.3 L.5.4b

Grade 5 Curriculum Map

Unit 3: Visions in Verse: Poetry

Unit Summary

This unit teaches students tools and strategies for approaching poetry, trains them in the methods and devices that poets use, and equips them to read and interpret both formal and free verse poems. It also enables them to practice what they have learned by giving them regular opportunities to create their own poems.

Students read poems that are drawn from various literary traditions over the last several centuries, ranging from William Blake's eighteenth-century verse to the work of contemporary writers like Virgil Suárez and Marie Howe. The poets in this unit come from a diverse range of cultural heritages within the US, including Black, Hispanic, and Native American. The poems are also diverse in structure, employing a mix of precise meter and rhyme schemes as well as free verse and experimentation.

Writing Focus

Throughout the unit, students practice close reading and writing as they learn the many formal elements of poetry, as well as how to identify these elements in text. They also apply their understanding by crafting poems of their own, improving their skills of analysis in the process. By learning to approach poetry through a number of tools, students build their confidence and engagement in the form. In addition, students work on expanding sentences by building on sentence stems and using conjunctions.

Unit Length: 18 Days

Anchor Text: *Visions in Verse: Poetry* (Poet's Journal)
Text Type: Literary
Lexile: n/a

Overall Learning Outcomes

- Identify and use poetic devices, including tone, anaphora, figurative language, rhyme, and metaphor
- Identify and write in various poetic forms, such as villanelle and lists
- Compare and contrast poems using graphic organizers
- Apply new poetry knowledge to grow in the craft of writing poetry
- Unit Assessment

Big Ideas

- Poets use words, images, and literary devices to tell stories and share thoughts in beautiful and interesting ways.
- Poetry is a creative and imaginative vehicle for expression that is not bound by formal constraints.
- Poetry has been around for centuries, and it is a timeless, distinctive craft.
- Interpreting texts and expressing ideas through poetry can build students' confidence and encourage creativity.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RF.5.3a RF.5.4c	W.5.4 W.5.5 W.5.9a	SL.5.1 SL.5.1c SL.5.2	L.5.2a L.5.2b L.5.2d L.5.3b L.5.4 L.5.4a	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RF.5.3a	W.5.4 W.5.5 W.5.8 W.5.9a		L.5.2a

Grade 5 Curriculum Map

Unit 4: A Knight's Tale: Don Quixote

Unit Summary

In this unit, students read an adapted version of the classic novel *Don Quixote*. They focus on characters, plot, and other literary elements—such as characterization. Students trace the development of the plot, characters, and literary elements over the course of the novel. This exposes them to culturally relevant aspects of the timeless tale, including the quixotic nature of the primary character; the relationship between Don Quixote and his sidekick, Sancho Panza; and memorable scenes—like the one involving windmills. Regarding grammar, students learn how to use commas in a series, and they continue developing their understanding of subject-verb agreement. They also learn how to effectively use compare and contrast words, the suffix *–ness*, and the root word *vac*.

Writing Focus

Students write a four-paragraph opinion essay in which they take a stance on whether they think Don Quixote's good intentions justify his often calamitous actions. They support their claims with reasons and evidence from the text. Finally, students generate and expand sentences by adding details that describe *when*, *where*, and *why*.

Unit Length:
18 Days

Anchor Texts:
The Adventures of Don Quixote (Student Reader), Excerpts from *Don Quixote, Medieval Knights and Castles: Europe's Middle Ages, King Arthur and the Knights of the Round Table* (Read-Aloud, Reading)
Text Type: Literary/Informational
Lexile: 940L-990L

Overall Learning Outcomes

- Distinguish between fact and opinion
- Demonstrate understanding of pronoun-verb agreement and commas in a series
- Demonstrate understanding of key vocabulary
- Craft and share a four-paragraph opinion essay
- Support claims with textual evidence
- Unit Assessment

Big Ideas

- Reading an adapted version of Miguel de Cervantes's 1605 novel *Don Quixote* gives students the opportunity to experience a literary classic.
- The themes found in *Don Quixote* include morality, class, and worth, and they are still relevant today.
- Tracing the development of plot, characters, and literary elements throughout the course of a novel enhances students' reading experiences and understanding of the text.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RI.5.8 RI.5.9 RI.5.10 RF.5.3 RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.4 W.5.5 W.5.6 W.5.9 W.5.9a W.5.9b	SL.5.1a SL.5.3 SL.5.6	L.5.1a L.5.1d L.5.2a L.5.2e L.5.3 L.5.3a L.5.3b L.5.4 L.5.4a L.5.4b L.5.4c L.5.5a L.5.5b L.5.6	RL.5.1 RL.5.3 RL.5.4 RL.5.9 RL.5.10 RI.5.8 RI.5.10 RF.5.4a RF.5.4b	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.2a W.5.2b W.5.3b W.5.4 W.5.5 W.5.9 W.5.9a W.5.9b		L.5.1d L.5.2a L.5.2e L.5.4b L.5.4c L.5.6

Grade 5 Curriculum Map

Unit 5: The Deep Blue World: Oceans

Unit Summary

Deep Blue World: Oceans is an informational unit that explores the diversity of animal and plant life within six ocean ecosystems. Students read rigorous informational texts and consider big questions regarding the characteristics of ocean environments that support thriving ecosystems. Informational texts and paired texts about marine biologists, oceanic phenomena, and marine life are used to develop students' reading and writing skills. Student Performance Assessment 2 can also be administered at the end of this unit to evaluate students' progress at this point in the year.

Writing Focus

Students plan, draft, revise, edit, publish, and present an informational text that they have crafted using collaborative research and the writing process. Specifically, they write to inform about their relationship to the ecosystem they live in, including their role in the food web. The unit culminates with students sharing their informational writing with their peers. Students work collaboratively to expand their writing by incorporating independent or dependent clauses and using conjunctions.

Overall Learning Outcomes

- Discuss characteristics of ocean ecosystems through images and whole group discussions
- Use quotations and paraphrased text details to identify characteristics of ocean ecosystems in informational texts
- Analyze information in paired informational texts using a graphic organizer
- Find and record key information, including main ideas and details, about marine animals and ecosystems
- Write single- and multiple-paragraph descriptions of marine animals and ecosystems
- Use evidence from an outline to develop introduction, body, and conclusion paragraphs with relevant vocabulary
- Plan for revisions to students' drafts using peer feedback
- Edit several developed paragraphs using peer and teacher feedback as well as students' knowledge of English language conventions
- Student Performance Assessment
- Unit Assessment

Big Ideas

- Animal and plant life in each of the six ocean ecosystems is widely diverse.
- Unique ocean environments create a range of animal adaptations.
- Marine biologists' work in conservation helps preserve plants and animals in each of the six ocean ecosystems.

Unit Length: 18 Days

Anchor Text: *Life in the Fathoms*
Text Type: Informational
Lexile: 1000L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.5.1 RI.5.2 RI.5.3 RI.5.6 RI.5.7 RI.5.9 RF.5.3 RF.5.3a	W.5.2a W.5.2b W.5.2d W.5.2e W.5.4 W.5.5 W.5.6 W.5.8 W.5.9b W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.4 SL.5.5 SL.5.6	L.5.2 L.5.2e L.5.4 L.5.4b	RI.5.1 RI.5.2 RI.5.3 RI.5.6 RI.5.9	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.5 W.5.8 W.5.9b	SL.5.1 SL.5.1b SL.5.2	

Grade 5 Curriculum Map

Unit 6: Cultures and Histories: Native Americans

Unit Summary

This unit explores Native Americans' deep connections to the lands where they have lived and the impacts of 1800s U.S. government policies and settlers on their cultures. The Reader's complex texts prepare Grade 5 students for future advanced vocabulary and syntax. Students read stories from specific tribes to better understand how these stories communicate values and a shared history across generations of tribal members. In "We're Still Here," students learn about modern Native American efforts to preserve languages, lands, and traditions.

Writing Focus

Students will plan, draft, revise, edit, publish, and share an opinion essay in letter form to a museum director, detailing why a chosen image is ideal for an exhibit on Native American cultures and their connection to the land. The project emphasizes note-taking, formulating claims, supporting arguments with evidence, and revising and sharing their writing. Students also write compound-complex sentences and use conjunctions, prepositions, and interjections in a variety of sentences.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Read, analyze, and explain ideas in text to deepen comprehension
- Make inferences and cite evidence from informative text
- Compare and contrast themes in narrative texts
- Analyze how illustrations contribute to the meaning and tone of a story
- Explain the function of coordinating conjunctions
- Identify past, present, and future perfect verb tenses
- Distinguish between root words and words with prefixes or suffixes in sentences
- Use a graphic organizer to analyze the structure of an opinion essay
- Focus on collecting relevant information to write an opinion essay
- Unit Assessment

Big Ideas

- Native Americans cultivated land for food, shelter, and their cultural practices, deeply connecting them to it.
- 1800s U.S. policies and settler contact impacted Native American cultures and land relationships.
- Native American tribes of today work to preserve and revitalize traditional languages, lands, and cultural practices.

Unit Length: 18 Days

Anchor Text: *Cultures and Histories: Native Americans*
Text Type: Informational/Literary
Lexile: 1040L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.2 RL.5.7 RL.5.9 RI.5.1 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.10 RF.5.3 RF.5.4	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.2d W.5.3c W.5.4 W.5.5 W.5.6 W.5.8	SL.5.4 SL.5.6	L.5.1 L.5.1a L.5.1b L.5.1c L.5.1d L.5.1e L.5.2 L.5.2b L.5.2c L.5.2d L.5.4 L.5.4b L.5.5c L.5.6	RL.5.2 RI.5.1 RI.5.3 RI.5.4 RF.5.3	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.5 W.5.6 W.5.8	SL.5.4	L.5.1 L.5.1a L.5.1c L.5.1d L.5.4a L.5.4b

Grade 5 Curriculum Map

Unit 7: Novel Study: The Phantom Tollbooth

Unit Summary

This unit focuses on the classic novel *The Phantom Tollbooth* by Norman Juster. The story follows Milo, a young boy who finds that a phantom tollbooth has suddenly appeared in his bedroom with a mysterious note.

As students progress through the novel and the lessons, they read the text closely, learn to analyze characters and settings, and examine the use of language and themes. In particular, students analyze figurative language and other literary techniques; make inferences about characters, settings, plot development, and the author's craft; and interpret multiple-meaning words.

Writing Focus

Students work on a culminating narrative using the writing tools they have identified and analyzed while reading. Through this assignment, students practice the mechanics and organization of narrative writing, such as introducing characters, the narrator, and the setting; incorporating dialogue; using transitional words and phrases; and writing a strong conclusion. Students practice expanding sentences using conjunctions and incorporating *when*, *where*, and *why* information from the reading.

Overall Learning Outcomes

- Analyze an author's word choice and language
- Read, interpret, and use idioms, homophones, multiple-meaning words, and wordplay
- Analyze and make inferences about character traits
- Examine the relationship between setting and plot
- Analyze and apply the use of sensory language
- Draw evidence from a text to demonstrate comprehension and make inferences
- Use textual evidence to analyze character and plot development
- Use context clues to determine the meaning of words and make inferences
- Compare and contrast narrative elements using textual evidence
- Examine the use of dialogue in plot development
- Write a narrative with developed characters and clear plot sequence
- Unit Assessment

Big Ideas

- *The Phantom Tollbooth* follows the story of a young boy named Milo who embarks on a fantastical journey to help restore the Kingdom of Wisdom.
- Each character's name in *The Phantom Tollbooth* has both literal and figurative meanings.
- *The Phantom Tollbooth* is a fantasy novel that delves into themes, such as wisdom, the importance of education, overcoming boredom, the importance of friendship, common sense, and the power of imagination.
- Through clever wordplay and puns, *The Phantom Tollbooth* narrative conveys deeper meanings and illustrates life lessons.

Unit Length: 18 Days

Anchor Text: *The Phantom Tollbooth* by Norman Juster
Text Type: Narrative
Lexile: 1000L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5	W.5.2 W.5.3a W.5.3b W.5.3d W.5.3e W.5.5 W.5.4 W.5.6 W.5.9 W.5.9a W.5.10	SL.5.2 SL.5.4	L.5.4 L.5.5 L.5.5b L.5.5c	RL.5.1 RL.5.2 RL.5.4	W.5.3 W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.5		L.5.4 L.5.5

Grade 5 Curriculum Map

Unit 7: Novel Study: The Science of Breakable Things

Unit Summary

Tae Keller's novel *The Science of Breakable Things* follows Natalie, a seventh-grader striving to buy a rare Cobalt Blue Orchid for her mother with the prize money from an egg drop contest. Natalie perseveres through hard times, navigating family relationships, friendships, and failure as she learns the value of not giving up—and the difficult lesson that she can't always protect the breakable things in her life.

As students engage with Natalie's story, they explore the techniques and structural elements authors use to create great works of literature. This novel study also offers students numerous opportunities to explore rich science content, such as botany and physics, while preparing them to write fictional narratives of their own.

The unit develops students' reading, writing, speaking, and listening competencies, with each lesson offering them a chance to practice standards-based skills through activities designed for engagement, differentiation, and collaboration.

Writing Focus

Students write a narrative text—an alternative ending to the novel—using first-person point of view, dialogue, description, sensory details, and transitional words, phrases, and clauses. They also write cause and effect sentences, and expand sentences by using conjunctions.

Overall Learning Outcomes

- Make inferences about a novel's characters, their perspectives, and their relationships using evidence from the text
- Analyze how and why characters and their relationships change throughout a text
- Analyze and draw conclusions about the structure of a novel
- Demonstrate understanding of key vocabulary in a text
- Compare and contrast the experiences, traits, and perspectives of characters in a text
- Analyze how the narrator's point of view impacts how events are described in a text
- Summarize a text using one-sentence summaries and sentence expansion activities
- Identify and determine the meaning of figurative language in a text
- Write, edit, revise, and publish a narrative writing piece using rubrics, checklists, and peer feedback
- Unit Assessment

Big Ideas

- Novels provide readers a reflection of the challenges and triumphs they might experience in their own families, friendships, and personal lives.
- Authors use techniques such as dialogue, descriptive words, and character development to captivate readers.
- Authors often choose a specific narrative structure to engage readers and emphasize the themes of their story.
- Fiction can offer opportunities to learn about nonfiction topics, such as science and history.

Unit Length: 18 Days

Anchor Text: *The Science of Breakable Things* by Tae Keller
Text Type: Literary
Lexile: 840L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7	W.5.2 W.5.3 W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.5	SL.5.1 SL.5.1a SL.5.2	L.5.2 L.5.2b L.5.3a L.5.4	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.7	W.5.2 W.5.3 W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.5		L.5.2b

Grade 5 Curriculum Map

Unit 8: Arts and Culture: The Renaissance

Unit Summary

This unit provides broad exposure to Renaissance art and literature through the works of renowned masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare. Students learn that the Renaissance was a cultural movement that began in Italy, swept through Europe, and resulted in increased trade between European countries.

Writing Focus

Students use a graphic organizer to plan and gather information in order to write an informative paragraph. Specifically, they use the writing process and at least two sources to craft a multi-paragraph biography about a famous Renaissance artist. Students also expand sentences by adding in information from Read-Alouds, answering questions, and incorporating conjunctions.

Unit Length:
19 Days

Anchor Text: *Patrons, Artists, and Scholars*
Text Type: Informational
Lexile: 980L

Overall Learning Outcomes

- Develop an understanding of reading for a purpose (e.g., gist, explanation, details, inferences)
- Write an informational paragraph
- Review note-taking techniques for informational texts
- Develop an understanding of prepositional phrases and correlative conjunctions
- Study the root word *serv* and prefixes *im–*, *ex–*, and *in–*
- Review past tense verbs and recognize improper use of verb tenses
- Create a biography about a famous Renaissance artist using at least two sources
- Unit Assessment

Big Ideas

- The Renaissance was a cultural movement that began in Italy and swept through Europe.
- During the Renaissance, merchants and businessmen supported artists as patrons.
- Renaissance scholars, philosophers, and artists turned to works of ancient Greeks and Romans for inspiration.
- The art and literature of renowned Renaissance masters still resonate today.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.8 RI.5.9 RF.5.3a	W.5.2a W.5.2b W.5.2c W.5.3 W.5.7 W.5.8	SL.5.2	L.5.1a L.5.1c L.5.1d L.5.1e L.5.2 L.5.2e L.5.3a L.5.4 L.5.4b L.5.5b L.5.5c	RI.5.1 RI.5.2 RI.5.3 RI.5.8 RI.5.9 RF.5.3a	W.5.2a W.5.2b W.5.2c W.5.5 W.5.8		L.5.1a L.5.1c L.5.1d L.5.1e L.5.2 L.5.2e L.5.4b

Grade 5 Curriculum Map

Unit 8: Through the Forest: A Midsummer Night's Dream

Unit Summary

The *Through the Forest: A Midsummer Night's Dream* unit is an immersive Quest where students engage with Shakespeare's comedy as both literature and a performance text. Throughout the unit, students read, write, act, direct, design, and watch scenes, focusing on character actions, traits, and Shakespeare's language. Through close reading, narrative writing, and theater activities, they enhance their understanding of the play and develop skills in reading, writing, speaking, and listening.

Writing Focus

Students employ both creative and analytical skills by taking on the role of "Dear Course Smoother," an advice columnist offering guidance to characters facing challenging situations. Additionally, they write from the perspectives of characters or artists involved in the play's production, enhancing their narrative writing abilities while engaging with the text. They also craft one-sentence summaries, practice sentence combining, and create declarative, interrogative, imperative, and exclamatory sentences.

Unit Length:
18 Days

Anchor Text: *William Shakespeare's A Midsummer Night's Dream*
Text Type: Literary
Lexile: n/a due to poetry/verse

Overall Learning Outcomes

- Identify poetic devices such as iambic pentameter to understand Shakespearean language
- Engage with, and make sense of, complex text and vocabulary
- Develop an understanding of tone, stress, and actions when reading and performing a dramatic piece
- Complete character analysis from the perspective of each character's actions and desires
- Write narrative paragraphs from the perspective of characters using inference and evidence from the text
- Identify and use correlative conjunctions
- Unit Assessment

Big Ideas

- Shakespeare's grasp of human nature keeps his plays relevant today.
- Deciphering Shakespeare's language offers students a rewarding interpretive experience.
- Shakespeare's plays have influenced many contemporary sayings and words.
- Students deepen their understanding of drama by acting, designing, and directing.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.1 RL.5.2 RL.5.3 RL.5.10 RI.5.1	W.5.3 W.5.3b W.5.3d	SL.5.1 SL.5.1a SL.5.4	L.5.1c L.5.1e L.5.4 L.5.3a L.5.3b	RL.5.1 RL.5.2 RL.5.3 RL.5.10 RI.5.1	W.5.3 W.5.3b	SL.5.1 SL.5.4	L.5.1e L.5.3.b

Grade 5 Curriculum Map

Unit 9: Building Up the World: Global Architecture

Unit Summary

In the *Building Up the World: Global Architecture* unit, students explore connections between art and science; learn about architectural design elements such as form and function; and examine the influence of purpose, history, and culture on architectural design. Students read about notable architects, like Antoni Gaudí, Maya Lin, and Zaha Hadid; and innovative structures, such as the Empire State Building, Fallingwater, and the Rajkumari Ratnavati Girls' School.

Students enhance their reading, writing, speaking, and listening skills throughout the unit. Specifically, they identify the elements of and annotate nonfiction texts, and they draw information from these texts to create infographics. This unit concludes with Student Performance Assessment 3 to help determine whether students are adequately prepared for Grade 6 ELA instruction.

Writing Focus

Students draft research questions, conduct research, and write informational texts about a selected architect and structure. They then present their research and a visual component at a class Architecture Fair. Students share their writing with classmates and engage in sentence elaboration activities, like incorporating their partners' ideas, expanding sentence stems, and using conjunctions.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Compare and contrast works of architecture
- Make text-based inferences and determine key ideas by evaluating text details
- Review the importance of root words when deciphering the meaning of words
- Identify, explain the function of, and properly use prepositions in sentences
- Generate a research question, conduct research, and develop an informational text with the information collected
- Explain the importance of gathering information and properly citing sources
- Provide rubric-centered feedback to peers on their writing, visual component, and oral presentation
- Learn to become producers of informative texts rather than just consumers of information

Big Ideas

- The inspiration for and overall design of famous and innovative architectural structures around the world have been influenced by a variety of factors—including purpose, science, history, and culture.
- In architecture, the idea that "form follows function" means that the design of a building should be dictated by its purpose.
- The people and climate in an area can play an important role in the design and construction of buildings in that place.
- Architecture can express the ideas of a time period and culture.

Unit Length: 18 Days

Anchor Texts: *Building Up the World: Global Architecture* (Read-Aloud, Reading), ReadWorks, Trade Books
Text Type: Informational
Lexile: 800L-1060L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.9 RF.5.4a	W.5.1 W.5.2a W.5.2b W.5.2c W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.9b W.5.10	SL.5.1a SL.5.1c SL.5.1d SL.5.4 SL.5.5 SL.5.6	L.5.1a L.5.1b L.5.2d L.5.3a L.5.4 L.5.4b	RI.5.2 RI.5.3 RI.5.4 RI.5.6 RI.5.7 RI.5.9	W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.9 W.5.9b W.5.10	SL.5.4 SL.5.5	L.5.1a L.5.3a L.5.4b