

Each unit is comprised of:

- **Lessons**, including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A **Unit Assessment** that evaluates students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words, as well as the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end of unit Pausing Point.
- **Pausing Points** present opportunities to review, reinforce, or extend the content and skills taught.

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## Unit 1: Personal Narratives (19 Days)

Reader: *Personal Narratives*

*This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying and using the elements of the genre throughout the unit in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing.*

*Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives that students will read describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.*

**NOTE:** *This unit also includes a Beginning-of-Year (BOY) assessment to help determine whether students have adequate preparation for Grade 5 CKLA instruction.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>		<p><i>Introducing a Personal Narrative</i> Students will work independently and collaboratively to compare personal narrative to other forms of writing. [SL.5.1b; ELD.PI.5.1]</p> <p><i>Think as You Read</i> After hearing the text read aloud, students will engage in collaborative discussions about conflict in “The First Real San Giving Day.” [SL.5.1b; ELD.PI.5.1]</p>		<p><i>Writing a Personal Narrative</i> Students will write a one-paragraph narrative about a first-time experience. [W.5.3; ELD.PI.5.10]</p>
<b>Lesson 2</b>	<p><i>Close Read</i> Students will quote from the text in describing plot and making inferences. [RI.5.1; ELD.PI.5.6]</p>	<p><i>Sharing and Commenting</i> Students will comment on their classmates’ narratives with feedback that is positive and specific to the language in the writing. [SL.5.1b; ELD.PI.5.5]</p>	<p><i>Strong Verbs/Adjectives</i> Students will write sentences using strong (specific and descriptive) verbs and adjectives. [L.5.5c; ELD.PI.5.12]</p>	
<b>Lesson 3</b>	<p><i>Personification in the Reading</i> Students will quote accurately from the text when identifying and describing personification. [RI.5.1; ELD.PI.5.6]</p>		<p><i>Introduction to Personification</i> Students will write using personification. [L.5.5; ELD.PI.5.7]</p>	<p><i>Showing Not Telling (Actions)</i> Students will write a narrative about a moment that includes “showing, not telling” details. [W.5.3; ELD.PI.5.10]</p>
<b>Lesson 4</b>	<p><i>Introduction and Review</i> Students will use dialogue in a text to analyze characters and their relationships with one another. [RI.5.3; ELD.PI.5.6]</p>		<p><i>Guidelines for Writing Dialogue</i> Students will use correct punctuation and capitalization when writing dialogue. [L.5.2; ELD.PI.5.10]</p>	<p><i>Variety in Speaking Verbs</i> Students will write a narrative that includes “showing, not telling” through dialogue. [W.5.3; ELD.PI.5.10]</p>
<b>Lesson 5</b>	<p><i>Introduction to Theme</i> Students will analyze and describe a theme in the text. [RI.5.3; ELD.PI.5.6]</p>			<p><i>Interviewing the Author</i> Students free write a paragraph about their own names and generate ideas for a more formal narrative. [W.5.4; W.5.5; ELD.PI.5.10]</p>

<b>Lesson 6</b>	<i>Introduction and Read-Aloud</i> Students will quote accurately from the text when stating facts and making inferences. [RI.5.1; ELD.PI.5.6a]	<i>Introduction and Independent Work</i> Students will describe how graphics from “Hello, My Name Is” enhance the text. [SL.5.1b; ELD.PI.5.1]	<i>Writing the Narrative</i> Students will draft the first part of a narrative about their name. [W.5.3; W.PI.5.10]
<b>Lesson 7</b>	<i>Jennifer’s Changing Point of View</i> Students will compare and contrast the author’s different points of view at different ages. [RI.5.1; ELD.PI.5.6]		<i>Writing with a Point of View</i> Students will describe events from specific points of view and complete drafting their name narratives. [W.5.4; ELD.PI.5.4; W.5.3; ELD.PI.5.10]
<b>Lesson 8</b>	<i>Supporting with Evidence</i> Students will identify the evidence Rosa Parks brings to support her point that segregation was unjust. [RI.5.8; ELD.PI.5.7]	<i>Sharing Name Narratives</i> Students will present (read out loud) their Name Narrative and display their graphic. Classmates will respond with positive and specific feedback. [SL.5.5; ELD.PI.5.9]	<i>Modeling Supporting with Evidence</i> Students will write narratives containing evidence that supports points of view. [W.5.3; ELD.PI.5.10]
<b>Lesson 9</b>	<i>Whole-Class Reading</i> Students will compare and contrast the tones of two texts. [RI.5.6; ELD.PI.5.6]	<i>Sharing Name Narratives</i> Students will present (read aloud) Name Narratives with images. Classmates will respond with positive and specific feedback. [SL.5.5; ELD.PI.5.9]	<i>Defining and Identifying Tone</i> Students will define tone and write in multiple tones. [W.5.4; ELD.PI.4.5]
<b>Lesson 10</b>		<i>Introduction to Similes and Metaphors</i> Students identify similes and metaphors in a text and write using similes and metaphors. [L.5.5; ELD.PI.5.8]	<i>Sequencing Stories</i> Students plan personal narratives by outlining a sequence of events. [W.5.5; ELD.PII.5.1]  <i>Describing Music</i> Students describe pieces of music using similes and metaphors. [W.5.4; ELD.PI.5.10]
<b>Lesson 11</b>	<i>Whole-Class Reading</i> Students will quote the text when inferring and	<i>Presenting Details</i> Students will deliver brief oral reports based on a	<i>Rosa Parks’s Surprise Paragraph</i> Working from their

	explaining why the author included certain details in her narrative. [RI.5.1; ELD.PI.5.6]	close reading of <i>My Story</i> . [SL.5.1b; ELD.PI.5.9]		Lesson 10 outline, students will begin writing their Surprise Narratives (to be completed during Lesson 12). [W.5.3; ELD.PI.5.10]
<b>Lesson 12</b>	<i>Read-Aloud and Context Clues</i> Based on context, students determine the meaning of unknown domain-specific words and phrases in a text. [RI.5.4; L.5.4a; ELD.PI.5.5]			<i>Sensory Field Trip</i> Students write a paragraph with multiple sensory descriptions. [W.5.3d; ELD.PI.5.10]  <i>Writing Surprise Narrative</i> Students will continue writing their Surprise Narratives. [W.5.3; ELD.PI.5.10]
<b>Lesson 13</b>	<i>Think-Pair-Share</i> Students will quote from the text in explaining the author's point of view. [RI.5.1; ELD.PI.5.6]			<i>Revising the Surprise Narrative</i> Students will revise narratives based on teacher feedback. [W.5.5; ELD.PI.5.12]
<b>Lesson 14</b>	<i>Tracking the Author's Emotions</i> Quoting accurately from the text, students track the author's emotions. [RI.5.1; ELD.PI.5.6]	<i>Surprise Narrative Presentations</i> Students listen to classmates' narratives and provide positive and specific feedback. [SL.5.1; ELD.PI.5.1]		<i>Showing (Not Telling) Emotions</i> Students describe emotions by showing behavior rather than telling the reader what emotions are being described. [W.5.4; ELD.PI.5.12]
<b>Lesson 15</b>		<i>Surprise Narrative Presentations</i> Students will listen to classmates' narratives and provide positive and specific feedback. [SL.5.1; ELD.PI.5.1]	<i>Modeling Close Reading</i> Students will describe how language in texts creates a strong mental image for readers. [L.5.5; ELD.PI.5.8]	<i>Showing, Not Telling</i> Students will add showing details to classmates' telling sentences. [W.5.4; ELD.PI.5.4]
<b>Lesson 16 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 17 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 18 Pausing</b>	Opportunity for enrichment	Opportunity for enrichment	Opportunity for enrichment	Opportunity for enrichment

Point	and/or remediation in reading comprehension	and/or remediation in speaking and listening	and/or remediation in language/vocabulary	and/or remediation in writing
<b>Lesson 19 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

## Unit 2: Early American Civilizations (19 Days)

Reader: *Maya, Aztec, and Inca*

*The Big Idea of this unit is that large complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas before the arrival of Europeans. This unit orients students to the geography, climate, flora, and fauna of the Americas. It also presents an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<i>Read-Aloud: Chapter 1 “The Rise of Early American Civilizations”</i> Students will describe, compare, and contrast the key geographical features of the regions in which Maya, Aztec, and Inca civilizations developed. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]	<i>Review Prior Knowledge</i> Students will describe key components of a civilization and identify present-day regions in the Americas as the location of three ancient civilizations. [SL.5.3; ELD.PI.5.9]		
<b>Lesson 2</b>	<i>Small Group: Chapter 2 “Golden Age of the Maya”</i> Students will describe organizational structures of the Maya civilization and explain ways the Maya adapted to the diverse region in which their city-states thrived. [RI.5.1,2; SL.5.1d,2; ELD.PI.5.7]		<i>Grammar: Introduce Subject and Predicate</i> Students will identify subjects and predicates in sentences and differentiate between action verbs and linking verbs. [L.5.1; ELD.PII.5.3]  <i>Morphology: Introduce Prefixes ir– and il–</i> Students will be able to distinguish between root words and words with the prefixes <i>il–</i> and <i>ir–</i> and apply these skills in sentence composition. [RF.5.3; L.5.4b; ELD.PI.5.12b]	<i>Paraphrase from a Text</i> Students will gather relevant facts about the geographical features of Mesoamerica and paraphrase sentences into note format for planning and drafting a paragraph. [W.5.8; ELD.PI.5.10b]
<b>Lesson 3</b>	<i>Close Reading: Chapter</i>		<i>Word Work: Symbolize</i>	<i>Plan and Draft a</i>

	<p>2 “Golden Age of the Maya”</p> <p>Students will describe the organizational structures of the Maya and explain ways in which they adapted to the diverse landscape in Mesoamerica. [RI.5.1,2; SL.5.1d,2; ELD.PI.5.10a]</p>		<p><i>Paragraph</i></p> <p>Students will compose sentences from notes and construct a logical paragraph describing the geographical features of Maya civilization. [W.5.2a; ELD.PI.5.10b]</p>
<b>Lesson 4</b>	<p><i>Whole Group: Chapter 3 “Hidden Secrets in the Rainforest”</i></p> <p>Students will describe the importance of the Maya writing and mathematical systems and summarize some possible reasons for the decline of the Maya civilization. [RI.5.2; SL.5.2; ELD.PI.5.1]</p>	<p><i>Grammar: Practice Subject and Predicate</i></p> <p>Students will identify subjects and predicates in sentences and identify run-on sentences, rewriting them into complete sentences. [L.5.3; W.5.5; ELD.PI.5.12a]</p> <p><i>Morphology: Practice Prefixes il– and ir–</i></p> <p>Students will distinguish between root words and words with the prefixes <i>il–</i> and <i>ir–</i> and use those words correctly in sentences. [L.5.4b; ELD.PI.5.12b]</p> <p><i>Word Work: Distinct</i></p>	<p><i>Introduce the Codex Project and Rubric</i></p> <p>Students will revise, edit and rewrite a paragraph using the criteria outlined in a provided rubric. [W.5.5; ELD.PI.5.7]</p>
<b>Lesson 5</b>	<p><i>Read-Aloud: Chapter 4 “Myths of the Maya”</i></p> <p>Students will explain the purpose of ancient Maya myths and summarize the successful creation of the world and its people according to this Maya myth. [RL.5.2; ELD.PI.5.6a]</p>	<p><i>Word Work: Vast</i></p>	<p><i>Taking Notes</i></p> <p>Students will identify and paraphrase key information relevant to their selected cultural aspect for the Codex Project. [W.5.8; ELD.PI.5.10a]</p>
<b>Lesson 6</b>	<p><i>Partner Reading: Chapter 4 “Myths of the Maya”</i></p> <p>Students will determine that the theme of this Maya myth is an explanation of earth’s creation and its people. [RL.5.2; ELD.PI.5.6a]</p>	<p><i>Morphology: Introduce Prefix inter–</i></p> <p>Students will explain how adding the prefix <i>inter–</i> changes a root word and how to correctly use words with the prefix <i>inter–</i> in sentences. [L.5.4b; ELD.PI.5.12a]</p> <p><i>Spelling: Introduce</i></p>	<p><i>Grammar: Words that Compare and Contrast</i></p> <p>Students will identify words and phrases in sentences, and develop sentences, that compare and contrast ideas. [W.5.2c; ELD.PII.5.6]</p>

		<p><i>Spelling Words</i> Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3; ELD.PIII.5]</p> <p>Word Work: <i>Nurture</i></p>	
<b>Lesson 7</b>	<p><i>Small Group: Chapter 5 “Aztec City on the Water’s Edge”</i> Students will determine the main ideas and key details about the Aztec capital city of Tenochtitlán and use information to compare and contrast the Maya and Aztec civilizations. [RI.5.2; RI.5.3; ELD.PI.5.6a]</p>	<p>Word Work: <i>Peaked</i></p>	<p><i>Plan and Draft a Paragraph</i> Students will develop paraphrased information into a logical explanatory paragraph for their Codex Projects. [W.5.2a; ELD.PI.5.10a]</p>
<b>Lesson 8</b>	<p><i>Close Reading: Chapter 5 “Aztec City on the Water’s Edge”</i> Students will summarize how the city of Tenochtitlán was organized and identify factors that led to the success of the Aztec capital. [RI.5.1,2; ELD.PI.5.8]</p>	<p>Word Work: <i>Trade</i></p>	<p><i>Model/Practice Incorporating an Image</i> Students will compose their reference list for the image they select and write a caption explaining how their image relates to their topic. [W.5.8; W.5.2a; ELD.PI.5.10b]</p>
<b>Lesson 9</b>	<p><i>Partner Reading: Chapter 6 “Emperors, Gods and Foreign Invaders”</i> Students will identify factors that contributed to the decline of the Aztec civilization and summarize the role of Hernán Cortés in the fall of the Aztec Empire. [RI.5.1,2; ELD.PI.5.6a]</p>	<p><i>Morphology: Practice Prefix inter–</i> Students will distinguish between root words and words with the prefix <i>inter–</i> and use those words correctly in sentences and to define unknown words. [L.5.4b; ELD.PI.5.12b]</p> <p><i>Spelling: Practice Spelling Words</i> Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3a; ELD.PIII.5]</p> <p>Word Work: <i>Resentment</i></p>	<p><i>Grammar: Words and Phrases That Compare or Contrast</i> Students will use words and phrases to write statements that compare and contrast the Maya and the Aztec. [W.5.9; ELD.PI.5.10a]</p>
<b>Lesson 10</b>	<p><i>Small Group: Chapter 7</i></p>	<p><i>Spelling: Spelling</i></p>	<p><i>Plan and Draft a</i></p>



	<p><i>“Birth of the Inca Empire”</i> Students will identify key details about the Inca Empire and summarize how the Inca Empire grew to become the largest pre-Columbian empire. [RI.5.2; ELD.PI.5.6a]</p>	<p><i>Assessment</i> Students will apply grade-level phonics and word analysis skills during an assessment of targeted words. [RF.5.3; ELD.PIII.5]</p> <p>Word Work: <i>Litter</i></p>	<p><i>Paragraph</i> Students will select specific words that reflect the relationship between two different cultures and apply these word choices to their paragraph writing within the Codex Project. [W.5.2c; ELD.PI.5.10a]</p>
<b>Lesson 11</b>	<p><i>Close Reading: Chapter 7 “Birth of the Inca Empire”</i> Students will determine the meaning of words and phrases as they are used in the text and explain how they are used to support main ideas about the Inca Empire. [RL.5.4; RI.5.2; L.5.5a; ELD.PI.5.11a]</p>	<p><i>Grammar: Introduce Action Verbs and Linking Verbs</i> Students will differentiate between action verbs and linking verbs and use these verbs to write sentences. [L.5.1; ELD.PII.5.3,4]</p> <p><i>Morphology: Introduce Root tract</i> Students will use the root tract to determine the meaning of words and apply this knowledge to sentence composition. [L.5.4b; ELD.PI.5.6a]</p> <p><i>Spelling: Introduce Spelling Words</i> Students will correctly spell and determine the meaning and part of speech of targeted spelling words. [L.5.2e; RF.5.3; ELD.PIII.5]</p> <p>Word Work: <i>Primitive</i></p>	
<b>Lesson 12</b>	<p><i>Small Group: “All Roads Lead to Cuzco”</i> Students will summarize the reasons for the decline of the Inca Empire and explain the role of Francisco Pizarro in the fall of this powerful civilization. [RI.5.1,2; ELD.PI.5.11a]</p>	<p>Word Work: <i>Quarrel</i></p>	<p><i>Plan and Draft a Paragraph</i> Students will synthesize the skills they have developed throughout the unit as they compose paragraphs about how their codex topic relates to the Inca. [W.5.2; ELD.PI.5.10a]</p>
<b>Lesson 13</b>	<p><i>Read-Aloud: Chapter 9 “Myths of the Aztec and the Inca”</i></p>	<p>Word Work: <i>Suitable</i></p>	<p><i>Model/Practice Editing a Paragraph</i> Students will have</p>



	Students will identify and explain the similarities and differences between the Aztec and Inca creation myths. [RL.5.9; ELD.PI.5.11a]			edited a paragraph for their Codex Project, using the editing checklist criteria. [W.5.5; ELD.PI.5.10a]
<b>Lesson 14</b>	<p><i>Read: "Myths of the Aztec and the Inca"</i> Students will identify and explain the similarities and differences between particular Maya, Aztec, and Inca creation myths. [RL.5.9; ELD.PI.5.6a]</p>			<p><i>Grammar: Practice Action Verbs and Linking Verbs</i> Students will differentiate between action verbs and linking verbs and identify them in sentences. [L.5.1; ELD.PII.5.3]</p> <p><i>Morphology: Practice Root tract</i> Students will complete sentences by selecting the correct word with the root tract. [L.5.4b; ELD.PI.5.6a]</p> <p><i>Practice Spelling Words</i> Students will apply grade level phonics and word analysis skills in decoding and encoding targeted words. [RF.5.3; ELD.PI.5.6b]</p> <p><i>Word Work: Emerge</i></p>
<b>Lesson 15</b>	<b>Unit Assessment</b>			<b>Spelling Assessment</b>
<b>Lesson 16 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 17 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 18 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 19 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing



## Unit 3: Poetry (15 Days)

Reader: *Poet's Journal*

*For many readers—adults and children alike—poetry can be challenging. Readers often find poems inaccessible and suspect that they contain secret meanings they cannot decode. In fact, poetry's reliance on symbolic and figurative language opens up rather than closes off meaning, giving readers the power of personal interpretation. This unit teaches students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned.*

*The poems in this unit are drawn from various literary traditions over the last several centuries, and they range from William Blake's 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. We have not chosen poems written specifically for children; instead, we have selected poems both younger and older readers will enjoy. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American, Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. Uniting them all is their engagement with language and its potential.*

*This unit, which focuses on poetry, like others in this curriculum is built to the CCSS-ELA, and routinely encourages and enables students to read texts closely and carefully. To accomplish that, and in recognition of the differences between poetry and other genres of writing, this unit's structure, materials, and activities differ at times from those of other CKLA units. Throughout the unit, students practice close reading and writing. They learn about many of the formal elements of poetry as they identify those elements arising organically from the text. They also pair that work with writing poetry themselves. This allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers. In turn, this bolsters their ability to analyze others' writing. These activities offer students a number of tools with which to approach poetry, building their confidence to interpret poems and their engagement in the task.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<i>Building Blocks of Poetry and Denise Levertov's "To the Snake"</i> Students will identify and define the basic elements of a poem's structure and discuss specific poetic devices used in Denise Levertov's poem, "To the Snake." [RL.5.2; ELD.PI.5.6a]			<i>Apostrophe Overview/Brainstorm and Writing Original Poems</i> Students will compose their own apostrophe poem. [W.5.3b; ELD.PI.5.10a]
<b>Lesson 2</b>	<i>Read-Aloud: "This Is Just to Say" and Evaluating Tone</i> Students will identify the tone of a poem and discuss its effect on the poem's overall message. [RL.5.2; ELD.PI.5.6a]			<i>Writing Poetry</i> Students will compose their own poems with emphasis on presenting two different tones in their work. [W.5.3b; ELD.PI.5.10a]

<b>Lesson 3</b>	<p><i>Close Reading</i> Students will identify the poetic device <i>anaphora</i> and explain how its use affects a poem's meaning, while also using textual evidence to discuss a poem. [RL.5.1-2; ELD.PI.5.6a, ELD.PI.5.11a]</p>	<p><i>Writing Poems with Anaphora</i> Students will use the poetic device <i>anaphora</i> to create their personal poem. [W.5.3b; ELD.PI.5.10a]</p>
<b>Lesson 4</b>	<p><i>Figurative Language and Close Reading</i> Students will identify and make inferences about figurative language used in two nature poems. [RL.5.1, RL.5.4; ELD.PI.5.6a]</p>	<p><i>Comparing and Contrasting</i> Students will use a graphic organizer to compare and contrast two characters in a poem. [W.5.9a; ELD.PI.5.10b]</p>
<b>Lesson 5</b>	<p><i>Close Reading and Poetic Device: Rhyme</i> Students will identify and label different rhyme schemes in poetry while analyzing a poem. [RF.5.3a, RL.5.2; ELD.PI.5.6a]</p>	<p><i>Writing Poems with Rhyme</i> Students will write and share original rhyming poems. [W.5.3b, SL.5.1c; ELD.PI.5.10a, ELD.PI.5.1]</p>
<b>Lesson 6</b>	<p><i>Review Poetic Devices and Terms; Group Collaboration</i> Students will summarize a poem's overall message and analyze how the use of figurative language affects a poem's meaning. [RL.5.4; ELD.PI.5.8]</p>	<p><i>Figurative Language</i> Students will create similes and metaphors describing the movements of animals. [W.5.3b; ELD.PI.5.10a,]</p>
<b>Lesson 7</b>	<p><i>Poetic Device: Implied Metaphor</i> Students will define and identify implied metaphors in a specific poem. [RL.5.4; ELD.PI.5.8]</p>	<p><i>Revising Lesson 6 Metaphors and Writing Original Advice Poems</i> Students will revise previously written metaphors and incorporate them in an originally crafted poem. [W.5.3b, d, W.5.5 ; ELD.PI.5.10a, b]</p>
<b>Lesson 8</b>	<p><i>Locating Places Referenced and Reading for</i></p>	<p><i>Reading Poems with Partners</i> Students will read their</p> <p><i>Composing List Poems</i> Students will create original list poems and</p>

	<p><i>Understanding</i> Students will identify allusions and discuss their effect on a poem while also analyzing a character's actions and poem's setting to make inferences. [RL.5.4, RL.5.2; ELD.PI.5.8, ELD.PI.5.6a]</p>	<p>poem aloud to a partner and offer positive feedback about their writing. [SL.5.1c; ELD.P.I.5.1]</p>	<p>peer-edit their partner's poems. [W.5.3b, d, W.5.5; ELD.PI.5.10a, b]</p>
<b>Lesson 9</b>	<p><i>Villanelle Form and Reading for Understanding</i> Students will identify and define characteristics of the villanelle poetry form while also using textual evidence to make inferences about the poem's meaning. [RL.5.2, RL.5.1; ELD.PI.5.6a]</p>		<p><i>Planning and Drafting</i> Students will compose their own original villanelles incorporating their personally created motto/slogan. [W.5.3b, d; ELD.PI.5.10a]</p>
<b>Lesson 10</b>	<p><i>Parallel Structure, Contrast, and Meaning</i> Students will identify parallel structure in poetry and analyze its use to compare and contrast scenes. [RL.5.3; ELD.PI.5.6a]</p>	<p><i>Sharing Poems Aloud</i> Students will read their poem aloud to a partner and offer positive feedback about their writing. [SL.5.1c; ELD.P.I.5.1]</p>	<p><i>Planning and Drafting</i> Students will create and share an original poem utilizing parallel structure to contrast scenes. [W.5.3b, 9a; SL.5.1c; ELD.PI.5.10a, b; ELD.PI.5.5, 9]</p>
<b>Lesson 11</b>	<p><i>Reading for Understanding</i> Students will use textual evidence to compare and contrast characters' reactions in a poem. [RL.5.1,3; ELD.PI.5.6a]</p>		<p><i>Planning and Drafting</i> Students will compose and original poem in which two characters respond differently to the same circumstance. [W.5.3b, 9a; ELD.PI.5.10a]</p>
<b>Lesson 12</b>	<p><i>Reading and Interpreting</i> Students will analyze a poem and identify poetic devices such as personification and extended simile. [RL.5.1-2; ELD.PI.5.6a, ELD.PI.5.11a]</p>		<p><i>Writing Poems about Poetry</i> Students will apply learned poetry skills to compose a final, original, ars poetica. [W.5.3b; ELD.PI.5.10a]</p>
<b>Lesson 13</b>	<p><b>Unit Assessment</b> Students are assessed</p>	<p><b>Unit Assessment</b> Students are assessed</p>	<p><b>Unit Assessment</b> Students are assessed</p>

	on their understanding of the concepts and facts taught in the unit. [RL.5.1, RL.5.4, RL.5.5, RF.5.4]		on their understanding of the concepts and facts taught in the unit. [L.5.2, L.5.3, L.5.5, L.5.6]	on their understanding of the concepts and facts taught in the unit. [W.5.1, W.5.3, W.5.4, W.5.9]
<b>Lesson 14 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 15 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

## Unit 4: Don Quixote (21 Days)

Reader: *Adventures of Don Quixote*

*This unit examines the fiction genre through a classic novel, Don Quixote. Students will focus on character and plot, as well as on literary elements such as characterization, while reading a full-length adapted version of Don Quixote. It is important for students in the upper-elementary grades to be able to read longer works of fiction and be able to trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this adapted version of Don Quixote, written by Miguel de Cervantes during the Renaissance, a period in European history that students will study in the next unit, will expose students to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character, the relationship between Don Quixote and his sidekick, Sancho Panza, and episodes such as the one involving windmills. Students will also read extended excerpts from another adapted version of Adventures of Don Quixote that contains richer, more complex vocabulary and syntax. Students will be able to compare and contrast this more challenging adaptation with the primary text used in this unit.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<p><i>Review Prior Knowledge</i> Students will identify and explain important aspects of a knight's life during the Middle Ages and how they influenced Cervantes's <i>Adventures of Don Quixote</i>. [RI.5.8, RI.5.10; ELD.PI.5.6, 7]</p> <p><i>Teacher Read-Aloud and Lesson Wrap-Up</i> Students will identify the beginning stages of the story's plot structure (e.g., setting, main character) in the story and make inferences regarding a character's personality. [RL.5.5, RL.5.1; ELD.PI.5.6]</p>		Word Work: <i>Honorable</i>	

<b>Lesson 2</b>	<p><i>Teacher Read-Aloud, Chapter Discussion, and Lesson Wrap-up</i></p> <p>Students will compare and contrast Don Quixote's process for becoming a knight with the process described in "Gloomy Castles and Jousting Knights" from Lesson 1. [RL.5.3; ELD.PI.5.6a]</p>	<p>Word Work: <i>Meddle</i></p> <p><i>Grammar: Introduce Agreement</i> Students will identify and form sentences in the present tense that contain noun subjects and action verbs. [L.5.1d; ELD.PII.5.3,4]</p> <p><i>Morphology: Introduce Suffix –ness</i> Students will distinguish between root words and words with the suffix <i>–ness</i>, and use them correctly in sentences. [L.5.4b; ELD.PI.5.6b]</p>	<p><i>Distinguish Between Fact and Opinion</i> Students will distinguish fact from opinion. [W.5.1a, b; ELD.PI.5.11a]</p>
<b>Lesson 3</b>	<p><i>Close Reading, Chapter Discussion, and Lesson Wrap-Up</i></p> <p>Students will identify and explain how the author's word choice and use of figurative language affect the text of <i>The Adventures of Don Quixote</i>. [RL.5.5; SL.5.1a, L.5.5b; ELD.PI.5.7; ELD.PI.5.1, ELD.PI.5.12a]</p>	<p>Word Work: <i>Quixotic</i></p>	<p><i>Parts of a Persuasive Essay</i> Students will identify the structure and parts of a persuasive essay. [W.5.1a–b, d; ELD.PII.5.6]</p>
<b>Lesson 4</b>	<p><i>Teacher Read-Aloud and Lesson Wrap-Up</i></p> <p>Students will continue to make inferences about a character's personality and will summarize key events that add to the plot's development. [RL.5.5, RL.5.1; ELD.PI.5.6]</p>	<p>Word Work: <i>Tilting at Windmills</i></p> <p><i>Grammar: Pronoun-Verb Agreement</i> Students will identify and form present-tense sentences containing pronoun subjects and action verbs. [L.5.1d; ELD.PII.5.3,4]</p> <p><i>Morphology: –ness</i> Students will continue to identify the meanings of words with the suffix <i>–ness</i> and use them correctly in sentences. [L.5.4b; ELD.PI.5.6b]</p>	<p><i>Opinions and Supporting Evidence</i> Students will respond to a prompt based on an excerpt from <i>Adventures of Don Quixote</i> and write opinion statements using supporting textual evidence. [W.5.1a, b; ELD.PI.5.11a]</p>
<b>Lesson 5</b>	<i>Teacher Read-Aloud:</i>	Word Work: <i>Deceive</i>	<i>Practice Writing a Claim</i>



	<p><i>Chapters 6–8</i> Students will continue identifying plot details and the obstacles Don Quixote and Sancho encounter. [RL.5.3; ELD.PI.5.6]</p>		Students will be able to write a claim and identify the importance of supporting evidence. [W.5.1a, b; ELD.PI.5.11a]
<b>Lesson 6</b>	<p><i>Student Read-Aloud and Lesson Wrap-Up</i> Students will use textual evidence to describe Don Quixote and Sancho Panza's various character traits. [RL.5.1; ELD.PI.5.6]</p>	<p>Word Work: <i>Fortune</i></p> <p><i>Grammar: Subject–Verb Agreement Practice</i> Students will write present-tense sentences in which the subject and the linking verb agree. [L.5.3; ELD.PII.5.3]</p> <p><i>Morphology: Introduce Root vac</i> Students will identify the meaning of words using the Latin root <i>vac</i> and use them correctly when completing sentences. [L.5.4b; ELD.PI.5.6b]</p> <p><i>Spelling: Introduce Spelling Words</i> Students will practice targeted spelling words. [RF.5.3b, c, f; ELD.PIII.5]</p>	
<b>Lesson 7</b>	<p><i>Teacher Read-Aloud and Lesson Wrap-Up</i> Students will identify the types of irony—verbal, situational, and dramatic— Sancho and Don Quixote encounter. [L.5.5a; ELD.PI.5.7]</p>	Word Work: <i>Bold</i>	<p><i>Draft the Introductory Paragraph</i> Students will draft the introductory paragraph of their persuasive essay. [W.5.4; ELD.PI.5.11]</p>
<b>Lesson 8</b>	<p><i>Close Reading and Chapter Discussion</i> Students will examine the author's word choice and writing style during a close reading of the text. [RL.5.6; ELD.P.I.6a]</p>	Word Work: <i>Dumbfounded</i>	<p><i>Plan Body Paragraphs</i> Students will provide textual evidence to support their opinions in the body paragraphs of their persuasive essays. [W.5.9b; ELD.PI.5.11a]</p>
<b>Lesson 9</b>	<p><i>Small Group Reading and Chapter Discussion</i> Students will use textual</p>	Word Work: <i>Monumental</i>	

	<p>evidence to compare and contrast character traits of the principal characters. [RL.5.3; ELD.PI.5.6a]</p>	<p><i>Grammar: Sentence Parts</i> Students will form complete present-tense sentences with proper subject–verb agreement. [L.5.3a; ELD.PII.3]</p> <p><i>Morphology: Practice Root vac</i> Students will correctly form complete sentences using words with the root <i>vac</i>. [L.5.4b; ELD.PI.5.6b]</p> <p><i>Spelling: Practice Spelling Words</i> Students will gain additional practice using targeted spelling words. [L.5.2e; ELD.PIII.5]</p>
<b>Lesson 10</b>	<p><i>Chapters 13 and 14 and Lesson Wrap-Up</i> Students will continue to provide textual evidence about Don Quixote and Sancho’s various character traits. [RL.5.3; ELD.PI.5.6a]</p>	<p>Word Work: <i>Worth</i></p> <p><b>Spelling Assessment</b> Students will be assessed on the correct spelling of targeted words. [L.5.2e; ELD.PIII.5]</p> <p><i>Practice Drafting Body Paragraphs</i> Students will be able to draft two body paragraphs of their persuasive essays.</p>
<b>Lesson 11</b>	<p><i>Teacher Read-Aloud, Chapter Discussion, and Lesson Wrap-Up</i> Students will explain and describe Sancho’s experiences as governor. [RL.5.2; ELD.PI.5.6a]</p>	<p>Word Work: <i>Ingenuity</i></p> <p><i>Grammar: Compare/Contrast Words and Phrases</i> Students will create sentences using words and phrases that compare and contrast. [L.5.6; ELD.PI.5.6a]</p> <p><i>Morphology: Review Prefixes and Suffixes</i> Students will create words using the prefixes <i>il–</i>, <i>ir–</i>, and <i>inter–</i>; the suffix <i>–ness</i>; and the root <i>tract</i>. [L.5.4b; ELD.PI.5.12b]</p> <p><i>Spelling: Introduce</i></p>

		<i>Spelling Words</i> Students will practice spelling targeted words. [L.5.2e; ELD.PIII.5]	
<b>Lesson 12</b>	<i>Partner Reading: Chapters 14-16</i> Students will be able to explain and describe Sancho's experiences as governor. [RL.5.2; ELD.PI.5.6a]	Word Work: <i>Reason</i>	<i>Practice: Concluding Paragraph</i> Students will be able to draft the concluding paragraph for their persuasive essay. [W.5.9b; ELD.PI.5.11a]
<b>Lesson 13</b>	<i>Teacher Read-Aloud, Discussion, and Lesson Wrap-Up</i> Students will identify and discuss the author's use of figurative language, specifically the use of metaphors. [RL.5.4; ELD.PI.8]	Word Work: <i>Resolve</i>	<i>Share Persuasive Essays</i> Students will peer-edit their persuasive essays and use feedback to self-reflect and set personal writing and revision goals. [W.5.5; ELD.PI.5.11b]
<b>Lesson 14</b>	<i>Partner Reading, Discussion, and Lesson Wrap-Up</i> Students will use textual evidence to support the final characterization of Don Quixote. [RL.5.1, W.5.9a; ELD.PI.5.6; ELD.PII.5.11a]	Word Work: <i>Instrumental</i>  <i>Grammar: Commas in a Series</i> Students will correctly use commas to separate items in a series in a sentence. [L.5.2a; ELD.PII.5.2b]  <i>Morphology: Review Prefixes and Suffixes</i> Students will correctly use the prefixes <i>il-</i> , <i>ir-</i> , and <i>inter-</i> ; the suffix <i>-ness</i> ; and the root <i>tract</i> . [L.5.4b; ELD.PI.5.6b]  <i>Spelling: Practice Spelling Words</i>  Students will gain additional practice with spelling targeted words. [L.5.2e; ELD.PIII.5]	
<b>Lesson 15</b>	<b>Unit Assessment</b> Students are assessed on their understanding of the concepts and	<b>Unit Assessment</b> Students are assessed on their understanding of the concepts and	<b>Unit Assessment</b> Students are assessed on their understanding of the concepts and

	facts taught in the unit.		facts taught in the unit.		facts taught in the unit.	
<b>Lesson 16 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing		
<b>Lesson 17 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing		
<b>Lesson 18 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing		
<b>Lesson 19 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing		

## Unit 5: The Renaissance (21 Days)

Reader: *The Renaissance: Patrons, Artists and Scholars*

*The Big Idea of this unit is that the Renaissance was a cultural movement that began in Italy and swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class. This increased wealth allowed merchants and businessmen to support artists as their patrons. Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration. This unit provides students with a broad exposure to the art and literature of this time period, 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.*

*Note: This unit provides a valuable opportunity for cross-curricular collaboration with an art teacher or department. Throughout this unit, such opportunities will be highlighted, but it is suggested you consult with the art teacher before beginning the unit.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<p><i>Activating Knowledge</i> Students make inferences about the civilizations and time periods that led to the Renaissance based on details from the text. [RI.5.1; ELD.PI.5.6]</p> <p><i>Read for Gist; Reread to Explain</i> Students explain the relationship between factors that inspired the Renaissance movement using evidence from the</p>			

	text, “An Italian Rebirth.” [RI.5.1; RI.5.3; ELD.PI.5.6]		
<b>Lesson 2</b>	<i>Read Chapter 2 for Details</i> Students describe the techniques and features of Renaissance art and architecture by quoting accurately from the text, “The Early Renaissance.” [RI.5.1, ELD.PI.5.6]	<i>Grammar</i> Students use the past tense to convey various times, sequences, states, and conditions. [L.5.1c, ELD.PII.5.3]  <i>Morphology</i> Students accurately read multisyllabic words with the prefixes <i>im–</i> and <i>in–</i> out of context. [RF.5.3a, ELD.PIII]	<i>Paraphrasing Information</i> Students gather information about the techniques and features of Renaissance art and architecture by paraphrasing information in notes. [W.5.8, ELD.PI.5.10]
<b>Lesson 3</b>	<i>Reread to Make Inferences</i> Students make inferences about Leonardo da Vinci’s ideas and accomplishments using evidence from the text, “The Spirit of the Renaissance.” [RI.5.1, ELD.PI.5.6]		<i>Plan an Informational Paragraph</i> Students plan an informational paragraph about da Vinci’s ideas and accomplishments by identifying a topic, reasons, and evidence related to the topic. [W.5.2a, b, ELD.PI.5.10]
<b>Lesson 4</b>	<i>Rereading Closely</i> Students make inferences about how da Vinci’s ideas and accomplishments represented the spirit of the Renaissance using evidence from the text. [RI.5.3, ELD.PI.5.6]	<i>Grammar</i> Students recognize and correct inappropriate shifts in verb tense. [L.5.1c, d, ELD.PII.5.3]  <i>Morphology</i> Students use the prefixes <i>im–</i> and <i>in–</i> as clues to determine the meaning of words. [L.5.4b, ELD.PIII]	<i>Write an Informational Paragraph</i> Students write an informational paragraph about da Vinci’s ideas and accomplishments by using reasons and evidence related to the topic. [W.5.2a, b, ELD.PI.5.10]
<b>Lesson 5</b>	<i>Reread to Make Inferences</i> Students make inferences about the artistic achievements of Michelangelo and Raphael using evidence from the text. [RI.5.1; W.5.8; SL.5.2; ELD.PI.5.6]		<i>Write an Informational Paragraph</i> Students draft an informational paragraph about Raphael’s artistic achievements by identifying a topic and using related reasons and evidence. [W.5.2a, b; ELD.PI.5.10]
<b>Lesson 6</b>	<i>Rereading Closely</i> Students make inferences about how Michelangelo’s and Raphael’s works of art	<i>Grammar: Introduce Prepositions and Prepositional Phrases</i> Students identify and explain the function of	

	<p>represent the spirit of the Renaissance using evidence from the text. [RI.5.3; ELD.PI.5.6]</p>	<p>prepositions and prepositional phrases in sentences. [L.5.1a; ELD.PII.5.5]</p> <p><i>Morphology</i> Students accurately read multisyllabic words with the prefix <i>ex-</i> out of context. [RF.5.3a; ELD.PIII]</p> <p><i>Spelling</i> Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]</p>
<b>Lesson 7</b>	<p><i>Reread for Main Ideas and Details</i> Students identify the main ideas in “The Bankers Who Loved Art” and explain how they are supported by key details. [RI.5.2; ELD.PI.5.6]</p>	<p><i>Practice Presenting</i> Students identify the points a classmate makes and explain how his or her point is supported by reasons and evidence. [W.5.8, SL.5.3; ELD.PI.5.9]</p>
<b>Lesson 8</b>	<p><i>Read “Morals, Modesty, and Manners” for Gist</i> Students identify the main ideas in “Morals, Modesty, and Manners” and explain how they are supported by key details. [RI.5.2; ELD.PI.5.6]</p>	<p><i>Take Notes for a Biography</i> Students plan an informational piece about a person from the Renaissance by identifying a topic and gathering evidence related to the topic. [W.5.2a, b; W.5.7; ELD.PI.5.10]</p>
<b>Lesson 9</b>	<p><i>Reread to Analyze Words and Phrases</i> Students analyze the relationship between particular words and phrases in “Morals, Modesty, and Manners” to better understand the words and phrases and draw inferences from the text. [RI.5.4; L.5.5c; ELD.PI.5.6; ELD.PI.5.12]</p>	<p><i>Grammar: Prepositions, Prepositional Phrases</i> Students use and explain the function of prepositions and prepositional phrases in sentences. [L.5.1a; ELD.PII.5.5]</p> <p><i>Morphology: Practice</i> <i>Prefix ex-</i> Students use the prefix <i>ex-</i> as a clue to determine the meaning of words. [L.5.4b; ELD.PIII]</p> <p><i>Spelling: Practice</i></p>

		<b>Spelling Words</b> Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	
<b>Lesson 10</b>	<b>Reread to Make Inferences</b> Students make inferences about the opportunities women had during the Renaissance using evidence from the text, "Women in the Renaissance." [RI.5.1; ELD.PI.5.6]	<b>Spelling Assessment</b> Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	<b>Practice Taking Biography Notes</b> Students continue to plan an informational piece about a person from the Renaissance by gathering evidence related to the topic. [RI.5.9; W.5.2a, b, W.5.7; ELD.PI.5.10]
<b>Lesson 11</b>	<b>Reread "Women in the Renaissance"</b> Students describe the relationship between the cultural norms set for women in the Renaissance and the ways women challenged those norms. [RI.5.3; ELD.PI.5.6]	<b>Grammar</b> Students use correlative conjunctions when writing or speaking. [L.5.1e; ELD.PII.5.5]  <b>Morphology</b> Students use the root <i>serv</i> as a clue to determine the meaning of words. [L.5.4b; ELD.PIII]  <b>Spelling</b> Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	
<b>Lesson 12</b>	<b>Reread "The Northern Renaissance"</b> Students describe the relationship between the artists of northern Europe and the Renaissance movement in Italy. [RI.5.3; ELD.PI.5.6]		<b>Practice Drafting a Biography</b> Students draft an informational piece about a person from the Renaissance by using reasons and gathered evidence related to the topic. [W.5.2a, b; W.5.8; RI.5.9; ELD.PI.5.10]
<b>Lesson 13</b>	<b>Reread Chapter 9</b> Students explain how reasons they identify support points an author makes in a text. [RI.5.8; ELD.PI.5.6]		<b>Model Revising for Linking Ideas</b> Students revise an informational piece by linking ideas within and across categories of information. [W.5.2a, c;



ELD.PII.5.2b]			
<b>Lesson 14</b>		<p><i>“Popular Prose on Page and Stage”</i> Students interpret and explain the meaning of unknown words and of common idioms and adages. [L.5.5b; ELD.PI.5.8]</p> <p><i>Grammar</i> Students use correlative conjunctions when writing sentences. [L.5.1e; ELD.PII.5.5]</p> <p><i>Morphology</i> Students use and spell words with the root <i>serv</i> in sentences. [L.5.2e; ELD.PIII]</p> <p><i>Spelling</i> Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]</p>	
<b>Lesson 15</b>	<b>Unit Assessment</b> Students identify main ideas and make inferences in informational texts.	<b>Unit Assessment</b> Students identify main ideas and make inferences in informational texts.	<b>Unit Assessment</b> Students identify main ideas and make inferences in informational texts.
<b>Lesson 16</b>		<p><i>Practice Taking Notes and Drafting</i> Students plan and draft a historical fiction narrative by introducing a narrator and/or characters and using concrete words and phrases and sensory details to convey experiences and events precisely. [W.5.3a, d; ELD.PI.5.10a]</p>	
<b>Lesson 17</b>		<p><i>Revise to Expand Texts</i> Students revise an informational piece to develop the topic with information and examples related to the topic. [W.5.2b, d; ELD.PI.5.10a]</p>	
<b>Lesson 18</b>		<p><i>Edit a Biography</i> Students edit an</p>	

		informational piece so it follows the conventions of standard English capitalization, punctuation, and spelling. [W.5.5, L.5.2; ELD.PI.5.10a]		
<b>Lesson 19</b>		<i>Present a Biography</i> Students speak clearly at an understandable pace as they report on an artist from the Renaissance, sequencing ideas logically and using appropriate facts and relevant, descriptive details. [SL.5.4; ELD.PI.5.9]		
<b>Lesson 20 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
<b>Lesson 21 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

## Unit 6: The Reformation (14 Days)

Reader: *The Reformation: Shifts in Power*

*The Big Idea of this unit is that the Reformation was a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. Great advances in science were also made during this time, some of which challenged religious doctrine and contributed to the undermining of the power of the Catholic Church.*

NOTE: In this unit a Middle-of-Year (MOY) Assessment is provided and should be administered at the end of the unit.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<i>Introducing the Reformation; Whole Group: Excerpt "The Power of the Church"</i> Students identify the setting and chronology of the Middle Ages, Renaissance, and Reformation, and read informational text to			

	<p>explain the significance of the Church during these times. [RI.5.2; RI.5.3; SL.5.4; ELD.PI.5.9]</p> <p><i>Read-Aloud: Chapter 1</i> <i>“The Power of the Printed Word”</i> Students listen to informational text to describe the Reformation as compared with the earlier time periods, and explain how the Gutenberg press influenced this period’s shifts. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]</p>	
<b>Lesson 2</b>	<p><i>Small Group: Chapter 2</i> <i>“Letters Come Alive!”</i> Students read historical fiction to describe the printing process from the fictional characters’ points of view, and explain how the printing press changed everyday lives. [RL.5.1; RL.5.2; RL.5.3; RL.5.6; ELD.PI.5.7]</p> <p><i>Introduce a Friendly Letter</i> Students identify the structure and purpose of a friendly letter. [RL.5.4; RL.5.5; RL.5.6; ELD.PI.7]</p>	<p><i>Grammar</i> Students identify interjections, describe their types, and use them correctly in sentences. [L.5.1.a; ELD.PII.5.1]</p> <p><i>Morphology: Introduce Prefix en–</i> Students distinguish between root words and words with the prefix <i>en–</i> and use those words correctly in sentences. [L.5.4.b; ELD.PI.5.6b]</p>
<b>Lesson 3</b>	<p><i>Whole Group: Chapter 3</i> <i>“Setting the Stage for Reform”</i> Students read informational text to describe the Church’s influence and practices during the 1400s and 1500s and why Martin Luther and others wanted reform. [RI.5.1; RI.5.2; RI.5.3; SL.5.2; ELD.PI.5.6a]</p>	<p><i>Plan a Friendly Letter</i> Students plan a friendly letter with a clear purpose from Jacques’s point of view. [RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10; ELD.PI.5.7; ELD.PI.5.10a]</p>
<b>Lesson 4</b>	<p><i>Close Reading: Chapter 3</i> <i>“Setting the Stage for</i></p>	<p><i>Grammar</i> Students review how to</p> <p><i>Strong Verbs</i> Students replace weak</p>

	<p><i>Reform</i> Students reread portions of informational text to examine the author's words, phrases, and devices used to describe the Church's influence and the practices challenged by reformers. [RI.5.8; SL.5.4; L.5.5; ELD.PI.5.9]</p>	<p>make subjects and linking verbs agree in the present and past tenses. [L.5.1.c; L.5.1.d; ELD.PII.5.3]</p> <p><i>Morphology: Prefix en-</i> Students practice distinguishing between root words and words with the prefix <i>en-</i> and correctly use those words in sentences. [L.5.4.b; ELD.PI.5.6b]</p>	<p>verbs with strong verbs in sample sentences. [W.5.2.d; L.5.3.a; L.5.5; ELD.PI.12a]</p>
<b>Lesson 5</b>	<p><i>Whole Group: Chapter 4 "The Reformation Movement"</i> Students read an informational text to identify and describe key events and people of the Reformation. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]</p>		<p><i>Draft a Friendly Letter</i> Students draft a friendly letter with a clear purpose from Jacques's point of view. [RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10; ELD.PI.5.10a]</p>
<b>Lesson 6</b>	<p><i>Partner Reading: Chapter 4 "The Reformation Movement"; Act it Out</i> Students reread informational text to review key events of the Reformation and to summarize the motives of key figures. [RI.5.1; RI.5.2; RI.5.3; SL.5.2; ELD.PI.5.6a]</p>	<p><i>Grammar</i> Students review the function of prepositions and prepositional phrases and use them correctly in sentences. [L.5.1a; ELD.PII.5.5]</p> <p><i>Morphology</i> Students distinguish between root words and words with the suffix <i>-ist</i> and use those words correctly in sentences. [L.5.4b; PI.5.6b]</p> <p><i>Spelling</i> Students practice spelling targeted words and review definitions and parts of speech. [L.5.2e; L.5.4; ELD.PI.5.12a]</p>	
<b>Lesson 7</b>	<p><i>Small Group: Chapter 5 "What is at the Center of the Universe?"</i> Students read informational text to describe and summarize the new scientific theories proposed by</p>		<p><i>Plan a Slide Presentation</i> Students reference informational text to plan a slide presentation about key events and figures of the Reformation.</p>

	Copernicus, Kepler, and Galileo, as well as and the Church's response to those theories. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]	[W.5.2; W.5.4; W.5.5; ELD.PI.5.10a]
<b>Lesson 8</b>	<i>Close Reading: Chapter 5 "What is at the Center of the Universe?"</i> Students reread portions of informational text to examine the details the author used to describe the relationships among Copernicus, Kepler, Galileo, and the Church. [RI.5.8; SL.5.4; L.5.5; ELD.PI.5.9]	<i>Create a Slide Presentation</i> Students reference informational text and images to create a slide presentation about key events and figures of the Reformation. [SL.5.5; W.5.2; W.5.4; W.5.5; ELD.PI.5.10a]
<b>Lesson 9</b>	Small Group: Chapter 6 "The Catholic Church Responds" Students read and summarize informational text to explain how the Catholic Church responded to the Protestant Reformation movement. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]	<p><i>Grammar</i> Students review how correlative conjunctions work together, and correctly use correlative conjunctions in sentences to describe partners whom they have interviewed. [L.5.1.e; SL.5.1c; ELD.PI.5.1; ELD.PII.5.6]</p> <p><i>Morphology</i> Students gain additional practice distinguishing between root words and words with the suffix <i>-ist</i>, and correctly use those words in sentences. [L.5.4b; PI.5.6b]</p> <p><i>Spelling</i> Students gain additional practice spelling targeted words. [L.5.2e; L.5.4; ELD.PI.5.12a]</p>
<b>Lesson 10</b>	<b>Unit Assessment</b> Students identify main ideas and make inferences in informational texts.	<p><b>Spelling Assessment</b> Students spell grade-appropriate words correctly.</p> <p><b>Unit Assessment</b> Students answer grammar and</p> <p><b>Unit Assessment</b> Students identify main ideas and make inferences in informational texts.</p>

			morphology questions evaluating the skills they have practiced in this unit.	
<b>Lesson 11</b>	<b>Middle-of-Year Assessment Day 1</b>	<b>Middle-of-Year Assessment Day 1</b>	<b>Middle-of-Year Assessment Day 1</b>	<b>Middle-of-Year Assessment Day 1</b>
<b>Lesson 12</b>	<b>Middle-of-Year Assessment Day 2</b>	<b>Middle-of-Year Assessment Day 2</b>	<b>Middle-of-Year Assessment Day 2</b>	<b>Middle-of-Year Assessment Day 2</b>
<b>Lesson 13 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
<b>Lesson 14 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

## Unit 7: A Midsummer Night's Dream (15 Days)

Reader: Shakespeare's *A Midsummer Night's Dream*

Welcome to the world of *A Midsummer Night's Dream*. Through the lessons in this unit, you and your students will experience the joy of reading, speaking, performing, and listening to beautiful language that has thrilled people for more than 400 years. And you will have the satisfaction of seeing your students understand and fall in love with Shakespeare and his characters.

*"I would wish you, or I would request you, or I would entreat you, not to fear, not to tremble."*

This play, written around 1595, and perhaps performed as entertainment at a specific wedding, is delightful to see and delightful to teach. Many Grade 4, Grade 5, and Grade 6 students across the country have a fine time with *A Midsummer Night's Dream*. And you will, too. You and your students will enter the language first, getting familiar with the sound and feel of Shakespeare's words. Then you will meet some amazing characters: the stern rulers and the four mixed-up lovers from the court in Athens; the six local workmen, or "rude mechanicals," who are seeking their 15 minutes of fame by performing a play at the wedding of the Duke and Duchess of Athens; and the fairy world, led by King Oberon and Queen Titania and inhabited by that mischievous rascal Puck.

	<b>Text Analysis/ Comprehension</b>	<b>Speaking and Listening</b>	<b>Language and Vocabulary</b>	<b>Writing</b>
<b>Lesson 1</b>	Shakespeare's <i>Life and Times</i> Students demonstrate their understanding of the Renaissance period by identifying key facts from the text. [RI.5.1; ELD.PI.5.6]	"Hurly-Burly Shakespeare" Game Students exchange key information about Shakespeare's life using evidence from the text. [SL.5.1a; ELD.PI.5.1]		

<b>Lesson 2</b>	<p><i>Summary: Act 1, Scene 1; Character Organizer</i> Students compare characters in A Midsummer Night's Dream using evidence from Act 1, Scene 1. [RL.5.3; ELD.PI.5.6]</p>	<p><i>Summary: Act 1, Scene 1; Writing: Dear Course Smoother</i> Students describe the relationships between characters and identify the characters' primary motivation. [SL.5.1; ELD.PI.5.1]</p>
<b>Lesson 3</b>	<p><i>Reading Excerpt</i> Students analyze the text and make statements about challenges the characters face and support with details from the Act 1, Scene 1. [RL.5.2; ELD.PI.5.6]</p>	<p><i>Reading Excerpt</i> Students examine Shakespeare's work, discussing segments of the passage and answering key questions. [SL.5.1; ELD.PI.5.5]</p>
<b>Lesson 4</b>	<p><i>Reading Excerpt: Act 1, Scene 2</i> Students compare characters in A Midsummer Night's Dream using evidence from Act 1, Scene 1. [RL.5.3; ELD.PI.5.6]</p>	<p><i>Reading Excerpt: Act 1, Scene 2</i> Students describe the relationships between characters and identify the characters' primary motivation. [SL.5.1; ELD.PI.5.1]</p>
<b>Lesson 5</b>	<p><i>Shakespeare's Language</i> Students examine Act 1, Scene 2 and demonstrate their understanding of the text by answering key questions and making inferences about the characters in the play. [RL.5.10; ELD.PI.5.6]</p>	
<b>Lesson 6</b>	<p><i>Summary: Act 2, Scene 1a; Character Organizer</i> Students compare characters in A Midsummer Night's Dream using evidence from Act 2, Scene 1. [RL.5.3; ELD.PI.5.6]</p>	<p><i>Writing</i> Students use descriptive details to write about a character. [W.5.3; ELD.PI.5.10]</p>
<b>Lesson 7</b>	<p><i>Reading Excerpt: Act 2, Scene 1a</i> Students identify the main ideas of Act 2, Scene 1. [RL.5.10; ELD.PI.5.6]</p>	<p><i>Reading Excerpt: Act 2, Scene 1a</i> Students present their project from Lesson 6, using evidence from Act 2, Scene 1. [SL.5.4; ELD.PI.5.9]</p>
<b>Lesson 8</b>	<p><i>Reading Excerpt: Act 2, Scene 1b</i> Students compare characters in A</p>	<p><i>Writing: Twenty-First-Century Puck</i> Students make inferences to describe a</p>



	Midsummer Night's Dream using evidence from Act 2, Scene 1. [RL.5.3; ELD.PI.5.6]	character in modern-day life. [W.5.3; ELD.PI.5.10]
<b>Lesson 9</b>	<i>Warm Up: Living Character Map</i> Students examine Act 1, Scene 2 and demonstrate their understanding of the text by answering key questions and making inferences about the characters in the play. [RL.5.10; ELD.PI.5.6]	
<b>Lesson 10</b>	<i>Summary: Act 3, Scene 1</i> Students compare characters in <i>A Midsummer Night's Dream</i> using evidence from Act 2, Scene 1. [RL.5.3; ELD.PI.5.6]	<i>Writing: The Woods outside Athens</i> Students use descriptive detail to write about the setting of the woods using evidence from Act 3, Scene 1. [W.5.3; ELD.PI.5.10]
<b>Lesson 11</b>	<i>Shakespeare's Language</i> Students identify the main ideas of Act 3, Scene 1. [RL.5.10; ELD.PI.5.6]	<i>Performance</i> Students perform scenes from Act 3, Scene 1, using appropriate gestures. [SL.5.4b; ELD.PI.5.9]
<b>Lesson 12</b>	<i>Learning a Speech by Heart</i> Students memorize Puck's speech in Act 5, Scene 1 and develop gestures to physicalize key words in the speech. [SL.5.4b; ELD.PI.5.9]	<i>Writing: Tragedy or Comedy?</i> Students write a journal entry from the perspective of a character using evidence from Act 3, Scene 2. [W.5.3; ELD.PI.5.10]
<b>Lesson 13</b>	<i>Reading Excerpt: Act 3, Scene 2</i> Students identify the main ideas of Act 3, Scene 2. [RL.5.10; ELD.PI.5.6]	<i>Warm-Up: Puck's Speech</i> Students recite Puck's speech from Act 5, Scene 1 in varying tones. [SL.5.4b; ELD.PI.5.9]
<b>Lesson 14</b>	<i>Writing: Bottom's Ballad</i> Students respond to interview questions from the perspective of the character Bottom. [RL.5.2; ELD.PI.5.6]	<i>Puck's Speech, Practice</i> Students recite Puck's speech from Act 5, Scene 1 with speed and accuracy. [SL.5.4b; ELD.PI.5.9]
<b>Lesson 15</b>	<i>Group Performance</i> Students perform Shakespeare's work	

independently and in  
small groups.  
[SL.5.4b; ELD.PI.5.9]

## Unit 8: Native Americans (19 Days)

Reader: *A Changing Landscape*

*The Big Idea of this unit is that Native Americans were intricately and intimately connected to their landscape, and that the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<p><i>Review Prior Knowledge</i> Students determine the meaning of words, phrases and maps to infer the regions in which Native American tribes lived. [RI.5.4; ELD.PI.5.6]</p> <p><i>Read Aloud</i> Students will use details from the text to comprehend it explicitly, and to draw inferences about the impact European settlers and explorers had on the lives of Native Americans. [RI.5.1; ELD.PI.5.6]</p>			
<b>Lesson 2</b>	<p><i>Small Group Reading</i> Students will describe the relationships or interactions between Native American tribes and European settlers based on information in the text. [RI.5.3; ELD.PI.5.6]</p>		<p><i>Verb Tenses</i> Students will recognize and correct inappropriate shifts in verb tense. [L.5.1d; ELD.PII.5.3]</p> <p><i>The Suffixes –tion and –sion</i> Students will distinguish between root words and words with the suffix –tion or –sion correctly in sentences. [L.5.4b; ELD.PI.5.8]</p>	<p><i>Introduction to the Persuasive Essay</i> Students will identify the structure and purpose of a persuasive essay. [W.5.4; ELD.PII.5.1]</p>
<b>Lesson 3</b>	<p><i>Native American Stories</i> Students will compare and contrast characters in two Native American stories using details from the text. [RL.5.3; ELD.PI.5.6]</p>			<p><i>Identifying an Argument and Evidence</i> Students will use a graphic organizer to identify the argument and supporting evidence in a persuasive essay</p>

			explaining the relationship between Native Americans and the land. [W.5.1a; ELD.PI.5.11]
<b>Lesson 4</b>	<p><i>Small Group Reading</i> Students use the text to explain details of Native American life explicitly and inferentially. [RI.5.1; ELD.PI.5.6]</p>	<p><i>Verb Tense</i> Students recognize and correct inappropriate shifts in verb tense. [L.5.1d; ELD.PII.5.3]</p> <p><i>The Suffixes –tion and –sion</i> Students will correctly distinguish between root words and words with the suffixes –tion or –sion in sentences. [L.5.4b; ELD.PI.5.6b]</p>	<p><i>Evaluating a Persuasive Essay</i> Students will use a rubric to evaluate a model persuasive essay. [W.5.6; ELD.PI.5.2]</p>
<b>Lesson 5</b>	<p><i>Close Reading</i> Students examine how the author uses text to make particular points about Native American life before and after the arrival of explorers, miners, missionaries, and settlers. [RI.5.8; ELD.PI.5.7]</p>	<p>Vocabulary Word Work: <i>Nimble</i></p>	<p><i>Organizing and Research a Persuasive Essay</i> Students choose an image to serve as the foundation for a persuasive essay and will find and use relevant information to summarize or paraphrase information in notes. [W.5.8; ELD.PI.5.10b]</p>
<b>Lesson 6</b>	<p><i>Close Reading</i> Students will use details from the text to understand how habitat influenced the daily life and culture of Native Americans. [RI.5.1; ELD.PI.5.6]</p>	<p><i>Transition Words</i> Students will identify and use transitional words or phrases to convey times and events. [L.5.1c; ELD.PII.5.3]</p> <p><i>The Root mem</i> Students will identify the root <i>mem</i> and its meaning in words and sentences. [L.5.4b; ELD.PI.5.8]</p> <p><i>Spelling</i> Students will apply word analysis skills to spell words with the suffixes –tion and –sion and the root <i>mem</i>. [RF.5.3;</p>	

ELD.PIII.5.1]			
<b>Lesson 7</b>	<i>Interpreting Native American Myths</i> Students compare myths and explain how Native Americans' stories reflect their values. [RL.5.9; ELD.PI.5.6]	Vocabulary Word Work: <i>Meek</i>	<i>Planning and Drafting a Persuasive Essay</i> Students plan a persuasive essay and draft an introduction. [W.5.1a; ELD.PI.5.11]
<b>Lesson 8</b>	<i>Reading for Cause and Effect</i> Students explain the relationships between Native Americans, European settlers, and the US government based on specific information from the text. [RI.5.3; ELD.PI.5.6]	Vocabulary Word Work: <i>Encroach</i>	<i>Drafting a Persuasive Essay</i> Students will draft the first body paragraph of a persuasive essay to describe an image using details from the text. [W.5.1b; ELD.PI.5.10]
<b>Lesson 9</b>	<i>Reading for Points of View</i> Students analyze the text to note the differing perspectives of land ownership by Native Americans and pioneers. [RI.5.6; ELD.PI.5.7]	<i>Transition Words, Clauses and Phrases</i> Students identify and use transitional words, phrases, and clauses to manage a set of events. [L.5.1c; ELD.PII.5.3]  <i>The Root Mem</i> Students identify words with root <i>mem</i> in sentences. [L.5.4b; ELD.PI.5.8]  <i>Spelling</i> Students apply word analysis skills to spell suffixes <i>-tion</i> and <i>-sion</i> and the root <i>mem</i> . [RF.5.3; ELD.PIII.5.1]  Vocabulary Word Work: <i>Prosper</i>	
<b>Lesson 10</b>	<i>Reading for Points of View</i> Students will analyze and note the differences between Richard Henry Pratt and Luther Standing Bear's points of view regarding	<i>Spelling</i> Students will apply their word analysis skills to correctly spell targeted words. [RF.5.3; ELD.PIII.5.1]  Vocabulary Word Work:	<i>Drafting a Persuasive Essay</i> Students will draft the second and third body paragraphs of a persuasive essay with clear, supporting evidence from the text.

	“assimilation through education.” [RI.5.6; ELD.PI.5.6]	<i>Experimental</i>	[W.5.1b; ELD.PI.5.10]
<b>Lesson 11</b>	<i>Close Reading</i> Students explain the importance of the Battle of the Little Bighorn in the conflict between the US government and Native Americans. [RI.5.3; ELD.PI.5.6]	<i>The Prefix fore-</i> Students identify root words and words with the prefix <i>fore</i> — correctly in sentences. [L.5.4b; ELD.PI.5.6]  <i>Spelling</i> Students apply word analysis skills to spell targeted words. [RF.5.3; ELD.PIII.5.1]  <i>Word Work:</i> Chaos	
<b>Lesson 12</b>	<i>Close Reading</i> Students explain the importance of the Battle of the Little Bighorn in history between Native Americans and the US government based on specific information from the text. [RI.5.3; ELD.PI.5.6]	<i>Word Work:</i> Reckless	<i>Writing a Persuasive Essay</i> Students draft the third body paragraph and conclusion of a persuasive essay. [W.5.1d; ELD.PI.5.10]
<b>Lesson 13</b>	<i>Reading for Point of View</i> Students will explain the different perspectives of land ownership affecting Native Americans. [RI.5.6; ELD.PI.5.6]	<i>Vocabulary Word Work:</i> <i>Revive</i>	<i>Editing and Revision</i> Students will develop and strengthen persuasive essays by revising and editing with guidance and support. [W.5.5; ELD.PII.5.5]
<b>Lesson 14</b>	<i>Close Reading</i> Students explain the relationship between the US government and the Lakota people based on information from the text. [RI.5.3; ELD.PI.5.6]	<i>Titles of Works</i> Students demonstrate the use of underlining, quotation marks, and italics to indicate titles of works. [L.5.2d; ELD.PI.5.11]  <i>The Prefix fore-</i> Students identify root words and words with the prefix <i>fore</i> — correctly in sentences. [L.5.4b; ELD.PI.5.6]  <i>Spelling</i>	

<p>Students will apply word analysis skills to spell targeted words. RF.5.3; ELD.P.III.5]</p> <p>Vocabulary Word Work: <i>Reunite</i></p>				
<b>Lesson 15</b>	<i>Reading Comprehension Assessment</i>	<i>Spelling Assessment</i>  <i>Grammar Assessment</i>  <i>Morphology Assessment</i>		
<b>Lesson 16 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 17 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 18 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 19 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing



## Unit 9: Chemical Matter (19 Days)

Reader: *The Badlands Sleuth*

*The Big Idea of this unit is that matter can be transformed by physical and chemical changes, which result in the extraordinary diversity of our physical world. This unit introduces students to the concept of matter, physical and chemical changes, and elements and compounds. It is not presented as a standard informational text but written as a detective story. Chemical content is introduced gradually and through the context of the protagonist's experiences, giving students constant examples of the practical interest of these ideas.*

*The structure of the Reader is also important. This is a unit that combines literary and informational characteristics into a single text. It also asks students to look beyond the reader to additional sources to understand and explain the concepts introduced. This unit therefore asks students to integrate the skills they have learned in the rest of Grade 5: how to read and analyze informational and literary texts, how to use information to explain concepts and ideas, and how to write for different audiences and purposes. The unit is designed to be a culmination of the year, and a preparation for the kinds of skills expected in Grade 6 and beyond. It is also, as a detective story, designed to be a fun end to the year!*

NOTE: In this unit a End-of-Year (EOY) Assessment is provided and should be administered at the end of the unit.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<i>Read-Aloud</i> Students quote accurately from the text to explain its setting and scientific content. [RI.5.1; RL.5.1; ELD.PI.5.6a]	<i>Analyzing and Discussing Texts</i> Students discuss the presentation of content in three different texts. [SL.5.1; ELD.PI.5.3]	Vocabulary Word Work: <i>Scientific Terms</i>	<i>Describing Physical Properties</i> Students will write detailed descriptions of the physical properties of objects. [W.5.2; ELD.PI.5.10]
<b>Lesson 2</b>	<i>Comparing and Contrasting Texts</i> Students will compare and contrast the presentation of scientific content in two different texts. [RI.5.5; ELD.PII.5.1]  <i>Partner Reading</i> Students apply their understanding of literary and informational details to analyze a new text. [RI.5.1; ELD.PI.5.6a]		<i>Expanding Sentences</i> Students will expand sentences. [L.5.3; ELD.PII.5.4, ELD.PII.5.5]  <i>The Suffix –ment</i> Students will understand how to use the suffix –ment. [RF.3.3; L.5.4; ELD.PI.6.b]	<i>Creating Narratives for Scientific Content</i> Students will present factual information in narrative form. [W.5.4, W.5.3; ELD.PII.5.1]
<b>Lesson 3</b>	<i>Integrating Information</i> Students integrate multiple sources to explain the concept of chemical states. [RI.5.7;		Vocabulary Word Work: <i>Achy Breaky</i>	<i>Creating Character Maps</i> Students organize information to track character development.

RI.5.9; ELD.PI.5.6a]		[W.5.2, 5.4; ELD.PII.5.1]	
<b>Lesson 4</b>	<p><i>Categorizing Evidence</i> Students will use information from different sources to classify objects as metals or nonmetals. [RI.5.7; ELD.PI.5.6a]</p>	<p>Vocabulary Word Work: <i>“Elementary, My Dear Watson”</i></p> <p><i>Reducing and Combining Sentences</i> Students will understand how to reduce and combine sentences. [L.5.3; ELD.PII.5.6, ELD.PII.5.7]</p>	<p><i>Summarizing Information</i> Using a graphic organizer, students will summarize information from the Reader. [RI.5.1, W.5.8; ELD.PI.5.6a, ELD.PI.5.10b]</p>
<b>Lesson 5</b>	<p><i>Evidence-Based Debate</i> Debate whether the sheriff should investigate the missing fossil, using evidence from multiple sources. [SL.5.4; ELD.PI.5.11a]</p>		<p><i>Organization and Revision</i> Organize and create a police report, which they then revise in response to peer feedback. [W.5.4; W.5.5; W.5.8; ELD.PI.5.10b]</p>
<b>Lesson 6</b>	<p><i>Character Maps</i> Students will track character development. [RL.5.3; ELD.PI.5.6a]</p> <p><i>Integrating Information from Multiple Sources</i> Students will integrate multiple sources to explain compounds and elements. [RI.5.7, RI.5.9; ELD.PI.5.6a]</p>	<p><i>Commas</i> Students will understand how to use commas in a range of contexts. [L.5.2b]</p> <p><i>The Roots mit and mis</i> Students will understand how to use the root <i>mit/mis</i>. [L.5.4b; ELD.PI.6b]</p> <p>Vocabulary Word Work: <i>Eureka</i></p>	
<b>Lesson 7</b>	<p><i>Using Textual Evidence</i> Students use textual evidence to distinguish between mixtures, solutions, and compounds. [RI.5.1; ELD.PI.5.10]</p>	<p><i>Presenting on Fossil Creation</i> After synthesizing information from multiple sources, students report on fossil creation. [SL.5.2; SL.5.4; SL.5.5; ELD.PI.5.9]</p>	<p><i>Organizing Writing</i> Students organize their writing to allow readers to distinguish between mixtures, solutions and compounds. [W.5.2; W.5.4; ELD.PI.5.10]</p>
<b>Lesson 8</b>	<p><i>Close Reading to Track Characters</i> Students will use explicit evidence from the text to track character development. [RL.5.1, RL.5.3, ELD.PI.5.6a]</p>		<p><i>Writing Opinions</i> Students will analyze how Amy’s point of view influences character description, offering opinions on how this affects evidence of the character. [RL.5.6,</p>

W.5.1, W.5.9]			
<b>Lesson 9</b>	<i>Interpreting Textual Evidence</i> Students use textual evidence to distinguish between physical and chemical reactions. <i>and organize writing to allow others to make the same distinctions.</i> [RI.5.1; ELD.PI.5.10]	<i>Discussing and Presenting Opinions</i> Students will summarize the evidence on a character and offer opinions about its validity. [SL.5.2; SL.5.4; ELD.PI.5.9]	<i>Organizing Textual Evidence</i> Students organize writing to allow readers to distinguish between physical and chemical reactions. [W.5.2; W.5.4; ELD.PI.5.10]
<b>Lesson 10</b>	<i>Identifying Textual Evidence</i> Students will identify textual evidence used by the characters to support their claims. [RI.5.1; RI.5.8; ELD.PI.5.7]	<i>Commas</i> Students use commas in a range of contexts. [L.5.2b; ELD.PI.6b]  <i>The Roots Mit and Mis</i> Students use the roots <i>mit/mis</i> . [L.5.4b, ELD.PI.6b]	<i>Writing with Supporting Evidence</i> Students will use their understanding of chemical changes to explain Amy's plan to the Sheriff. [W.5.2; W.5.4; ELD.PI.5.10a]
<b>Lesson 11</b>		<i>Delivering a Presentation</i> Students will use the evidence they have collected to make an accusation. [SL.5.4, ELD.PI.5.11a]	<i>Organizing Evidence</i> Students will organize evidence boards to track evidence on characters, distinguishing between fact and opinion. [W.5.4, RL.5.6, ELD.PII.5.1]
<b>Lesson 12</b>	<i>Understanding Resolution</i> Students explain how plot lines are resolved by tracking characters' desires and resolution. [RL.5.5; ELD.PII.5.2b]	<i>The Perfect Verb Tense</i> Students form and use the perfect verb tense. [L.5.1; ELD.PII.5.3]  <i>Affixes and Roots</i> Students use words with a range of affixes and roots as clues for word meaning. [L.5.4; ELD.PI.5.6b]	
<b>Lesson 13</b>	<i>Integrating Information</i> Students integrate information from multiple sources to explain recycling as a chemical process. [RI.5.7; RI.5.9; ELD.PI.5.6a]	<i>The Perfect Tense</i> Students form and use the perfect verb tense. [L.5.1; ELD.PII.5.3]	<i>Describing Plot Resolution</i> Students describe the plot resolution for two characters. [W.5.1; W.5.4; ELD.PII.5.2b]
<b>Lesson 14</b>			<i>Writing a Detective Story</i> Using their analysis of literary and

				informational textual elements, students create a narrative and then revise it in response to peer feedback. [W.5.3, W.5.5; ELD.PII.5.5]
<b>Lesson 15</b>	<i>Reading Comprehension Assessment</i>	<i>Grammar Assessment</i>		
		<i>Morphology Assessment</i>		
<b>Lesson 16 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 17 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 18 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
<b>Lesson 19 Pausing Point</b>	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing