



GRADE 5

What students read





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What do students read in Amplify CKLA®?

In Amplify CKLA, texts serve a variety of purposes, from building background knowledge, vocabulary, and comprehension to strengthening decoding and fluency skills.

In grades 3–5, integrated units bring the Skills and Knowledge strands together as students become increasingly automatic and strategic in their word recognition and language comprehension skills.

Student reading and comprehension activities involve a variety of reading materials:

- **Authentic Read-Alouds and trade books** ensure students encounter a variety of perspectives as they use these complex text to increase their knowledge while practicing vocabulary and listening comprehension skills.
- **Student Readers** connect to each theme and are designed to increase in complexity over time, providing a continual challenge as students' reading and listening comprehension skills develop and strengthen throughout the year.
- **Novel Guides** provide teachers a flexible option for extending authentic reading and text-based activities in the classroom using award-winning and acclaimed novels.
- **ReadWorks articles** give students access to additional high-quality texts aligned to both Amplify CKLA knowledge topics and the topics outlined in the California Framework for Social Studies, Science, and the Arts.


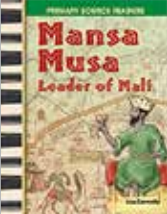


We invite you to take a closer look at the rich and authentic reading opportunities Amplify CKLA provides throughout this grade.

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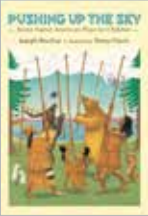

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Authentic books

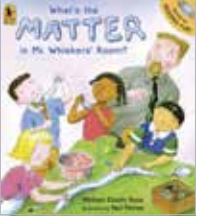
These authentic books have been carefully selected to deepen background knowledge and expose students to a diversity of text types and perspectives.

UNIT	TITLE AND AUTHOR	SYNOPSIS	
Unit 1 Personal Narratives	<i>Buffalo Bird Girl: A Hidatsa Story Retold</i> S. D. Nelson	S.D. Nelson has woven together the words of Buffalo Bird Girl, who grew up among the Hidatsa people in the early 1800s, with colorful artwork and archival photos. The result is a book that uses the power of personal narrative to transport readers back in time to learn of the Hidatsa way of life through the eyes of a young tribe member. The Author’s Note explains how Nelson became connected to the Hidatsa and Buffalo Bird Girl. Please note that the text mentions guns and alcohol.	
Unit 2 Early American Civilizations	<i>Mansa Musa: Leader of Mali: World Cultures Through Time (Primary Source Readers)</i> Lisa Zamosky	While early American civilizations were thriving, Africa also had its own highly developed empires. Mali was one of them, and Mansa Musa was perhaps its most well-known leader. This book’s informative text, which is interspersed among maps, illustrations, and photos of Mali’s people, can serve as a useful introduction to Mali’s history and culture. Teachers might also consider this text for its explanation of Mansa Musa’s devotion to Islam and his famous journey to Mecca in 1324 CE.	
Unit 3 Poetry	<i>Hip Hop Speaks to Children: A Celebration of Poetry with a Beat</i> Nikki Giovanni	Poetry comes alive with rhyme and rhythm in this collection of poems with a beat. In this edition, which includes an audio CD, readers can read and hear 50 poems and songs by artists and speakers, poets, and performers. The author’s introduction to “Stories in Rhythm” outlines the evolution of rhythmic storytelling, from opera to spirituals to hip-hop, and sets the stage for a very exciting and relatable introduction into poetry for elementary students.	
Unit 4 Adventures of Don Quixote	<i>Miguel’s Brave Knight: Young Cervantes and His Dream of Don Quixote</i> Margarita Engle	Who was Cervantes and how did his early life lead him to write what is considered the first modern novel? Students will see how his vivid imagination helped Cervantes escape from his family’s struggles with poverty and would eventually lead him to author fanciful stories like <i>Don Quixote</i> . This book also includes a book-burning scene that may have influenced Cervantes while he was growing up in Spain during the Reformation. Readers may find that Margarita Engle’s choice to write this book from the perspective of a young Cervantes helps them better relate to him and Don Quixote.	

AUTHENTIC BOOKS



UNIT	TITLE AND AUTHOR	SYNOPSIS	
Unit 5 The Renaissance	<i>Drawing From Memory</i> Allen Say	<p>Allen Say and his story of becoming an artist will connect readers with a 20th century Renaissance spirit. Aspiring young artists and all those who appreciate a true-life story about believing in one’s capabilities and working towards fulfilling one’s potential will enjoy this beautifully told story. Students will be able to connect the themes and narrative of this contemporary artist with the lives of Renaissance artists. Part memoir, part graphic novel, and part artist’s sketchbook, Say’s book exudes creativity as it tells of how he overcame the doubts of others and societal upheaval to become an artist’s apprentice and then a successful artist himself. Please note, as with all texts, some elements of this story (including a mention of police brutality and a description of a figure drawing class) may require additional explanation for students.</p>	
Unit 6 The Reformation	<i>Schomburg: The Man Who Built a Library</i> Carole Boston Weatherford	<p>Arturo Schomburg was a bibliophile with a passion for collecting books by people of African descent. This picture book chronicles the evolution of Arturo’s love of the written word from his school days in Puerto Rico to his adulthood in New York, where his personal library helped start the Schomburg Center for Research in Black Culture that exists to this day. Teachers might consider connecting this text to a study of the Reformation using questions such as: “How do books help preserve and spread knowledge?” “In what ways are books about majority cultures valued over minority cultures?” and “How does the choice of books we keep in our libraries reflect community values?”</p>	
Unit 7 A MidSummer Night’s Dream	<i>Pushing up the Sky: Seven Native American Plays for Children</i> Joseph Bruchac	<p>This collection features plays based on myths and legends from a variety of Native American cultures. Each script is accompanied by a brief introduction of the play and its people, a list of characters, and simple suggestions of props, scenery, and costumes. This text can extend students’ domain knowledge about drama by encouraging them to explore the basic elements of a play, practice acting in short performances, and to consider the messages and morals of each story more deeply.</p>	
Unit 8 Native Americans	<i>Crazy Horse’s Vision</i> Joseph Bruchac	<p>Before he was known as Crazy Horse, this well-known Lakota warrior was called Curly because of how his hair looked when he was a boy. This book tells the story of how, after going on a vision quest, he earned the name he would later carry into battle in defense of his people’s way of life at Little Bighorn and elsewhere. The book includes illustrations in a style that evokes the art of Native Americans from the plains.</p>	

AUTHENTIC BOOKS

UNIT	TITLE AND AUTHOR	SYNOPSIS	
Unit 9 Chemical Matter	<i>What's the Matter in Mr. Whiskers' Room?</i> Michael Elsohn Ross	This picture book about a hands-on science teacher and his students offers a review of the concept of matter, how it can be observed and described using our senses, and the changeable forms all matter can take. The easy-to-follow and humorous storyline is supplemented by “Big Idea” sidebars that can help to take classroom discussions and student knowledge about matter to the next level.	

Authentic text passages in English and Spanish

Note that in some cases, works were edited to ensure age-appropriateness.

UNIT	ENGLISH TITLE	SPANISH TITLE
Unit 1 Personal Narratives / Narrativas personales 	<ul style="list-style-type: none"> • Richard Blanco, <i>The Prince of Los Cocuyos</i> • Jennifer Lou, "Hello, My Name Is," • Rosa Parks with Jim Haskins, <i>Rosa Parks: My Story</i> • Bertie Bowman, <i>Step by Step</i> • Michael Massimino, "A View of the Earth," 	<ul style="list-style-type: none"> • Esmeralda Santiago, <i>Cuando era puertorriqueña</i> • Mariano Rivera, <i>El cerrador</i> • Ángeles Mastretta, <i>La emoción de las cosas</i> • José M. Hernández, <i>De campesino a astronauta</i> • Graciela Cabal, <i>Secretos de familia</i> • Juana de Ibarbourou, <i>La mancha de humedad</i> • Julio C. da Rosa, <i>Charaboncitos</i>
Unit 3 Poetry / Poesía 	<ul style="list-style-type: none"> • Denise Levertov, "To the Snake" • William Carlos Williams, "This Is Just To Say" • Kenneth Koch, "Variations On A Theme By William Carlos Williams" • Walt Whitman, "When I Heard the Learn'd Astronomer" • Marie Howe, "The Copper Beech" • Naomi Shihab Nye, "My Father and the Figtree" • Robert Frost, "Dust of Snow" • Emily Dickinson, #359 • Dan Gerber, "Advice" • Simon Ortiz, "Travelling" • Elizabeth Bishop, "One Art" • Carrie Allen McCray, "Strange Patterns" • Virgil Suárez, "Isla" • Lawrence Ferlinghetti, "Constantly Risking Absurdity (#15)" • William Blake, "The Echoing Green" • Langston Hughes, "The Negro Speaks of Rivers" • Jimmy Santiago Baca, "I Am Offering This Poem" 	<ul style="list-style-type: none"> • Saúl Schkolnik, "La rutina" • Pablo Neruda, "Oda al tomate" • Laura Forchetti, "Pasan las constelaciones" • Manuel Fernández Juncos, "Una historia" • José Martí, "Cultivo una rosa blanca" • Xavier Villaurrutia, "Interior" • María Cristina Ramos, "El bastón" • Gabriel Gamar, "Viajar es..." • Anónimo, "Romance del conde Olinos" • Alma Flor Ada, "Bilingüe" • Cristina Peri Rossi, "Estado de exilio" • José Agustín Goytisolo, "El oficio del poeta" • Angelina Gatell, "La canción del árbol" • Alfonsina Storni, "Siesta" • Anónimo, "Plegaria de los indios cuervo"

Unit 4

Adventures of Don
Quixote / Las aventuras
de Don Quijote

Argentina Palacios, *Adventures of Don Quixote*

Haroldo Maglia, *Don Quijote: la historia de un
caballero optimista*



Unit 7

A Midsummer Night's
Dream / Sueño de una
noche de verano

William Shakespeare, *A Midsummer Night's Dream*

William Shakespeare, *Sueño de una noche
de verano*



Student Readers in English and Spanish



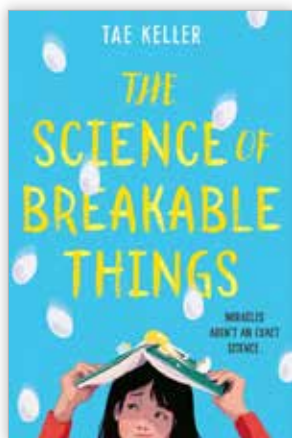
ENGLISH READER	SPANISH READER
Personal Narratives	Narrativas personales
The Prince of Los Cocuyos: The First Real San Giving Day	Cuando era puertorriqueña
Hello, My Name Is	El cerrador
Rosa Parks: My Story	La emoción de las cosas
Step By Step: A Boy Goes to Washington	De campesino a astronauta
A View of the Earth	Secretos de familia
	La mancha de humedad
	Charaboncitos
Early American Civilizations: Maya, Aztec, and Inca	Las primeras civilizaciones americanas
Poet's Journal	Poesía
Adventures of Don Quixote	Don Quijote
The Renaissance: Patrons, Artists, and Scholars	El Renacimiento: mecenas, artistas y eruditos
The Reformation: Shifts in Power	La Reforma: cambios en el poder
A Midsummer Night's Dream	Sueño de una noche de verano
Native Americans: A Changing Landscape	Nativos americanos: un paisaje cambiante
The Badlands Sleuth: The Case of the Missing Fossils	La detective de las tierras baldías: el caso de los fósiles desaparecidos

Novel Guides

Novel Guides offer flexible materials designed around authentic texts students love. Students are introduced to award-winning and acclaimed novels with relatable characters, offering opportunities to develop a love for reading and build ELA skills and Social and Emotional Learning capacities.

Each Novel Guide features a Teacher Edition and a Student Edition. Novel Guides offer five activity types:

- **Ask**—A variety of questions that cover information about the text.
- **Explore**—Prompts that offer brief research opportunities centered around items mentioned in the text.
- **Imagine**—Activities that promote creativity and further reflection.
- **Observe**—Opportunities for students to take notes or make other kinds of observations about what they have read.
- **Understand**—Opportunities for students to make and explore social-emotional learning connections to the text.



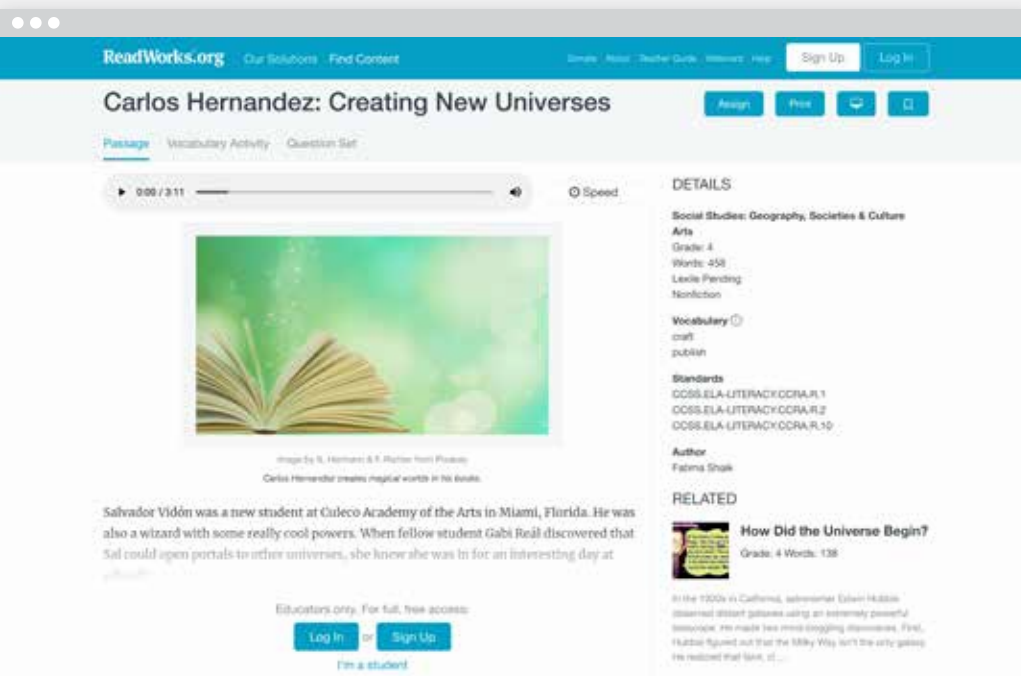
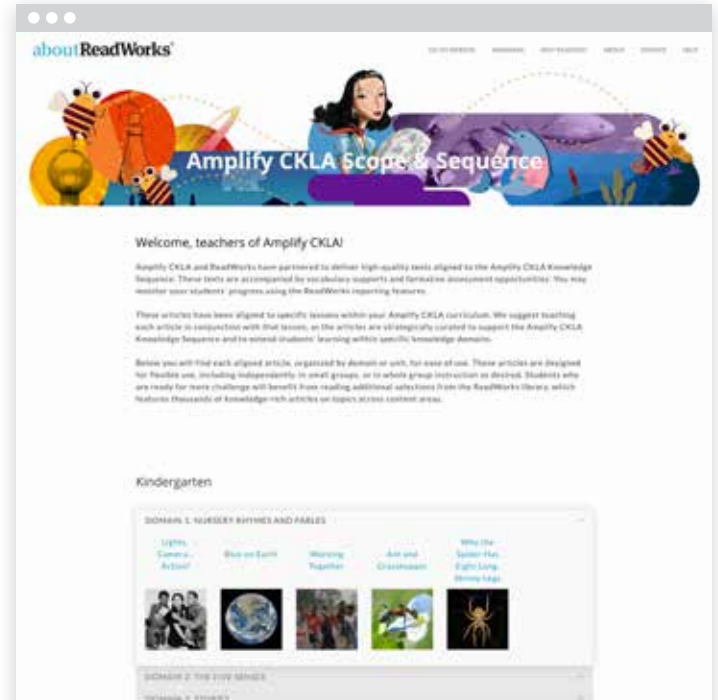
The Science of Breakable Things
Tae Keller



You Don't Know Everything, Jilly P!
Alex Gino

ReadWorks

Amplify CKLA and ReadWorks have partnered to deliver high-quality texts written by experts and curated by educators to support and extend the Amplify CKLA Knowledge Sequence. Texts include high-interest nonfiction articles in topics in social studies, science, literature, and the arts. These texts are accompanied by vocabulary supports and standards-aligned formative assessment opportunities. Teachers can monitor their students' progress using the ReadWorks reporting features.



ReadWorks articles are designed for flexible use. They can be read independently, in small groups, or in whole group instruction. The following list of articles align to CKLA instruction; however, you may use the articles in ways that best suit your students' needs.

READWORKS

UNIT	READWORKS ARTICLE	ALIGNED CKLA LESSON
Unit 1 Personal Narratives	"A Different View of Thanksgiving"	Lesson 1, Speaking and Listening
	"Alicia Alonso"	Lesson 3, Reading
	"Dr. Chien-Shiung Wu"	Lesson 6, Reading
	"Daniel Inouye"	Lesson 8, Reading
	"The U.S. Constitution"	Lesson 8, Reading
	"The History and Process of Voting"	Lesson 9, Reading
	"What Is a Law?"	Lesson 9, Reading
	"American Government - The Branches of Government: A Closer Look"	Lesson 11, Reading
	"Kalpana Chawla"	Lesson 12, Reading and Language
	"Ed Dwight: The First African American Astronaut Trainee"	Lesson 12, Reading and Language
	"A Hidden Figure of the Space Race: Katherine G. Johnson"	Lesson 12, Reading and Language
	"What Is a Galaxy?"	Lesson 14, Reading
	"The Spacecraft That Keeps Going and Going..."	Lesson 15, Speaking and Listening
	Unit 2 Early American Civilizations	"The Elements of Jewelry"
"Houston Affects the Earth"		Lesson 2, Reading
"Brazil Today - Capoeira: Brazilian Martial Art & Dance"		Lesson 2, Reading
"Drip-Tips and Other Adaptations in the Rainforest"		Lesson 3, Reading
"Animals of the Tropical Rainforest"		Lesson 4, Reading
"Creepy Cave Crawlers"		Lesson 5, Reading
"Aztecs, Incas, and Mayans - The Aztec Empire"		Lesson 7, Reading
"Aztecs, Incas, and Mayans - Cuzco: City of Gold"		Lesson 10, Reading
"Aztecs, Incas, and Mayans - The Land of Four Quarters"		Lesson 10, Reading
"The Atacama Desert"		Lesson 12, Reading
"Earth Science: Hurricanes"		Lesson 13, Reading

READWORKS

UNIT	READWORKS ARTICLE	ALIGNED CKLA LESSON
Unit 3 Poetry	"Jazz"	Lesson 2, Reading
	"Equation Invasion"	Lesson 3, Reading
	"Cool Prize"	Lesson 5, Reading
	"About You - How Music Affects Your Moods"	Lesson 5, Reading
	"Seabirds: Feathered Ocean Travelers"	Lesson 7, Reading
	"Explorers"	Lesson 8, Reading
	"A Well-Kept Secret"	Lesson 8, Reading
	"Tia Ciata"	Lesson 9, Reading
	"The Patchwork of History"	Lesson 9, Reading
	"Bashō, the Haiku Master"	Lesson 10, Reading
	"Who Wants a Spiny Snack?"	Lesson 11, Reading
"What is Gravity Really?"	Lesson 12, Reading	
Unit 4 Adventures of Don Quixote	"How a Cargo Ship Works"	Lesson 4, Reading
	"Focus: Understanding How the Brain Works"	Lesson 11, Reading
Unit 5 The Renaissance	"The Paintings of Kehinde Wiley"	Lesson 2, Reading
	"Classical Music - What is Classical Music?"	Lesson 3, Reading
	"The Story of Mexican Murals"	Lesson 5, Reading
	"Photography"	Lesson 10, Reading
	"Sor Juana Inés de la Cruz"	Lesson 10, Reading
	"Blazing Art to Go"	Lesson 12, Reading
Unit 6 The Reformation	"Train of Thought: Newton's Ball"	Lesson 7, Reading
	"This Is How Orbits Work!"	Lesson 8, Reading
Unit 7 A Midsummer Night's Dream	"The Process of Acting"	Lesson 1, Adjectives and Acting Warm-Up
	"Pumping Up the Heart"	Lesson 2, Iambic Pentameter
	"The Magic of Mime"	Lesson 3, Character Warm-Up
	"A Midsummer Night's Sueño"	Lesson 4, Acting Warm-Up
	"Free Transfer"	Lesson 7, "Tossing Lines" Game

READWORKS

UNIT	READWORKS ARTICLE	ALIGNED CKLA LESSON
Unit 8 Native Americans	"The Pueblo Revolt"	Lesson 1, Reading
	"Colonization and Revolutionary War: Roanoke The Lost Colony"	Lesson 1, Reading
	"Colonization and Revolutionary War: Background to the Colonies"	Lesson 1, Reading
	"Talking Leaves"	Lesson 1, Reading
	"Non-Colonists in the American Revolution"	Lesson 1, Reading
	"Discovering Family Connections"	Lesson 2, Reading
	"Native Americans"	Lesson 2, Reading
	"Secrets of Survival: The Ancient Utah Juniper"	Lesson 4, Reading
	"Lightning and Fire"	Lesson 4, Reading
	"Some Laws Are Intolerable"	Lesson 8, Reading
	"American Government - Preamble to the United States Constitution"	Lesson 8, Reading
	"Thomas Jefferson: The Declaration of Independence"	Lesson 8, Reading
	"Fred Korematsu"	Lesson 8, Reading
	"The Chicken and the Egg"	Lesson 9, Reading
	"Mostly Only White Men Could Vote Before 1870"	Lesson 9, Reading
Unit 9 Chemical Matter	"Matter is Everywhere!"	Lesson 1, Reading
	"What is Happening in the Ocean?"	Lesson 2, Reading
	"Water, Water Everywhere!"	Lesson 3, Reading
	"Three Cheers for Ears!"	Lesson 4, Reading
	"Electricity & Energy: Circuits"	Lesson 4, Reading
	"Marie M. Daly: Chemist and Activist"	Lesson 5, Reading
	"Mario Molina: Saving the Ozone"	Lesson 5, Reading
	"Osamu Shimomura"	Lesson 6, Reading
	"Chemistry: Atoms and Molecules"	Lesson 6, Reading
	"What Causes Acid Rain?"	Lesson 9, Reading
	"How Do We Know the Climate is Changing?"	Lesson 12, Reading
	"Solar Absorbers and the Future of Electricity"	Lesson 13, Reading

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