

Grade 5 Curriculum Map

Unit 1: Personal Narratives

Unit Summary

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 the elements of the genre and, throughout the unit, using these elements 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. A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback. Students also complete a Beginning-of-Year assessment that measures their preparation for Grade 5 work.

Unit Length:

15 Days

Anchor Text: *Personal Narratives*

Text Type: Informational

Lexile: 920

Overall Learning Outcomes

- Identify and begin to successfully use personification in writing
- Identify and begin to successfully use point of view in writing
- Identify and begin to successfully use similes and metaphors in writing
- Utilize “Think as You Read” strategy to deepen understanding of a text
- Writing a personal narrative
- Beginning-of-the-Year Assessment

Big Ideas

- This unit allows the opportunity to examine the genre of personal narratives and help students build their knowledge of descriptive writing.
- Through close and critical reading, these texts provide students the opportunity to improve their literal comprehension and text-based inferencing.
- Reading about others’ personal experiences will assist students with their ability to make meaning from their own experiences through writing.

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Unit 2: Early American Civilizations

Unit Summary

This unit orients students to the geography, climate, flora, and fauna of the Americas while presenting 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. Students review the stages of the writing process and use information from the text to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, the Codex Project, that encompasses all three civilizations. Students plan and draft a paragraph about the Maya and practice paraphrasing and note-taking, plan and draft a paragraph about the Aztec and incorporate images into their work, practice using linking words and phrases to compare the Maya and the Aztec, and plan and draft a paragraph about the Inca. Students edit their writing then integrate their writing and images to complete their Codex Project. They study the root word *tract* and the prefixes *ir-*, *inter-*, and *il-*. Students also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences. They also learn about words and phrases that compare and contrast.

Unit Length:

15 Days

Anchor Text: *Maya, Aztec, and Inca*
Text Type: Informational/Literary
Lexile: 880L

Overall Learning Outcomes

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

Big Ideas

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

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Unit 3: Poetry

Unit Summary

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. 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. 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, which 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.

Unit Length:

13 Days

Anchor Text: *Poet's Journal*

Text Type: Literary

Lexile: n/a because poetry/verse

Overall Learning Outcomes

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

Big Ideas

- This unit consists of a central goal to teach students how to explore the potential that language has to offer.
- Poetry need not be bound by formal constraints, but can be a free form, creative, imaginative vehicle for expression.
- Poetry has been around for centuries, and it is a timeless, distinctive craft.
- Students can build their confidence in interpreting text and self-expression through poetry.

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Unit 4: Adventures of Don Quixote

Unit Summary

In this unit students focus on character and plot, as well as on literary elements such as characterization, while reading a full-length, adapted version of *Adventures of Don Quixote*. They trace the development of plot, characters, and literary elements over the course of the novel, which exposes them 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 write a four-paragraph persuasive essay arguing whether they think Don Quixote's good intentions justify his often calamitous actions; they support their claims with reasons and evidence from the text. They learn how to use commas in a series, and they continue developing subject-verb agreement and using words that compare and contrast. They also learn the suffix *-ness* and the root word *vac*.

Unit Length:

15 Days

Anchor Text: *Adventures of Don Quixote*
Text Type: Literary
Lexile: 940L

Overall Learning Outcomes

- Distinguish between fact and opinion
- Demonstrate understanding of pronoun-verb agreement and commas in a series
- Demonstrate understanding of key vocabulary
- Construct and share a four paragraph persuasive essay
- Unit Assessment

Big Ideas

- This text is a full-length adapted version of the original novel written by Miguel de Cervantes in 1605. It provides exposure to literary classics.
- There are several themes, including morality, class, and worth, throughout the text.
- The text provides students the opportunity to trace the development of plot, characters, and literary elements throughout the course of the novel.

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Unit 5: The Renaissance

Unit Summary

This unit provides students with a broad exposure to the art and literature of the Renaissance through the works of renowned masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare. Students learn that the Renaissance was a cultural movement that began in Italy and swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class, which allowed merchants and businessmen to support artists as their patrons. While studying the Renaissance, students review the past tense of verbs and recognize improper use of verb tenses. They also develop their understanding of prepositional phrases and correlative conjunctions. Students study the root word *serv* and the prefixes *im-*, *ex-*, and *in-*.

Unit Length:

19 Days

Anchor Text: *Patrons, Artists, and Scholars*

Text Type: Informational

Lexile: 980L

Overall Learning Outcomes

- Develop an understanding of reading for purposes such as gist, explanation, details, and inferences
- Write an informational paragraph
- Review note-taking techniques on informational text
- Create a biography about a famous Renaissance artist using at least two sources
- Unit Assessment

Big Ideas

- The Renaissance was a cultural movement that began in Italy and swept through Europe.
- During the Renaissance, merchants and businessmen supported artists as their patrons.
- Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration.
- Renowned masters of art and literature from the time period are featured.

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Unit 6: The Reformation

Unit Summary

This unit teaches students about the Reformation, 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. Students learn how Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. They write a friendly letter, and they plan and create a slide presentation. Students practice the suffix *-ist* and the prefix *er-*. They also learn interjections and review correlative conjunctions, prepositional phrases, and active and linking verbs. This unit also includes a Mid-Year assessment to measure student progress on Grade 5 material.

Unit Length:

10 Days

Anchor Text: *Shifts in Power*

Text Type: Informational/Literary

Lexile: 980L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify interjections, subject-linking verb agreement, prepositions, prepositional phrases, and correlative conjunctions
- Middle-of-the-Year Assessment
- Plan and create a slide presentation and draft a friendly letter considering both audience and purpose
- Mid-Year Assessment

Big Ideas

- The Reformation was a movement involving a religious and political shift in power from the Catholic Church to the state.
- The Protestant Church was created at this time.
- Gutenberg's invention of the printing press changed the world and allowed for the quick spreading of ideas.
- The scientific world saw great advances, thereby undermining the power of the Catholic Church.

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Unit 7: A Midsummer Night's Dream

Unit Summary

The *A Midsummer Night's Dream* unit is an immersive Quest that treats Shakespeare's comedy as both literature and a living text for interpretation and performance. Over the course of the Quest students read, write, act, direct, design, and watch scenes from *A Midsummer Night's Dream*. Students think about scenes through the frames of character action (what a character wants, what stands in his or her way, what he or she will do to achieve it) and character traits (what a character's actions tell us about him or her, what adjectives we would use to describe this character) while exploring Shakespeare's brilliant language. Students engage in close reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations, as well as their skills in reading, writing, speaking, and listening. This Quest highlights writing and performance activities, asking students to write text-based pieces in which they offer advice to the play's various characters and to memorize and perform a selection of the text.

Unit Length:

15 Days

Anchor Text: *A Midsummer Night's Dream*

Text Type: Literary

Lexile: n/a because poetry/verse

Overall Learning Outcomes

- Identify poetic devices such as iambic pentameter and work to understand Shakespearian language
- Dive into, engage with, and make sense of complex text and vocabulary
- Develop an understanding of tone, stress, and actions when reading and performing a dramatic piece
- Complete character analysis from the perspective of each character's actions and desires

Big Ideas

- Students can enhance their understanding and their skills in reading, writing, speaking, and listening through the genre of drama.
- Shakespeare's plays are the basis for a great number of sayings and contemporary works. To be able to decipher the language and understand how his plays were performed is key to deepening understandings of these contemporaries.

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Unit 8: Native Americans

Unit Summary

This unit teaches students how Native Americans were intricately and intimately connected to their landscape and explores how 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. Students write a persuasive essay in which they argue that a chosen image best shows the connection between Native Americans and the land. In this writing, students focus on note-taking, incorporating evidence, and crafting an argument; they also revise, edit, and share their writing. Students continue practicing correct verb tenses and learn transition words that indicate time or a sequence of events. They learn to use formatting to indicate titles, and they work on comma placement in sentences including tag questions, direct address, and similar constructions. They also learn the root word *mem*, the prefix *fore-*, and the suffixes *-tion* and *-sion*.

Unit Length:

15 Days

Anchor Text: *A Changing Landscape*
Text Type: Informational/Literary
Lexile: 1010L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Make inferences from informative text
- Identify the main argument and evidence of a persuasive text
- Focus on collecting relevant information and construct a persuasive essay
- Unit Assessment

Big Ideas

- Native Americans in North America had a unique connection to the land, wildlife, and seasons prior to the arrival of Europeans.
- Contact with settlers and the policies of the American government had both intended and unintended consequences on the Native Americans.
- As a result, the Native Americans' way of life, and their very existence, tragically and drastically changed.

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Unit 9: Chemical Matter

Unit Summary

In this unit, students learn chemical content through a fictional work, *The Badlands Sleuth*, which tells the story of a fossil dig in which a number of fossils go missing and the protagonist, Amy, must use the chemistry she is learning to solve the mystery. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit include appropriate organization of content for a range of purposes, combining informational and literary details, applying recently learned insights to convey information and understanding to others, integrating information from multiple sources to explain concepts and ideas, and revising writing in response to peer feedback. The culminating writing task for this unit asks students to write Amy's next case: another detective story which uses scientific content to solve a mystery. At the conclusion of the unit, students complete an End-of-Year assessment to measure their progress throughout the academic year.

Unit Length:

15 Days

Anchor Text: *The Badlands Sleuth*
Text Type: Informational/Literary
Lexile: 880L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Compare and contrast two texts
- Prepare arguments for and hold a debate
- Categorize evidence and create character maps
- Plan, prepare for, and deliver a presentation
- Read and integrate information
- End-of-the-Year Assessment

Big Ideas

- This unit introduces the concepts of matter, elements, and compounds.
- Matter can be transformed by physical and chemical changes.
- This text is both informational and literary, and requires the use of prior knowledge of both text types to read, analyze, and integrate the content within.