

2025-2026 5th ELA Curriculum Map (Subject to change)

Overview of Course of Study

Please provide the units covered in each quarter. When planning, consider the recommended pacing for the units, as well as the placement of critical units and standards preceding TCAP testing.

Quarter 1: Units 1, 2

Quarter 2: Units 3, 4

Quarter 3: Units 5,6

Quarter 4: Units 8,9

CKLA Scope and Sequence

The CKLA Grade 5 Scope and Sequence is an accompanying document to this grade-level curriculum map.

Curriculum Map for ELA – Quarter 1
Course: ELA 5

Accompanying Document: CKLA Grade 5 Scope and Sequence

Week # / Date	Standard (s)	Days in the week	Lessons	Common Weekly Assessments/PowerChecks	SWAP Selection	Homework/Take Home for Tuesday Folders
The week # and dates are listed for you.	List TN Standard #s covered in this week's lessons.	The number of days in the week are listed for you.	List the Unit # and Lesson #s to be taught this week. (Unit 1: Lessons 1-5)	Select 2 CKLA Formative Assessments from the week's lessons that give the teacher the best picture of the student's progression toward mastering grade-level learning goals. The Unit Assessment will be included here. Include the UNIT FORMAL WRITING as a grade for each unit.	List the student work to be collected and analyzed from the unit. We will choose 2 pieces of student work from each unit during collaborative Unit Prep.	List the Fluency Passage from the CKLA Fluency Supplement or the Unit that students will read at home with an adult this week.
1 8/4-8		5	Day 1 and Day 2 (Procedures and expectations with team) Unit 1 Lessons 1-2 Writing Pre-Assessment: Penguins(Thursday)		Writing Pre-Assessment	
2 8/11-15		5	Lessons 3-6 Aimswest Testing?	3.3 and 6.1		Thomas Jefferson
3 8/18-22		5	Lessons 7-10	8.1 and 9.4		21. "Protecting the Environment Part I"
4 8/25-29		5	Lessons 11-14 (Combine 11-12) Personal Narrative Writing Workshop- day 1	13.2 PowerCheck RL.CS.6 - Nightingales		22. "Protecting the Environment Part II"
5 9/2-4 Fair Week		3	Personal Narrative Writing Workshop (POW TREES)	Unit 1 Essay	Unit 1 Essay	–
6 9/8-12		5	Unit 2 Lessons 1-3	3.1		Fluency Passage from Unit 2 (1.4)
7 9/15-19		5	Lessons 4-7	4.4,6.1, 7.2		Fluency Passage from Unit 2 (5.2)
8 9/22-26		5	Lessons 8-11 (combine 10-11)	9.2, Spelling test, 11.1		Fluency passage from Unit 2 (9.3-9.4)

9 9/29-10/ 3 End Q1		5	Lessons 12-14 Spelling Lesson 15 ELS Benchmark 1	Spelling Test Vocabulary Test (Spelling words)	ELS Benchmark 1	Study Guide for Unit 2
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Curriculum Map for ELA – Quarter 2

Course: ELA 5

Accompanying Document: CKLA Grade 5 Scope and Sequence

Week # / Date	Standard (s)	Days in the week	Lessons	Common Weekly Assessments/PowerChecks	SWAP Selection	Homework/Take Home
11 10/14-17		4	Unit 2 Writing Workshop (2 days) Lesson 15: Unit Assessment Unit 3 Lesson 1	Unit 2 Essay 15. - Unit 2 Assessment	Unit 2 Essay	
12 10/20-24		5	Unit 3 Lessons 2-5	3.1 and 4.3		1. “The Arrow and the Song”
13 10/27-31		5	Unit 3 Lessons 6-9	6.1 and metaphor poem (7.3)		2. “It Couldn’t Be Done”
14 11/3-7		5	Unit 3 Lessons 10-13	10.1 and end of unit + vocab		3. “Be the Best of Whatever You Are”
15 11/10-14		5	Unit 4 Lessons 1-3	2.2		“Spotty the Turtle Plays Doctor”
16 11/17-21		5	Unit 4 Lessons 4-7	4.5 and 6.1		Activity 4.3 Reading and Writing
17 12/1-5		5	Unit 4 Lessons 8-11	9.2 and spelling test		Activity 9.3 Reading and Writing
18 12/8-12		5	Unit 4 Lessons 12-15	14.5, End of Unit Assessment, Spelling Test		Spelling words and Activity 11.6
19 12/15-19 End Q2		4	ELS Benchmark 2	Unit 4 Writing Workshop Putting the pieces together	ELS Benchmark 2 Unit 4 Essay	

Accompanying Document: CKLA Grade 5 Scope and Sequence

Week # / Date	Standard (s)	Days in the week	Lessons	Common Weekly Assessments/PowerChecks	SWAP Selection	Homework/Take Home
20 1/6 -9		4	Unit 5 Lesson 1-2	1.4		none
21 1/12-16		5	Unit 5 Lessons 3-5	4.3,5.2		"Do Your Best" RL
22 1/20-23 MLK		4	Unit 5 Lessons 6-9	7.2, 8.3, 9.1		"The Little Pink Rose" RL
23 1/26-30		5	Unit 5 Lessons 10-13	Spelling Test, 10.3		"Late for School" RL
24 2/2-6		5	Unit 5 Lessons 14-15 Writing Workshop Opinion	Spelling Test and End of Unit	Unit 5 Essay	"A Clever Idea" RL
25 2/9-13		5	Unit 6 Lessons 1-3	2.2, 3.2		"The Traveler" RL
26 2/17-20 Pres. Day		4	Unit 6 Lessons 4-6	4.2, 5.2,6.2		"The Glass Cupboard" RL
27 2/23-27		5	Unit 6 Lessons 7-10	Spelling Test, 7.2		"The Orange" RI
28 3/2-6		5	Unit 6 Writing Workshop Unit 6 Wrap-up	End of Unit Test		ELS Benchmark Review
29 3/9-13 End Q3		5	ELS Benchmark 3 Standards Review PowerChecks	Unit 6 Writing	ELS Benchmark 3 Writing	None

Curriculum Map for ELA – Quarter 4**Course: ELA 5**

Accompanying Document: CKLA Grade 5 Scope and Sequence

Week # / Date	Standard (s)	Days in the week	Lessons	Common Weekly Assessments	SWAP Selection	Homework/Take Home
30 3/23-27		5	Unit 8 Lessons 1-3	2.2, 2.3, 3.2,		ELS based review
31 3/20-4/2 Good Friday		4	Unit 8 Lessons 4-7	4.2,7.2		ELS based review
32 4/6-10		5	TCAP Review			ELS based review
33 4/13-17		5	Monday: TCAP Writing Review Tuesday: TCAP, Part 1 Unit 8 Lessons 8-9	8.2, 8.3,9.2		Independent Reading
34 4/20-24		5	TCAP Unit 8 Lessons 10-11	Spelling Test, 11.2		Independent Reading
35 4/27-5/1		5	TCAP Unit 8 Lessons 12-15	End of Unit, Spelling Test		Independent Reading
36 5/4-8		5	Unit 8 Writing Workshop			6th Grade reading passage
37 5/11-15		5	Unit 9 Lessons 1-8 (Shortened) Writing Post Assessment	4.2,Opinion Writing about a Character		None
38 5/18-21		4	Finish Unit 9	15.1		

Amplify Core Knowledge Language Arts 2nd Edition

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.				Overall Learning Outcomes <ul style="list-style-type: none"> 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 			
Unit Length: 15 Days				Anchor Text: <i>Personal Narratives</i> Text Type: Informational Lexile: 920			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.4 5.RI.CS.5 5.RI.CS.6 5.RI.IKI.8 5.RI.RRTC.10 5.FL.F.5 5.FL.F.5a 5.FL.F.5b 5.FL.F.5c	5.W.TTP.1 5.W.TTP.1b 5.W.TTP.3 5.W.TTP.3b 5.W.TTP.3c 5.W.TTP.3f 5.W.TTP.3e 5.W.PDW.4 5.W.PDW.5 5.W.PDW.6 5.W.PDW.7 5.W.RW.10	5.SL.CC.1 5.SL.CC.2 5.SL.CC.3 5.SL.PKI.4 5.SL.PKI.5	5.FL.SC.6 5.FL.SC.6i 5.FL.VA.7a 5.FL.VA.7aii 5.FL.VA.7bi 5.FL.VA.7biii 5.FL.VA.7c	5.RL.CS.4 5.RI.KID.1 5.RI.KID.3 5.RI.CS.4 5.RI.CS.5 5.RI.IKI.8	5.W.TTP.3 5.W.TTP.3a 5.W.TTP.3b 5.W.TTP.3c 5.W.TTP.3f 5.W.PDW.4 5.W.PDW.5	5.SL.PKI.4 5.SL.PKI.5	5.FL.SC.6 5.FL.VA.7ai 5.FL.VA.7b

Grade 5 Curriculum Map

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 <i>tract</i> and the prefixes <i>ir-</i> , <i>inter-</i> , and <i>il-</i> . 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.				Overall Learning Outcomes <ul style="list-style-type: none"> 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 			
Unit Length: 15 Days				Anchor Text: <i>Maya, Aztec, and Inca</i> Text Type: Informational/Literary Lexile: 880L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RL.KID.2 5.RL.KID.3 5.RL.CS.4 5.RL.IKI.7 5.RL.IKI.9 5.RL.RRTC.10 5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.4 5.RI.IKI.8 5.RI.RRTC.10 5.FL.PWR.3 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5a 5.FL.F.5b 5.FL.F.5c	5.W.TP.2 5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2d 5.W.TP.2f 5.W.TP.2g 5.W.TP.2e 5.W.TTP.3 5.W.PDW.4 5.W.PDW.5 5.W.PDW.8 5.W.RBPK.9	5.SL.CC.1 5.SL.CC.2 5.SL.PKI.4	5.FL.SC.6 5.FL.SC.6f 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aii 5.FL.VA.7aiii 5.FL.VA.7b 5.FL.VA.7bi 5.FL.VA.7bii 5.FL.VA.7biii 5.FL.VA.7c	5.RL.KID.1 5.RL.KID.2 5.RL.IKI.9 5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.5 5.RI.IKI.7 5.FL.PWR.3 5.FL.PWR.3a	5.W.TP.2 5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2f 5.W.PDW.5 5.W.PDW.8	5.SL.CC.2	5.FL.SC.6 5.FL.VA.7aii

Unit 3: Poetry

Unit Summary <p>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.</p>				Overall Learning Outcomes <ul style="list-style-type: none"> 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 			
Unit Length: 13 Days				Anchor Text: <i>Poet's Journal</i> Text Type: Literary Lexile: n/a because poetry/verse			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.4 5.RL.CS.5 5.RL.CS.6 5.RL.IKI.7 5.RL.IKI.9 5.RL.RRTC.10 5.FL.PWR.3 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5b 5.FL.F.5c	5.W.TTP.3 5.W.TTP.3a 5.W.TTP.3b 5.W.TTP.3c 5.W.TTP.3f 5.W.PDW.4 5.W.PDW.5 5.W.RW.10	5.SL.CC.1 5.SL.CC.2	5.FL.SC.6 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aiii 5.FL.VA.7b 5.FL.VA.7bi 5.FL.VA.7c	5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.4 5.FL.PWR.3a	5.W.TTP.3c 5.W.TTP.3f 5.W.PDW.5 5.W.PDW.8		

Unit 4: Adventures of Don Quixote

Unit Summary <p>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 <i>Adventures of Don Quixote</i>. 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 <i>-ness</i> and the root word <i>vac</i>.</p>				Overall Learning Outcomes <ul style="list-style-type: none"> 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 			
Unit Length: 15 Days				Anchor Text: <i>Adventures of Don Quixote</i> Text Type: Literary Lexile: 940L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.4 5.RL.CS.5 5.RL.CS.6 5.RL.IKI.9 5.RL.RRTC.10 5.RI.IKI.8 5.RI.RRTC.10 5.FL.PWR.3 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5a 5.FL.F.5b 5.FL.F.5c	5.W.TTP.1 5.W.TTP.1a 5.W.TTP.1c 5.W.TTP.1b 5.W.TTP.1e 5.W.TTP.1d 5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2d 5.W.TTP.3c 5.W.PDW.4 5.W.PDW.5 5.W.PDW.6 5.W.PDW.8 5.W.RBP.9 5.W.RW.10	5.SL.CC.1 5.SL.CC.3 5.SL.PKI.6	5.FL.SC.6 5.FL.SC.6c 5.FL.SC.6d 5.FL.SC.6 5.FL.SC.6f 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aii 5.FL.VA.7aiii 5.FL.VA.7b 5.FL.VA.7bi 5.FL.VA.7bii 5.FL.VA.7biii 5.FL.VA.7c	5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.5 5.FL.PWR.3	5.W.TTP.1a 5.W.TTP.1c 5.W.TTP.1b 5.W.TTP.1e 5.W.TTP.1d 5.W.PDW.5		5.FL.VA.7aii 5.FL.VA.7c

Unit 5: The Renaissance

Unit Summary <p>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 <i>serv</i> and the prefixes <i>im-</i>, <i>ex-</i>, and <i>in-</i>.</p>				Overall Learning Outcomes <ul style="list-style-type: none"> 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 			
Unit Length: 19 Days				Anchor Text: <i>Patrons, Artists, and Scholars</i> Text Type: Informational Lexile: 980L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.4 5.RI.IKI.7 5.RI.IKI.8 5.RI.IKI.9 5.RI.RRTC.10 5.FL.PWR.3 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5a 5.FL.F.5b 5.FL.F.5c	5.W.TP.2 5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2d 5.W.TP.2f 5.W.TP.2g 5.W.TP.2e 5.W.TTP.3 5.W.TTP.3a 5.W.TTP.3b 5.W.TTP.3f 5.W.PDW.4 5.W.PDW.5 5.W.PDW.7 5.W.PDW.8 5.W.RBP.9 5.W.RW.10	5.SL.CC.1 5.SL.CC.2 5.SL.CC.3 5.SL.PKI.4	5.FL.SC.6 5.FL.SC.6a 5.FL.SC.6c 5.FL.SC.6e 5.FL.SC.6 5.FL.VA.7a 5.FL.VA.7aI 5.FL.VA.7aIII 5.FL.VA.7b 5.FL.VA.7bII 5.FL.VA.7bIII 5.FL.VA.7c	5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.IKI.8 5.RI.IKI.9 5.FL.PWR.3a	5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2d 5.W.TP.2f 5.W.TTP.3b 5.W.TTP.3f 5.W.PDW.5 5.W.PDW.7	5.SL.CC.3 5.SL.PKI.4	5.FL.SC.6 5.FL.SC.6a 5.FL.SC.6c 5.FL.SC.6d 5.FL.SC.6e 5.FL.VA.7aII 5.FL.VA.7aIII

Unit 6: The Reformation

Unit Summary <p>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 <i>-ist</i> and the prefix <i>en-</i>. 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.</p>				Overall Learning Outcomes <ul style="list-style-type: none"> 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 			
Unit Length: 10 Days				Anchor Text: <i>Shifts in Power</i> Text Type: Informational/Literary Lexile: 980L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.4 5.RL.CS.5 5.RL.CS.6 5.RL.IKI.7 5.RL.RRTC.10 5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.4 5.RI.IKI.8 5.RI.RRTC.10 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5a 5.FL.F.5c	5.W.TP.2 5.W.TP.2g 5.W.TP.2e 5.W.PDW.4 5.W.PDW.5 5.W.PDW.6 5.W.RW.10	5.SL.CC.1 5.SL.CC.2 5.SL.PKI.4 5.SL.PKI.5	5.FL.SC.6 5.FL.SC.6a 5.FL.SC.6c 5.FL.SC.6d 5.FL.SC.6e 5.FL.SC.6 5.FL.VA.7a 5.FL.VA.7aI 5.FL.VA.7aIII 5.FL.VA.7b 5.FL.VA.7bI 5.FL.VA.7bII 5.FL.VA.7bIII 5.FL.VA.7c	5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.6 5.RI.KID.1 5.RI.KID.2 5.RI.KID.3	5.W.TP.2 5.W.TP.2g 5.W.PDW.4 5.W.PDW.5 5.W.RW.10	5.SL.CC.2 5.SL.PKI.4 5.SL.PKI.5	5.FL.SC.6a 5.FL.VA.7a 5.FL.VA.7aII 5.FL.VA.7b 5.FL.VA.7bI 5.FL.VA.7bII 5.FL.VA.7bIII

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 <i>mem</i> , the prefix <i>fore-</i> , and the suffixes <i>-tion</i> and <i>-sion</i> .				Overall Learning Outcomes <ul style="list-style-type: none"> 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 			
Unit Length: 15 Days				Anchor Text: <i>A Changing Landscape</i> Text Type: Informational/Literary Lexile: 1010L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RL.KID.1 5.RL.KID.3 5.RL.CS.6 5.RL.IKI.9 5.RL.RRTC.10 5.RI.KID.1 5.RI.KID.3 5.RI.CS.4 5.RI.CS.6 5.RI.IKI.7 5.RI.IKI.8 5.RI.RRTC.10 5.FL.PWR.3 5.FL.F.5	5.W.TTP.1a 5.W.TTP.1c 5.W.TTP.1b 5.W.TTP.1e 5.W.TTP.2d 5.W.TP.2 5.W.TP.2g 5.W.TTP.3 5.W.TTP.3d 5.W.PDW.4 5.W.PDW.5 5.W.PDW.8 5.W.RBPK.9 5.W.RW.10	5.SL.CC.1 5.SL.CC.3	5.FL.SC.6c 5.FL.SC.6d 5.FL.SC.6 5.FL.SC.6g 5.FL.SC.6h 5.FI.SC.6i 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aii 5.FL.VA.7aiii 5.FL.VA.7bi 5.FL.VA.7c	5.RL.KID.1 5.RI.KID.1 5.RI.KID.3 5.RI.CS.4 5.RI.CS.6 5.RI.IKI.9 5.FL.PWR.3	5.W.TTP.1a 5.W.TTP.1c 5.W.TTP.1b 5.W.TTP.1d 5.W.TTP.3 5.W.TTP.3d 5.W.PDW.5 5.W.PDW.8		5.FL.SC.6d 5.FL.SC.6i 5.FL.VA.7ai 5.FL.VA.7aii

Unit 9: Chemical Matter

Unit Summary In this unit, students learn chemical content through a fictional work, <i>The Badlands Sleuth</i> , 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.				Overall Learning Outcomes <ul style="list-style-type: none"> 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 			
Unit Length: 15 Days				Anchor Text: <i>The Badlands Sleuth</i> Text Type: Informational/Literary Lexile: 880L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RL.KID.1 5.RL.KID.3 5.RL.CS.4 5.RL.CS.5 5.RL.CS.6 5.RL.IKI.9 5.RL.RRTC.10 5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.4 5.RI.CS.5 5.RI.IKI.7 5.RI.IKI.8 5.RI.IKI.9 5.RI.RRTC.10 5.FL.PWR.3 5.FL.F.5 5.FL.F.5c	5.W.TTP.1 5.W.TTP.1a 5.W.TTP.1c 5.W.TTP.1b 5.W.TTP.1d 5.W.TP.2 5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2d 5.W.TP.2f 5.W.TP.2g 5.W.TP.2e 5.W.TTP.3 5.W.TTP.3a 5.W.TTP.3b 5.W.TTP.3c 5.W.TTP.3d 5.W.TTP.3f 5.W.TTP.3e 5.W.PDW.4 5.W.PDW.5 5.W.PDW.6 5.W.PDW.7 5.W.PDW.8 5.W.RBPK.8 5.W.RW.10	5.SL.CC.1 5.SL.CC.2 5.SL.CC.3 5.SL.PKI.4 5.SL.PKI.6	5.FL.SC.6 5.FL.SC.6b 5.FL.SC.6 5.FL.SC.6g 5.FL.SC.6h 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aii 5.FL.VA.7aiii 5.FL.VA.7b 5.FL.VA.7c	5.RL.KID.1 5.RL.KID.3 5.RL.CS.5 5.RL.CS.6 5.RI.KID.1 5.RI.CS.5 5.RI.IKI.7 5.RI.IKI.8 5.RI.IKI.9 5.FL.PWR.3	5.W.TTP.1 5.W.TP.2 5.W.TP.2g 5.W.TTP.3 5.W.PDW.4 5.W.PDW.5 5.W.PDW.8 5.W.RBPK.9		5.FL.SC.6b 5.FL.SC.6g 5.FL.SC.6h 5.FL.VA.7aii