

Unit 1: Eureka! Framing the Process of Discovery 8/25-10/09, 33 Days Suggested Unit Assessment Window 9/29-10/07 Unit Focus Students will begin the year exploring the process of discovery through the development of inventions. Students will read and compare stories written about inventions and the unique traits that an inventor embodies. In evidence-based response writing, students will respond to text in a variety of ways.	Anchor Text <i>Making of a Scientist by Richard Feynman</i> (N/A L, Source)	Text Set (740 - 1010L) Literary Texts <i>Boss of the Plains/Laurie Carlson</i> (830L, Page 219 in Houghton Mifflin 4 th grade) <i>The Wright Brothers: How They Invented the Airplane</i> (1160L, Page 438 in Houghton Mifflin 5 th Grade) Informational Texts <i>Greatest Inventions of all Time</i> , Scholastic (N/A L, EBSCO) <i>Girls Think of Everything</i> , Catherine Thimmesh (960L, ARC)	Assessed¹²³ Common Core State Standards
	Text Complexity Rationale On occasion, students will encounter sentences that are difficult to decode. The text complexity focuses both on the precise meaning of what the author is saying and why the author might have constructed the sentence in this particular fashion.	Unit Vocabulary cite, confidence, conflict, contribute, convert, creativity, curiosity, infer, inference, influence, ingenuity/ingenious, innovation, paraphrasing, perseverance, process, summarize, trait	Reading RL.5.1, RL.5.2 RI.5.1, RI.5.2, RI.5.4, RI.5.5 RI.5.7.
	Line of Inquiry How do the unique qualities and traits of an inventor contribute to the process of discovery?		Foundational Skills RF.5.3 (a) ,RF.5.4 (a), (b)
			Writing 5.W.1, 5.W.2, 5.W.3, 5.W.8
Speaking and Listening SL.5.1 ,SL.5.2, SL.5.6			
		Language L.5.1 (c) ,L.5.4	
Summative Assessment After reading multiple texts, students will compare and contrast the process of discovery for three different inventors. Students will cite key evidence from the inventor’s lives that lead to their discoveries.			

¹ The Reading: Literature and Reading: Informational Texts standards listed here will be assessed in this unit cycle; however, other standards that naturally lend themselves to the selected texts will also be included in the learning plan(s).

² Bolded standards indicate that this is the first time the standard(s) has been introduced.

³ RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

Unit 2: Go West! 10/14-12/12, 38.5 Days Suggested Unit Assessment Window 11/19-12/02 Unit Focus Students will learn about the American westward expansion and its impact on different groups. In reading, students will examine different groups in fictional and informational texts and their motivation for journeying west. Students will use their understanding of key details from texts to analyze the challenges and benefits of those who traveled. In evidence based response writing, students will write an essay that uses reasons and evidence to support a response.	Anchor Text <i>Pioneer Girl</i> , Andrea Warren (960L, Grade 5 Houghton Mifflin)	Text Set <u>Literary Texts</u> <i>Black Cowboys</i> , <i>Wild Horses</i> , Julius Lester (660L, Grade 5 Houghton Mifflin) <u>Informational Texts</u> <i>Who Settled the West?</i> , Bobbie Kalman (830L, ARC) <i>Pioneer Photographer’s View of the Sioux</i> , Barbara Stern (1040L, EBSCO) <i>Women on the Lone Prairie</i> , Sean McCollum (N/A L, EBSCO) <i>If You Traveled West in a Covered Wagon</i> , Ellen Levine (860L, ARC)	Assessed ⁴⁵⁶ Common Core State Standards
	Text Complexity Rationale The anchor text selected for this unit is narrative nonfiction. Its complexities are related to structure and language. Much of the language used throughout the text is specific to the westward expansion time period. The author uses a variety of text features to enhance the readers understanding of the content.		Reading RL.5.1,RL.5.2, RL.5.4 , RL.5.5 , RL.5.7 , RI.5.1 ,RI.5.2, RI.5.3 RI.5.4,RI.5.7
			Foundational Skills RF.5.4 (c)
			Writing W5.2, W.5.4 , W5.5 , W5.7 , W5.8, W5.9
	Line of Inquiry What motivated people to settle in the West and how was their settlement both challenging and beneficial?	Unit Vocabulary depiction, frontier, motivation, paraphrase, pioneer, prairie, quotation, reservation, settlement, tension	Speaking and Listening SL.5.1 ,SL.5.2, SL.5.3 , SL.5.6 Language L.5.1 (d) , L.5.2 (a) , (b) ,L.5.4, L.5.5
Summative Assessment: After reading about the experiences of multiple groups of people who settled in the American West, students will write an essay to explain the challenges and benefits of their settlement. They will support their essay with evidence that includes details and quotes from at least two texts.			

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⁶ RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

Unit 3: Is Science Fiction? 12/12-2/12, 32.5 Days Suggested Unit Assessment Window 2/02-2/10 Unit Focus Within this unit, students will focus on elements of science and science fiction and explore how authors use them creatively to enhance their storytelling. They will read stories that take them to different worlds where physical features may be extreme but many of the same social issues are present. They will compare and contrast author's craft in the use of science in plot development over several works (stories as well as video). In evidence-based response writing, students will respond to text in a variety of ways.	Anchor Text: <i>Mirroring Miranda</i> , Jeffrey Fuerst (830L, Reading A-Z)	Text Set Informational Text <i>How to Read Literature Like a Professor for Kids: Is That a Symbol?</i> , Thomas Foster(820L, Teacher Resource Book) <i>The Day Aliens Attacked America</i> , Lauren Tarshis (910L, EBSCO)	Assessed⁷⁸⁹ Common Core State Standards
	Text Complexity Rationale Chosen as the anchor text for this unit, <i>Mirroring Miranda</i> is a literary text with middle high complexity due to its' multiple layers of both explicit and implicit meaning, abstract intrapersonal concepts, frequent shifts in points of view and manipulations of time and sequence.	Literary Texts <i>The Stranger</i> , Chris Van Allsburg (640L, Page 301 in Houghton Mifflin 4 th grade) <i>Frost and Fire</i> by Ray Bradbury (830L, Chapter 10 in <i>Guys Read: Other Worlds</i> , Jon Scieska) Other Sources <i>Quest</i> (video adaptation to "Frost and Fire")(Source)	Reading RL.5.1,RL.5.2, RL.5.3 ,RL.5.5 RL.5.7 RI.5.1RI.5.2 RI.5.4 Foundational Skills RF.5.4 Writing 5.W.1, 5.W.2, 5.W.3, 5.W.8, 5.W.9, 5.W.10
	Line of Inquiry How does the infusion of science into the elements of a story strengthen the plot?	Unit Vocabulary astronomer, astrology, atmosphere, complex, extraterrestrial, foreshadow, plot, quest, radioactive, radiation, science fiction, symbol, topic, universe	Speaking and Listening SL.5.1, SL.5.2, SL.5.6 Language L.5.1 (b) ,L.5.2 (c), (d), (e), L.5.4
	Summative Assessment After exploring the various elements of science and science fiction across multiple texts, students will examine the similarities and differences among the journeys of the main characters- Sim, Miranda and The Stranger.		

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Unit 4: Civil War and Reconstruction 2/17-4/10, 36.5 Days Suggested Unit Assessment Window (Optional) 3/30-4/28 Unit Focus Students will learn about the Civil War and the subsequent Reconstruction period. In reading, students will analyze the force and impact of the writer's point of view in understanding the historical events presented. Students will read a variety of accounts of the conflicts, including historical depictions, media accounts, novels, poetry, and music, and will compare and contrast the perspectives they embody. In evidence-based response writing, students will use technology to craft an opinion piece that includes reasons that are supported by facts and details.	Anchor Text <i>Pink and Say</i> , Patricia Polacco (590L, ARC)	Text Set <u>Literary Texts</u> “O Captain, My Captain,” Walter Whitman (Link1 or Link2) <u>Informational Texts</u> “Emancipation Proclamation,” Abraham Lincoln (2040L, Source) “Forty Acres and a Mule,” Tod Olson (920L, EBSCO) “A Nation Divided,” Scholastic News (1010L, EBSCO)	Assessed ¹⁰¹¹¹² Common Core State Standards
	Text Complexity Rationale Although this text is below the recommended Lexile band for this grade level, the qualitative measures make this an appropriate text for 5 th grade. In <i>Pink and Say</i> students will encounter particularly difficult language/vocabulary that is overly academic and unfamiliar. The text complexity focuses on the precise meaning of what the author is saying and how sentences are constructed. This could be ambiguous and misleading, which will make the sentences complex to decode.		Reading RL.5.1, RL.5.2, RL.5.6 , RL.5.9 RI.5.1, RI.5.2, RI.5.4, RI.5.6 RI.5.8 , RI.5.9
			Foundational Skills RF.5.4
			Writing W.5.1, W.5.2, W.5.3, W.5.8
	Line of Inquiry Why couldn't the North and South agree before, during and after the Civil War?	Unit Vocabulary cite, confederacy, confiscation, conflict, constitution, convert, emancipation, executive, influence, jurisdiction, paraphrasing, process, proclamation, propaganda, servitude, summarize, union	Speaking and Listening SL.5.1, SL.5.2, SL.5.4 , SL.5.5 SL.5.6
			Language L.5.1 (a), (e) , L.5.3 , L.5.4
Summative Assessment After reading several texts and articles that clearly define and place perspective on the Civil War and the reconstruction period, students will take a personal stand and write a letter to President Abraham Lincoln after his Emancipation Proclamation initiative. They will write from the perspective of either a Southerner (Confederate) or a Northerner (Union) to defend whether it was right or wrong.			

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Unit 5: Civil Rights in America 4/20-6/17, 40.5 Days Suggested Unit Assessment Window 5/04-6/12 Unit Focus Students will learn about the American civil rights movement and study individuals and their responses to challenging situations. In reading, students will examine a variety of characters in fictional and informational texts and summarize a texts key ideas and themes. Students will also compare and contrast characters, settings, and events across texts. Students will explore how lessons can be learned from the experiences of real or imaginary characters and how learning about various characters has changed their beliefs, attitudes, and perspectives. In evidence based response writing, students will write an opinion piece with a clear, logical structure and links between opinions and reasons.	Anchor Text The Brown V. Board of Education Decision in <i>Freedom Rides: Journey for Justice</i> , James Haskins (Lexile Score N/A)	Text Set <u>Literary Texts</u> <i>The Watson Go to Birmingham-1963</i> , Christopher Paul Curtis (1000L, ARC)	Assessed¹³¹⁴¹⁵ Common Core State Standards
	Text Complexity Rationale Students will encounter difficult legal doctrine that they must understand as well as develop an understanding of how the doctrine relates to ideas presented. The text complexity focuses both on the knowledge demands of the civil rights and language that occasionally unfamiliar and abstract.	<u>Informational Texts</u> <i>Malcolm X: A Fire Burning Brightly</i> , Walter Dean Myers (890L, ARC) <i>Dear Mrs. Parks</i> , Rosa Parks with Gregory J. Reed (850L, HM Traditions, pp. 552-555) “The Little Rock Nine,” Bryan Brown (950L, EBSCO) <i>The Little Rock Nine</i> , Meredith Costain (N/A L, ARC) “Sitting Down to Take a Stand,” Suzanne Bilyeu (880L, EBSCO)	Reading RL.5.1,RL.5.2,RL.5.4,RL.5.5 RL.5.6 RI.5.1,RI.5.2,RI.5.4,RI.5.6 RI.5.8
	Line of Inquiry How did the Civil Rights Movement change America?	Unit Vocabulary analyze, civil rights, decision, discrimination, equality, integration, movement, segregation, summarize	Foundational Skills RF.5.4
			Writing W.5.9
Summative Assessment Using the multiple texts studied in this unit students will chose a person, or group of people, from the Civil Rights and discuss the challenge(s) they faced and their response to the challenge. Using the text to support their opinion, students will argue in support of the person’s actions or not.			
Speaking and Listening SL.5.1,SL.5.2,SL.5.4,SL.5.5 SL.5.6			
Language L.5.4,L.5.6			

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¹⁵ RL.1, RL.10, RI.1, and RI.10 apply to every Unit.