

Semester 1 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 1: Eureka! I've Got It! Narrative Nonfiction, Realistic Fiction, and Argumentative Text  5-6 weeks	Introduce students to the skill of citing evidence, making inferences, identifying cause and effect relationships, identify and use text features, and ask and answer comprehension questions.	<p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band</p>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• The difference between historical and realistic fiction</li> <li>• How businesses in a community serve the needs of people.</li> <li>• How to Acquire and use unit vocabulary</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify primary and secondary sources</li> <li>• Recognize the text structure of cause and effect.</li> <li>• Identify the accomplishments of individuals who have made contributions to society</li> <li>• Create a promotional map</li> </ul>	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 1</p> <p>"Camping with the President"</p> <p>"A Walk with Teddy"</p> <p>"One Hen"</p> <p>"Reading Between the Dots"</p>

		<p>independently and proficiently.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage</p>			
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		<p>when writing or speaking.</p> <p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>5.SL.4 Report on a topic or text or</p>			
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		present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
<p>Unit 2: Taking the Next Step: Expository Text, Folktales, and Poetry</p> <p>5-6 weeks</p>	<p>Students will work on the skill of determining and evaluating author's use of problem-solution text structure, reread to monitor comprehension, and write responses to demonstrate understanding.</p>	<p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band</p>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• How to make inferences</li> <li>• Evaluate problem-solution text structure</li> <li>• Evaluate primary and secondary sources</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Make a poster about the US constitution</li> <li>• Present information about the Constitution</li> <li>• Paraphrase portions of a text</li> </ul>	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 2</p> <p>Excerpt from <i>Who Wrote the Constitution?</i></p> <p>The Bill of Rights</p> <p>"Wordsmiths"</p> <p>"The Magical Lost Brocade"</p> <p>"The Haudenosaunee Confederacy"</p>

		<p>independently and proficiently.</p> <p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>			
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		<p>5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>5.SL.1 Engage effectively in a range of collaborative</p>			
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		<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>			
<p>Unit 3: Getting from Here to There: Realistic Fiction, Expository Text, and Argumentative Text</p> <p>5-6 weeks</p>	<p>Students will work on the skill of inferring multiple themes, summarizing text, identify and use literary elements, write responses that demonstrate understanding, and vocabulary development.</p>	<p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by</p>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• They can learn from different cultures.</li> <li>• How to infer multiple themes,</li> <li>• How to summarize text in a logical order</li> <li>• Acquire and use academic vocabulary</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Paraphrase portions of a text</li> <li>• Present information about animal rescue operations</li> <li>• Create a persuasive advertisement</li> </ul>	<p>McGraw-Hill: <i>Wonders</i>, Unit 3</p> <p>"They Don't Mean It!"</p> <p>"Winter's Tail"</p> <p>"Machu Picchu: Ancient City"</p>

		<p>key details; summarize the text.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>including Latin/Greek roots</p>		
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		<p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
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		<p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>			
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Semester 2 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 4: It's Up to You: Biography, Drama, and Poetry  5-6 weeks	Students will explore how people work together to achieve positive change in society. How processes can lead to new discoveries.	<p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text</p>	<p>Students will Know:</p> <ul style="list-style-type: none"> <li>• The process of citing relevant evidence</li> <li>• How to make inferences to support understanding</li> <li>• How to explain author's point of view</li> <li>• How to summarize texts in logical order</li> <li>• How to acquire and use unit vocabulary</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• create a slide show</li> <li>• Conduct photo research</li> <li>• Create a cause-and-effect chart</li> <li>• Write an Email</li> </ul>	<p>McGraw-Hill: <i>Wonders</i>, Unit 4</p> <p>"Rosa"</p> <p>"A Window into History: The Mystery of the Cellar Window"</p> <p>"Words Free as Confetti"</p> <p>"Dreams"</p> <p>"Free Verse and Lyric Poetry"</p>

		<p>complexity band independently and proficiently.</p> <p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p>			
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		<p>5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>5.SL.1 Engage effectively in a range of collaborative</p>			
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		<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>			
<p>Unit 5: What's Next? Expository Text, Historical Fiction, and Argumentative Text</p> <p>5 to 6 weeks</p>	<p>Students will explore expository text for the purpose of discussing scientific knowledge, focusing on solar system to see how information changes with advancement in knowledge.</p>	<p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.5 Compare and contrast the overall structure of events, ideas, concepts, or</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• How to cite relevant evidence</li> <li>• How to make inferences to support understanding</li> <li>• How to use evidence to explain cause and effect.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Engage in collaborative discussions</li> <li>• Paraphrase portions of "The Sun: Our Star"</li> <li>• Differentiate between plagiarism and paraphrasing</li> </ul>	<p>McGraw-Hill: <i>Wonders</i>, Unit 5</p> <p>Excerpt from <i>When Is a Planet Not a Planet?</i></p> <p>Excerpt from <i>Bud, Not Buddy</i></p> <p>"The Case of the Missing Bees"</p> <p>"The Crow and The Pitcher"</p>

		<p>information in two or more texts.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"><li>• How to monitor comprehension</li><li>• How to Identify and use text features.</li></ul>	<ul style="list-style-type: none"><li>• Create a podcast</li></ul>	
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		<p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
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<p>Unit 6: Linked In: Historical Fiction, Expository Text, and Poetry</p> <p>5-6 weeks</p>	<p>Students will explore how both humans contribute to single causes and adapt to change in society along with exploring animal adaptations over time.</p>	<p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band</p>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• How to identify literary elements</li> <li>• How to analyze text structure</li> <li>• How to ask and answer questions</li> <li>• How to identify text features</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Decode words from mythology</li> <li>• Create a multimedia slideshow</li> <li>• Format and write to request information</li> </ul>	<p>McGraw-Hill: <i>Wonders</i>, Unit 6</p> <p>"The Unbreakable Code"</p> <p>"Survival at 40 Below"</p> <p>"You are My Music"</p> <p>"Allies in Action"</p> <p>"Shipped Out"</p>
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		<p>independently and proficiently.</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage</p>			
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		<p>when writing or speaking.</p> <p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>5.SL.4 Report on a topic or text or</p>			
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		present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
End of Semester 2					