

AmplifyCKLA / AmplifyReading

# Summer School Program Guide

Grades 3–5





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# Welcome

Dear Educators,

The Amplify CKLA with Amplify Reading summer school program for Grades 3–5 is designed to boost reading proficiency through intensive language arts instruction and knowledge building. Summer school provides the extra instruction, individualized attention, and time each student needs to advance as a reader and writer. The summer school curriculum strengthens the skills students learned during the school year, prepares them for the next grade level, and helps to prevent summer learning loss.

The main components of the summer school program are:

- **Amplify CKLA:** whole class and small group instruction and practice in reading, language (grammar, punctuation, morphology, and spelling), and writing; development of background knowledge, speaking and listening skills, vocabulary, and comprehension skills
- **Amplify Reading:** independent skills practice through digital games that helps skills transfer to reading text

The summer school program is implemented as follows:

- **Amplify CKLA Instruction:** a daily minimum of 90 minutes of content-rich literacy instruction and practice
- **Differentiated Group Time:** three 20-minute rotations each day of direct teacher support, independent/partner reading time, and **Amplify Reading**
- The Grades 3–5 summer program is intended to last approximately **six weeks** but can be adjusted based on your schedule and needs. This guide provides a range of suggested implementation options.

In the pages that follow, you will find important information about each element of this program and details about how to implement it using the materials included in the Summer School Teacher and Student Bundles.

Thank you for your participation in this vital program!

Sincerely,

Amplify Education



# Summer School Schedule

The program schedule is flexible to accommodate a variety of summer school calendars. Below is a sample schedule for Grades 3–5. Time for Amplify CKLA Lesson Instruction/Practice should be the priority; the other time segments can be adjusted down.

## Sample Daily Schedule

Breakfast/Morning Meeting	20 min.
Amplify CKLA Skills Instruction/Practice	60 min. minimum*
Snack/Break	10 min.
Amplify CKLA Lesson Instruction/Practice	30 min. minimum*
Differentiated Group Time (three 20-minute rotations, including Amplify Reading)	60 min.
<b>Total Daily Time:</b> 180 min. (3 hours)	

\* Please note each lesson in Amplify CKLA includes multiple components (such as reading, speaking and listening, language, and writing). The length of time required for each component can vary from lesson to lesson. The suggested number of minutes for Lesson Instruction/Practice shown above are minimums. We encourage you to divide up lesson time flexibly based on the suggested durations for each lesson component given in the Teacher Guide.

## Sample Weekly Schedule

Daily instruction, during the course of a four-day week, is shown below. Details about each segment of the day are provided later in this guide. If your program has a five-day weekly schedule, the fifth day will follow the same format, or you can use that day for additional activities of your choice. For suggestions of additional activities, please see the Effective Use of Additional Instruction Days section below.

Monday	Tuesday	Wednesday	Thursday
Breakfast/Morning Meeting	Breakfast/Morning Meeting	Breakfast/Morning Meeting	Breakfast/Morning Meeting
Amplify CKLA Lesson Instruction/ Practice (60 min.)	Amplify CKLA Lesson Instruction/ Practice (60 min.)	Amplify CKLA Lesson Instruction/ Practice (60 min.)	Amplify CKLA Lesson Instruction/ Practice (60 min.)
Snack Break	Snack Break	Snack Break	Snack Break
Amplify CKLA Lesson Instruction/ Practice (30 min.)	Amplify CKLA Lesson Instruction/ Practice (30 min.)	Amplify CKLA Lesson Instruction/ Practice (30 min.)	Amplify CKLA Lesson Instruction/ Practice (30 min.)
Differentiated Groups including Amplify Reading (60 min.)	Differentiated Groups including Amplify Reading (60 min.)	Differentiated Groups including Amplify Reading (60 min.)	Differentiated Groups including Amplify Reading (60 min.)

# Amplify CKLA Grades 3–5

Amplify CKLA in Grades 3–5 integrates instruction in reading, language skills, and writing, while introducing students to a robust knowledge domain. Below are materials and program highlights for summer program implementation of a CKLA unit:

- Materials included in the Summer School Teacher Bundle: Unit Teacher Guide, access to the Teacher Resource Site and Amplify CKLA Hub (online resources for families and students), Foundational Skills Boost lessons, Novel Guides, and our Intervention Toolkit
- Materials included in the Summer School Student Bundle: Unit Reader, Unit Student Activity Book, and online access to the Amplify CKLA Hub and Amplify Reading (student license provided)
- Rely on the Teacher Guide for detailed instructions and information about the specific resources needed for each lesson.
- Daily lessons are designed to take up to 120 minutes in Grade 3 and 90 minutes per day in Grades 4 and 5.
- To access online digital resources via the **Amplify CKLA Teacher Resource** site:
  - **Go to:** [ckla.amplify.com](https://ckla.amplify.com) and choose 2nd Edition and log in with Amplify
  - **Username:** cklasummerschool
  - **Password:** 1234

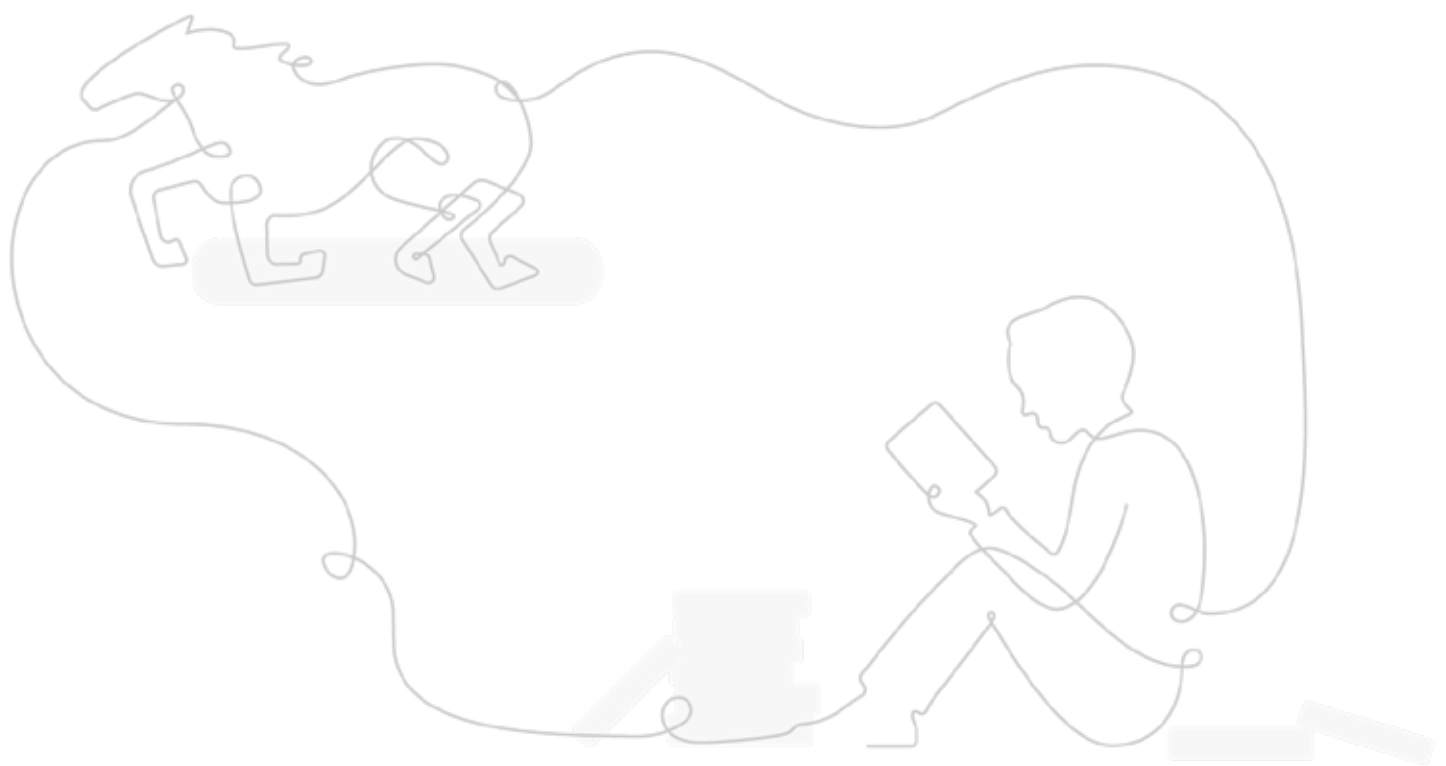
## Teaching an Amplify CKLA Unit in the Summer Program

For Grades 3–5, the summer program requires the teaching of one unit from our year-long Amplify CKLA curriculum. The primary focus of the unit you will be teaching is to reinforce and build upon the base each student has in reading comprehension and fluency. The knowledge domain for the unit provides an important context for building background knowledge, vocabulary, and the ability to access and unpack complex texts—so real comprehension can happen. Amplify CKLA units also include instruction and practice in spelling, grammar, punctuation, morphology, and the process of planning, drafting, and editing written pieces.



During summer school, you will teach one Amplify CKLA unit over the course of six weeks (four days per week). Below is an outline of the required grade-level unit and lessons for summer school.

Grade	Unit and Lessons to Be Completed
Grade 3	<ul style="list-style-type: none"><li>• Complete all 15 lessons in Unit 4, <i>The Ancient Roman Civilization</i>.</li><li>• Conduct Pausing Point days after Lessons 7 and 13.</li><li>• Unit Assessment is in Lessons 14 and 15.</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Complete all 19 lessons in Unit 8, <i>Treasure Island</i>.</li><li>• Conduct Pausing Point days after Lesson 19.</li><li>• Unit Assessment is in Lesson 15. In Lessons 16–19, students are given more time to complete their adventure stories.</li><li>• There are instructions and materials for an optional End-of-Year Assessment at the end of the Teacher Guide and in the Student Activity Book.</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Complete all 19 lessons in Unit 5, <i>The Renaissance</i>.</li><li>• Conduct Pausing Point days after Lessons 7 and 19.</li><li>• Lesson 15 is the Unit Assessment.</li><li>• Lessons 16–19 are devoted exclusively to writing a biography.</li></ul>



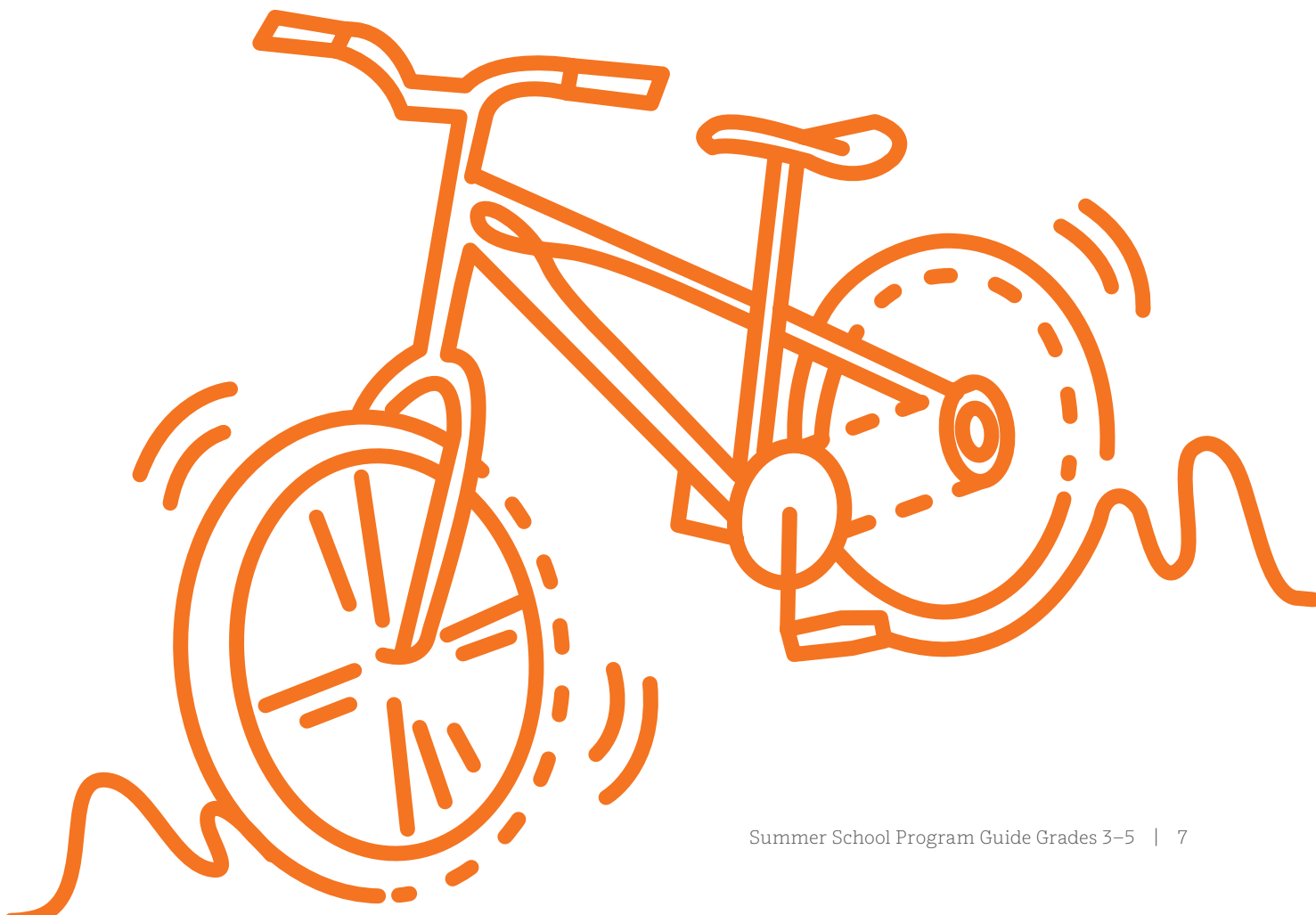
## Effective Use of Additional Instructional Days

If you have extra days of instruction available in your summer program, we have the following recommendations for using that time to help ensure students get the most of the summer program in Amplify CKLA.

- Provide additional differentiated small group time to:
  - Review/preview lesson material directly with students.
  - Allow students to continue using Amplify Reading.
  - Introduce students to the Vocab App on the Hub so they can build and practice their working vocabulary.
  - Conduct Read-Alouds and/or provide additional Independent/Partner reading time. Use titles from the recommended trade books list located in the Teacher Resources section of this guide.
- Give students more time to complete and present their writing pieces from the unit.
- Discuss with students unit-level essential and guiding questions and assign additional writing prompts or a culminating activity. For suggestions, refer to the Essential Questions and Prompts document in the online teacher resources for your unit.
- Use Pausing Point days to assess, review, and extend what students are learning in the lessons. See the unit Teacher Guide and Student Activity Book for Pausing Point activities, instructions, and materials.
- Organize a creative project to allow students to express what they have learned in this unit, such as doing an illustration of a character, unit theme, or a visual to accompany the formal written piece. Keep in mind that you would need to provide art supplies as these are not included with Amplify CKLA bundles.

## Tips for Teaching an Integrated Amplify CKLA Unit

- Read the Unit Introduction at the beginning of the Teacher Guide for important guidance on the skills and content covered in the unit.
- Teach the unit and all lessons in order. The lessons have been developed to build on one another.
- Read the introduction to each lesson, especially the Primary Focus objectives and Advanced Preparation sections.
- Locate any materials needed prior to instruction. The Lesson-at-a-Glance section of each lesson in the unit Teacher Guide includes a list of all materials needed.
- Remember, teacher-led discussions and text response writing are important scaffolds that help students unlock our grade-level Readers.
- During instruction, keep the pace quick and lively to ensure student engagement and completion of all lessons during the program.
- Make sure all lesson segments are taught each day. Keep an eye on the time allotted for each lesson segment. If you are taking too long in a segment, you can reduce the number of questions/ examples in that segment to save time.
- It is better to skip a few questions/examples than to run out of time and skip other segments of the lesson. As you strive to keep lessons on time and focused, refer to the Primary Focus statement (shown at the top of each lesson section in the Teacher Guide).



# Differentiated Group Time

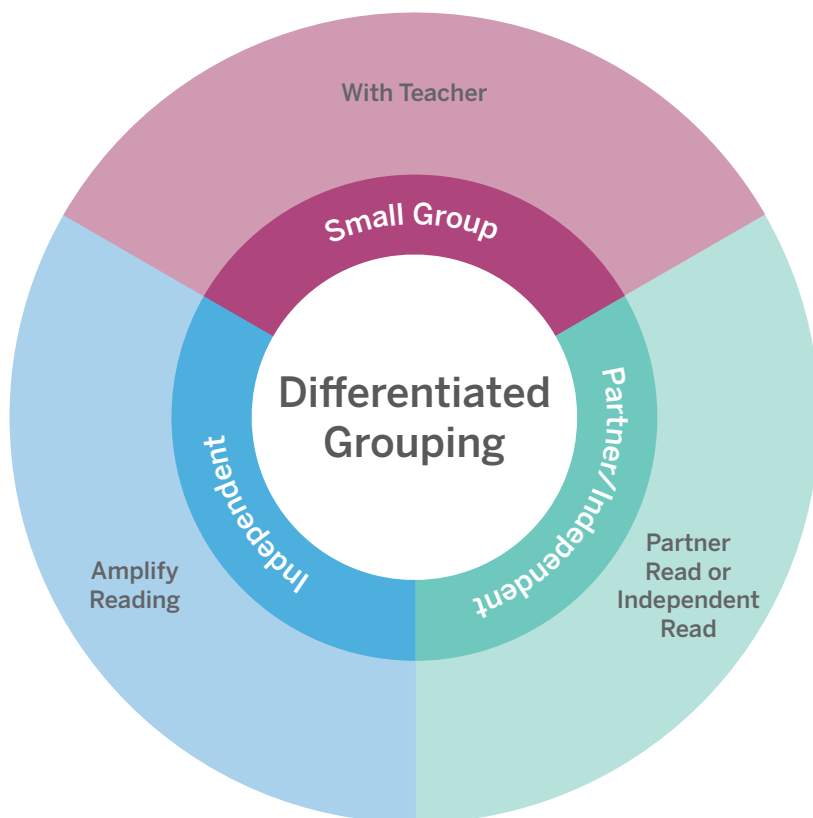
- Sixty minutes per day (time can be adjusted according to your schedule).
- Three groups that rotate to three activities for 20 minutes each day:
  - small group time (with teacher)
  - partner/independent reading
  - Amplify Reading

## Materials Required for Differentiated Group Time

Teacher Guides, Student Readers (hard copy or narrated digital version online in the Hub), Student Activity Books, online digital resources from the Amplify CKLA Teacher Resource site, access to the Amplify Reading program, and student devices (computers or tablets) with headphones



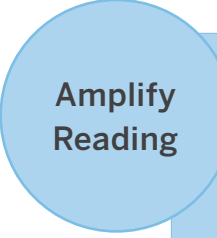
## Differentiated Grouping

- If possible, use available data (such as mCLASS / Dibels, or NWEA) to form groups based on skills, need, and/or ability.
- Create three groups of students. Try to keep the number of students in each group about the same for better group management.
- Consider assigning each group a motivating and relevant name from the unit, such as a Roman god (Grade 3), a group or character from *Treasure Island* (Grade 4), or a Renaissance figure (Grade 5).
- Determine the level of support needed by each group. This will assist you in planning for group work.
- You may find a student needs to move to a different level of support over the course of the summer school session. In that case, move the student to a more appropriate group.



## Grouping Rotation

- It is highly recommended that you spend the first few days practicing Differentiated Group Time in whole groups. Practice and rule-setting should cover the following:
  - How to do the activity in each rotation
  - How to transition to each activity
  - What to do if you need help
  - What to do if you are done with an activity before time is up
- It may be beneficial to practice each activity as a whole group in 20-minute rotations to mirror the actual rotation schedule. This will help students better acclimate to transitioning between activities each day.
- If students are having difficulty working independently, you may cut back the rotation time by 5 minutes (15 minutes for each rotation instead of 20 minutes) and then gradually add the time back as they become more accustomed to the time frame.
- Use a timer to keep rotations on track. Give students a 1- to 2-minute warning before a transition. Use a schedule, such as the one below, to rotate the order of activities.

		Monday	Tuesday	Wednesday	Thursday
 <b>Small Group with Teacher</b>	1st 20 min.	Group 1	Group 1	Group 1	Group 1
	2nd 20 min.	Group 3	Group 3	Group 3	Group 3
	3rd 20 min.	Group 2	Group 2	Group 2	Group 2
 <b>Partner/ Independent Read</b>	1st 20 min.	Group 2	Group 2	Group 2	Group 2
	2nd 20 min.	Group 1	Group 1	Group 1	Group 1
	3rd 20 min.	Group 3	Group 3	Group 3	Group 3
 <b>Amplify Reading</b>	1st 20 min.	Group 3	Group 3	Group 3	Group 3
	2nd 20 min.	Group 2	Group 2	Group 2	Group 2
	3rd 20 min.	Group 1	Group 1	Group 1	Group 1



## Small Group with Teacher

- Choose an activity to help support student learning. Options include:
  - Providing extra support on any aspect of the day's lesson, such as rereading and discussing the reading, revisiting digital images to support comprehension, helping students to complete an activity page, and/or correcting the page together.
  - Supporting students as they complete the Take Home section of the day's lesson (see Teacher Guide and Student Activity Book).
  - Choosing to guide students in an activity from the unit Pausing Point (see Teacher Guide and Student Activity Book for Pausing Point activities).
- You may choose one activity for Group 1 and a different activity for Group 2 or Group 3. The activity you choose for each group should match that group's specific needs.
- You may use one activity for all three groups, but you should vary the level of guidance and support you provide. For example, some groups may need more step-by-step guidance or prompting, while others may need less.
- For answer keys, consult the Teacher Resources section at the back of the Teacher Guide.
- Digital Components and support materials can be found on the Teacher Resources area of the Amplify CKLA website and on the Hub.
- With any extra time, students can read aloud from their Readers. Choral reading is better than a round-robin approach to keep students engaged. Provide support as is appropriate to the needs of each group.



Page from Student Reader Grade 5, Unit 5, *The Renaissance*

## Partner/Independent Reading

- Assign partners in advance.
- Students will take turns reading aloud from the Student Reader. This is a **Must Do**.
- Students should read or reread the story that was covered during that day's lesson.
- When students are done reading with their partner, there are several **May Do** options.
- Ensure that students know what they need to do first and after. Help students understand and use the "**Must Do, May Do**" lists, outlined below, during initial rotation practice.
- If students have difficulty reading independently, you may consider having two rotations instead of three in which half the students read with you in a small group and the other half work on Amplify Reading.

### Must Do:

- Read the story aloud from the Student Reader with a partner.
  - Partner reading options may include:
    - Take turns reading the entire story aloud.
    - Have one student be the leader, reading one line at a time for the partner to echo.
    - Read chorally, keeping voices together while reading the story.

### May Do:

- Reread the story in the Student Reader independently.
- Independently read a book from the list of Recommended Trade Books in the Teacher Resources section at the end of this guide. Consider gathering these titles in advance and setting out the books prior to each small group session.
- Draw/write to illustrate and explain a scene from the story they just read.

If additional electronic devices are available for student use, additional **May Do** options are possible, including:

- Listen to a narrated version of the Student Reader, available in the Library section of the Amplify CKLA Hub, while following along online or in the hard copy version of the Reader.
- Allow students to use the Hub to listen to today's chapter, to review a previously read chapter, or to preview an upcoming chapter of the Reader.



## Amplify Reading

- Students work independently using Amplify Reading on individual devices.
- Students are placed into appropriate games and levels based on available data, or based on grade and time of year.



## Tips for Amplify Reading

- Assist students with device setup and login instructions.
- Practice logging in, game navigation, computer use rules, and transitions between rotations during the first few days of the session during Differentiated Group Time.
- Provide a short list of rules to follow while you are engaged with a small group. These rules could also be used for students in the Partner/Independent Reading Group. Here is one example:
  - 1 Stay in your seat.
  - 2 Do your best work.
  - 3 Quietly ask others in your group for help instead of the teacher.
  - 4 If you need the teacher, raise your hand.
  - 5 Work quietly.
  - 6 Treat the devices with care.



It is unlikely that students will have additional time before the end of the rotation, but if they do, have them choose any of the activities in the **May Do** section of Partner/Independent Reading above.

# Teacher Resources

## Curriculum Maps and Recommended Trade Books

- Grade 3, Unit 4, The Ancient Roman Civilization 15
- Grade 4, Unit 8, Treasure Island 17
- Grade 5, Unit 5, The Renaissance 20





# Grade 3 | Curriculum Map

## Unit 4: The Ancient Roman Civilization

<h2>Unit Summary</h2> <p>Students dive into ancient Rome in this unit, studying its historical events and culture and reading the legend of Romulus and Remus about Rome’s founding, along with several myths about Roman gods and goddesses. They study the historical rise and fall of the Roman Republic and Empire, as well as key historical figures such as Hannibal, Julius Caesar, and Augustus. Students review the spelling patterns of r-controlled vowels and spellings of the sound /ee/. They review verb tenses, the verbs <i>to be</i> and <i>to have</i> and subject-verb agreement, learning to change the spelling of verbs to match various subjects. They also study the common suffixes <i>–er</i>, <i>–or</i>, <i>–ist</i>, <i>–ian</i>, <i>–y</i>, and <i>–al</i>, reviewing how suffixes change the meaning of root words and how they may change the part of speech of that word. Students develop their opinion writing skills in this unit, working on a range of opinion pieces that culminate in an opinion essay about Rome’s most significant cultural contribution.</p>				<h2>Overall Learning Outcomes</h2> <ul style="list-style-type: none"><li>- Identify the point of view of a text</li><li>- Demonstrate understanding of main idea and key vocabulary</li><li>- Review r-controlled vowels and learn spelling patterns for the /ee/ sound</li><li>- Continue developing subject-verb agreement and correct verb tense usage</li><li>- Learn the suffixes <i>–y</i>, <i>–al</i>, <i>–ist</i>, and <i>–ian</i></li><li>- Write an opinion essay</li><li>- Unit Assessment</li></ul>			
<b>Unit Length:</b> <b>15 days</b>		<b>Anchor Text:</b> <i>Stories of Ancient Rome</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 640L		<h2>Big Ideas</h2> <ul style="list-style-type: none"><li>- This unit serves as a precursor to future, in-depth studies of the Roman Republic and leadership and the decline and fall of the Roman Empire.</li><li>- An introduction to ancient Roman culture, including food, religion, education, and class.</li><li>- Roman geography, history, government, and monumental battles of the Roman Empire.</li></ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>
RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.9 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.9 RI.3.10 RF.3.3a RF.3.3d RF.3.4 RF.3.4a	W.3.1 W.3.1a W.3.1b W.3.1d W.3.5 W.3.7 W.3.8 W.3.10	SL.3.1 SL.3.1a SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.4 SL.3.5	L.3.1d L.3.1e L.3.1f L.3.2f L.3.2g L.3.4a L.3.4b L.3.4d L.3.5a L.3.5b L.3.6	RL.3.1 RL.3.3 RL.3.9 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.9 RI.3.10	W.3.1 W.3.5 W.3.8	SL.3.2	L.3.1d L.3.1e L.3.1f L.3.2f L.3.2g L.3.4b

# Recommended Trade Books for Grade 3

## Unit 4: The Ancient Roman Civilization

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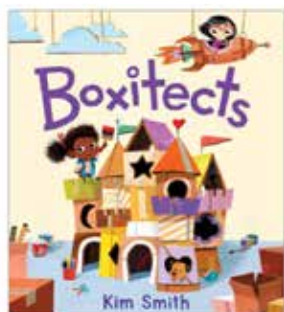


### **How the Amazon Queen Fought the Prince of Egypt**

by Tamara Bower

Students can extend their knowledge of ancient civilizations with this text, which draws on tales depicted in ancient scrolls. In the peaceful Land of Women ruled by Queen Serpot, Amazons live freely and without men—until Prince Pedikhons comes to see how these women warriors battle, thanks to the Queen’s bravery and cleverness.

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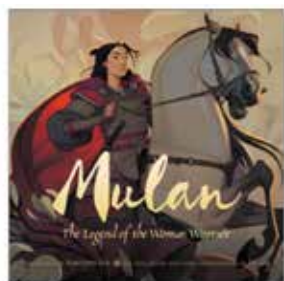


### **Boxitects**

by Kim Smith

Students can extend their learning about architecture through this playful text. Meg and Simone are the top boxitects at Maker School, but they have difficulty working together on a project in the Maker Match competition. When they decide to put their minds together, though, they just might find success.

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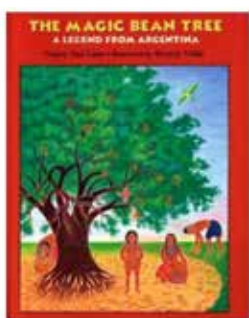


### **Mulan: The Legend of Woman Warrior**

by Faye-Lynn Wu

Students can use this retelling of “The Ballad of Mulan” to make connections between characteristics of leaders. This empowering story covers how Mulan finds the courage to disguise herself as a man and take her father’s place in the army.

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### **The Magic Bean Tree: A Legend from Argentina**

by Nancy Van Laan

In this legend from Argentina, a courageous boy risks everything to bring back the rain for his village. The rich, colorful illustrations enhance the setting of this beautiful story, which students may compare with the Roman myths and legends they have been studying.

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### **Star Boy**

by Paul Goble

Follow Star Boy’s journey to the Sky World to make peace with the Sun. Readers will find themes such as love, curiosity, courage, and gratitude, providing opportunities to compare and contrast this myth with the Roman legends they have studied.

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# Grade 4 | Curriculum Map

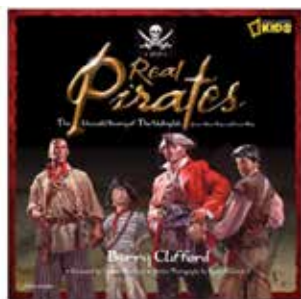
## Unit 8: Treasure Island

<h2>Unit Summary</h2> <p>This unit examines the fiction genre through a classic novel, <i>Treasure Island</i>. Students focus on character development, setting, plot, and literary devices while reading an abridged version of Robert Louis Stevenson’s popular adventure story. They also trace the development of plot, characters, and literary elements over the course of the novel and engage in an extended writing project while continuing to practice the various stages of the writing process. Students draft a character sketch, then write, publish, and share an original adventure story. Throughout these writing activities students focus on character development, dialogue, verb choice, and revision methods. Students learn relative pronouns, the suffixes <i>–ful</i> and <i>–less</i>, and the root word <i>bio</i>. They also continue working with modal auxiliary verbs and coordinating conjunctions.</p>				<h2>Overall Learning Outcomes</h2> <ul style="list-style-type: none"><li>- Identify and properly use modal auxiliary verbs, relative pronouns, and coordinating conjunctions</li><li>- Demonstrate understanding of key vocabulary</li><li>- Trace development of character, setting, plot, and literary devices in a longer work of fiction</li><li>- Develop an adventure story using an introduction, problem or conflict, rising action, turning point or climax, and a resolution</li><li>- End-of-the-Year Assessment</li></ul>			
<b>Unit Length:</b> <b>19 days</b>		<b>Anchor Text:</b> <i>Treasure Island</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 770L		<h2>Big Ideas</h2> <ul style="list-style-type: none"><li>- This text is an abridged version of the original novel written by Robert Louis Stevenson in 1883 and provides exposure to literary classics.</li><li>- There are several themes, including greed, adventure, duplicity, and bravery, throughout the text.</li><li>- Sailing, the primary form of long-distance travel at the time, also included many challenges, such as disease, piracy, and accurate navigation.</li></ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>
RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.6 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1b SL.4.1c SL.4.2d SL.4.2 SL.4.6	L.4.1 L.4.1a L.4.1c L.4.1f L.4.1g L.4.2 L.4.2a L.4.2b L.4.2c L.4.2d L.4.3 L.4.3a L.4.3b L.4.3c L.4.4 L.4.4a L.4.4b L.4.4c L.4.5 L.4.5a L.4.5b L.4.5c L.4.6	RL.4.1 RL.4.3 RF.4.3	W.4.3 W.4.3a W.4.3e W.4.5 W.4.6	SL.4.1 SL.4.1c	L.4.1a L.4.1c L.4.2 L.4.2c L.4.3a L.4.4b L.4.4c L.4.5

# Recommended Trade Books for Grade 4

## Unit 8: Treasure Island

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### **Real Pirates: The Untold Story of the Whydah from Slave Ship to Pirate Ship**

by Barry Clifford

Underwater archaeologist Barry Clifford explores the history of the pirate ship *Whydah* and explains his discovery of its wreck more than two centuries later. Descriptions of the Slave Trade, the Triangular Trade, and the *Whydah*'s role in transporting captive Africans across the Atlantic are included. The book includes frank acknowledgement of the horrors of piracy and the slave trade, including illustrations of weaponry, violent clashes, the hanging of a pirate, and a diagram showing the way enslaved people were inhumanely transported aboard ships. Photographs give an up-close look at recovered artifacts from the wreck as well as the difficult process of preserving such treasures.

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### **Pirate Queen: A Story of Zheng Yi Sao**

by Helaine Becker

This book tells the tale of the most powerful pirate in history, Zheng Yi Sao, who seized her late husband's fleet in 18th century China. Lyrical prose and rich illustrations take readers through Zheng's life, including her impoverished beginnings, her rise to power, and how she successfully negotiated her own freedom. A detailed Author's Note describes the challenges of reconstructing Zheng's lifestory from limited historical information. Teachers should preview the book's brief mention of kidnapping and suicide before reading with students.

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### **Yao Bai and the Egg Pirates**

by Tim J. Meyers

In the 1860s, Chinese immigrants risked life and limb to gather and sell murre eggs from California's Farallon islands. This picture book contains suspenseful and surprising twists, including encounters with pirates and a whale, that make for a great adventure story.

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### **The Greatest Adventure**

by Tony Piedra

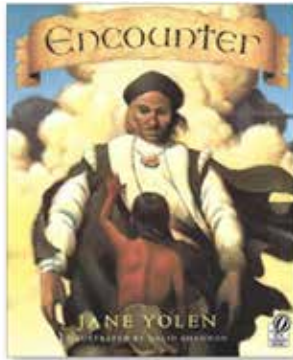
When they are unable to take a real adventure together, young Eliot and his grandpa, El Capitán, decide instead to take a journey of the imagination. This picture book and its straightforward story can be followed by a classroom discussion about the elements of adventure stories and different types of adventures books.

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# Recommended Trade Books for Grade 4

## Unit 8: Treasure Island (continued)

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### **Encounter** by Jane Yolen

The story of Columbus' arrival on San Salvador is told from the perspective of a Taino boy. The boy's fear and foreboding foreshadow the problems that European arrival would bring for native peoples. Teachers might consider this text to discuss this unit theme: "How can you determine if someone is trustworthy or untrustworthy?"

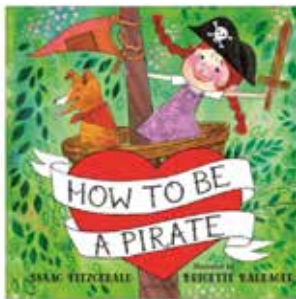
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### **The Pirate Tree** by Brigitta Orel

This text offers a simple story of imagination and friendship. Teachers might use this text to help readers identify the elements that make up an adventure tale.

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### **How to Be a Pirate** by Isaac Fitzgerald

A grandfather explains to his granddaughter how to become a pirate. This easy flowing tale offers a chance for readers to consider the qualities of an adventurous pirate.

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# Grade 5 | Curriculum Map

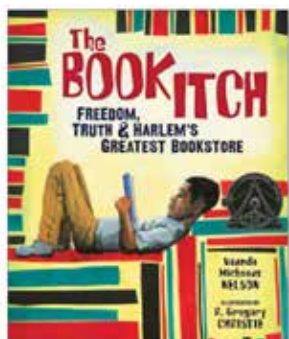
## Unit 5: The Renaissance

<h2>Unit Summary</h2> <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>				<h2>Overall Learning Outcomes</h2> <ul style="list-style-type: none"><li>- Develop an understanding of reading for purposes, such as gist, explanation, details, and inferences</li><li>- Write an informational paragraph</li><li>- Review note-taking techniques on informational text</li><li>- Create a biography about a famous Renaissance artist using at least two sources</li><li>- Unit Assessment</li></ul>			
<b>Unit Length:</b> <b>19 days</b>		<b>Anchor Text:</b> <i>Patrons, Artists, and Scholars</i> <b>Text Type:</b> Informational <b>Lexile:</b> 980L		<h2>Big Ideas</h2> <ul style="list-style-type: none"><li>- The Renaissance was a cultural movement that began in Italy and swept through Europe.</li><li>- During the Renaissance, merchants and businessmen supported artists as their patrons.</li><li>- Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration.</li><li>- Renowned masters of art and literature from the time period are featured.</li></ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>
RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.7 RI.5.8 RI.5.9 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.3 W.5.3a W.5.3d W.5.4 W.5.5 W.5.7 W.5.8 W.5.9 W.5.9b W.5.10	SL.5.1 SL.5.2 SL.5.3 SL.5.4	L.5.1 L.5.1a L.5.1c L.5.1e L.5.2 L.5.2e L.5.4 L.5.4a L.5.4b L.5.4c L.5.5 L.5.5b L.5.5c L.5.6	RI.5.1 RI.5.2 RI.5.3 RI.5.8 RI.5.9 RF.5.3a	W.5.2a W.5.2b W.5.2c W.5.3a W.5.3d W.5.5 W.5.7 W.5.8	SL.5.3	L.5.1 L.5.1a L.5.1c L.5.1d L.5.1e L.5.2 L.5.2e L.5.4b

# Recommended Trade Books for Grade 5

## Unit 5: The Renaissance

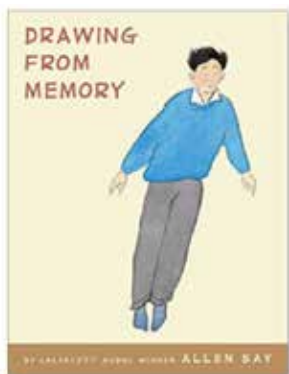
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### **The Book Itch: Freedom, Truth & Harlem's Greatest Bookstore** by Vaunda Micheaux Nelson

How does the celebration of the human spirit known as the Harlem Renaissance compare and contrast with the Renaissance in Europe? *Book Itch*, the story of Harlem's African National Memorial Bookstore, can provide readers the opportunity to explore such questions. Readers will be drawn into this book by the narration of a young Lewis Michaux Jr., whose father founded the bookstore during the Harlem Renaissance, and his personal memories of the visits of various African American luminaries. Please note this story includes a poignant explanation of the sadness Lewis and his family felt when hearing of the murder of Malcolm X, someone they knew personally and greatly revered.

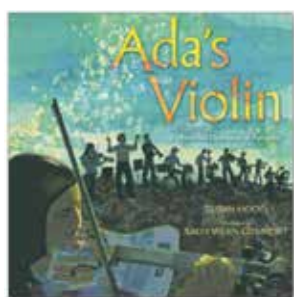
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### **Drawing from Memory** by Allen Say

Allen Say and his story of becoming an artist will connect readers with a twentieth 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.

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### **Ada's Violin: The Story of the Recycled Orchestra of Paraguay** by Sarah Hood

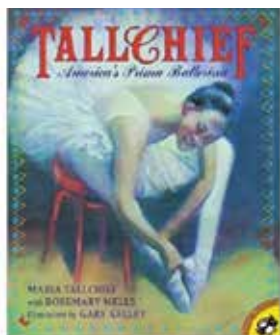
Ada, who faces life in a town built on a landfill in Paraguay, finds fulfillment of a dream when she plays in an orchestra where everyone's instrument is made from recycled materials. This true story provides a contemporary example of the "spirit of the Renaissance" (a theme students explore in this unit) and helps readers see how even the most challenging of circumstances cannot hold back the human spirit and the drive to fulfill one's potential. Students are likely to react with compassion to Ada's situation, marvel at her persistence, and connect to the strength she garners from the arts, particularly music. Please note the text contains mentions some of the dangers in Ada's town, including the presence of gangs.

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# Recommended Trade Books for Grade 5

## Unit 5: The Renaissance (continued)

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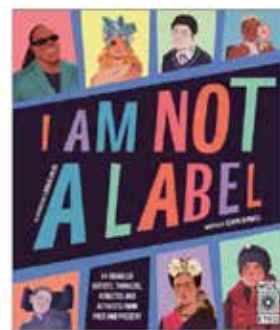


### **Tallchief: America's Prima Ballerina**

by Maria Tallchief

This text is Maria Tallchief's first-person retelling of her life's journey from a reservation to becoming America's prima ballerina. Along the way, Maria had to overcome barriers that society placed in her path, including an Osage belief that women should not participate in tribal dances (this privilege was reserved for males only). Students may consider how Tallchief's defiance of gender norms in her community relates to the obstacles women have faced in achieving artistic success throughout history, such as Isabella d'Este defying gender conventions during the Renaissance. *Tallchief* provides an important success story about overcoming such barriers.

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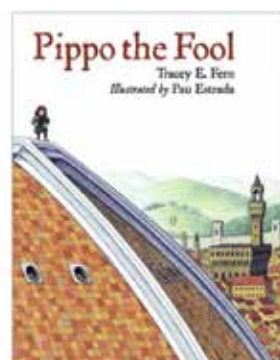


### **I Am Not a Label: 34 Artists, Thinkers, Athletes, and Activists with Disabilities from Past And Present**

by Cerrie Burnell

Cerrie Burnell's book is a testament to the capabilities of the human body and mind and everyone's right to live in an accessible and inclusive world. Detailed profiles of each individual illustrate the lives of various artists, thinkers, athletes, and activists from different time periods around the world. Students will draw connections between this text and the unit's depiction of Renaissance figures like Leonardo da Vinci, whose dyslexia influenced his art and inventions, and Michelangelo, who created masterpieces despite his limited mobility. Please note that among the sensitive topics mentioned in this text is a brief blurb about Demi Lovato, which includes mention of suicidal ideation, self-harm, and substance abuse.

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### **Pippo the Fool (Junior Library Guild Selection)**

by Tracey E. Fern

Considered a pauper and a hermit by more elite townspeople, Pippo (known by history as Filippo Brunelleschi, the architect who created the Duomo in Florence) is an alternative thinker who finds a way to contribute his know-how to the construction of a unique double dome design for the local cathedral. This easy-to-follow story provides connections to Renaissance era advancements in engineering and construction and an important theme about listening to all voices in order to identify the best solutions to a community's problems. It also offers a useful springboard for social emotional learning activities.

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### **Marguerite Makes a Book**

by Bruce Robertson

Marguerite, who enjoys illuminating manuscripts in her father's book shop, helps readers to see what life may have been like for a young girl in early fifteenth century Paris. This engaging story and its colorful illustrations focus not only on Marguerite but also on the tedious process of making books by hand before the printing press was invented. It also helps extend students' knowledge of the unit theme on the roles available to women in Renaissance era society. The Author's Note provides facts and photos of actual manuscripts that will further enhance student understanding.

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