

The Core Knowledge Language Arts program is designed to help students build language arts skills in speaking, listening, reading and writing, as well as rich knowledge and vocabulary, as called for in the Common Core State Standards - ELA. CKLA Grade 5 was created in collaboration with our commercial publishing partner, Amplify. The complete grade 5 program is comprised of 9 units. Four of the CKLA Grade 5 units are available from the Core Knowledge Foundation for free download under a Creative Commons License. Visit www.coreknowledge.org/ckla-files to access the student and teacher materials for these units. For information on the remaining units, or to request a unit-by-unit alignment of the CKLA Grade 5 objectives to the Common Core State Standards, please contact our partner Amplify (www.amplify.com, 800-823-1969).

Each unit is comprised of:

- **Lessons:** including Reading, Writing, Grammar, Morphology, and Spelling activities.
- **Unit Assessment:** evaluating students’ reading comprehension, understanding and retention of academic and domain specific vocabulary words, and the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end-of-unit Pausing Point.
- **Pausing Points:** opportunities to review, reinforce, or extend the content and skills taught.

CKLA Grade 5 Units – units available for free download are shown in **bold**

Unit 1: Personal Narratives

Unit 2: Early American Civilizations

Unit 3: Poetry

Unit 4: *House on Mango Street*

Unit 5: *Adventures of Don Quixote*

Unit 6: The Renaissance

Unit 7: The Reformation

Unit 8: *A Midsummer Night’s Dream*: Quest

Unit 9: Native Americans

Detailed Scope & Sequence for Free CKLA Units

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Speaking and Listening in Grade 5 CKLA

The **Speaking and Listening standards of the CCSS-ELA** are key to ensuring the development of oral language skills such as vocabulary, conventions of standard English, conversation and discussion skills. In CKLA, learning, discussing, and internalizing specific content knowledge is embedded within practice associated with these standards.

The Grade 5 CKLA program addresses the expectations of the Speaking and Listening standards by providing daily opportunities to engage in rich, structured, text-based conversations in a variety of settings and group sizes. For example, during read-aloud lessons, students engage with the text primarily by listening to and following along in the text as their teacher reads; they then integrate and evaluate that information in discussions with their classmates. The following Common Core State Standards are addressed on a daily basis throughout the CKLA program in Grade 5 in many different types of contexts and activities:

- STD SL.5.1** 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.
- STD SL.5.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- STD SL.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- STD SL.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- STD SL.5.1d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- STD SL.5.2** Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- STD SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Early American Civilizations (19 Days)

Reader: *Maya, Aztec, and Inca*

The big idea of this unit is that large complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas prior to the arrival of Europeans. This unit orients students to the geography, region, climate, flora, and fauna of the Americas. It also presents 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.

Unit Overview

Speaking and Listening

To address CCSS–ELA standards SL.5.1–SL.5.6 throughout this unit, students will:

- participate in *Think Pair Share* activities with peers
- paraphrase nonfiction text during discussions
- discuss particular cultural aspects of the Maya, Aztec, and Inca with peers to plan for writing

Reading Comprehension and Text Analysis

Writing

Language Conventions

Unit Overview

Students use phonics and word recognition skills to decode, fluently read, and comprehend nonfiction text. (RF.5.3, RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b)

Students orally apply their knowledge of language and vocabulary during reading lessons. They ask and answer literal, inferential, and evaluative questions and engage in discussions related to the content presented in *Maya, Aztec, and Inca*. (L.5.1, L.5.3, L.5.4, L.5.5, L.5.6)

Students will learn the stages of the writing process and engage in an extended writing project:

- take notes and paraphrase text in preparation for a Codex Project
- plan and draft paragraphs
- use linking words and phrases to compare the Maya and Aztec
- create informative project (Codex Project) using written paragraphs and incorporating images

Students consistently apply their knowledge of language conventions and vocabulary during writing lessons. (L.5.1, L.5.3, L.5.4, L.5.5, L.5.6)

Vocabulary:

- academic vocabulary (Tier 2): *category, context, differentiate, explanatory, fact, influence, informative, link, linking, reference, subsequent*
- core vocabulary and Word Work (Tier 2 and Tier 3 words)

Grammar:

- identify subjects and predicates
- compare sentences to fragments and identify what is needed to expand into sentences
- examine run-on sentences and edit them into shorter, distinct sentences using appropriate punctuation
- identify and use words and phrases that compare and contrast
- identify action verbs and linking verbs and use them to write sentences

Morphology:

- prefixes *il-*, *ir-*, and *inter-*
- root *tract*

Spelling:

- content-related words from *Maya, Aztec, and Inca*
- words with *il-*, *ir-*, and *inter-*

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 1	<p>Read-Aloud: Chapter 1 “The Rise of Early American Civilizations”</p> <p>Describe the key components of a civilization.</p> <p>Identify present-day southern Mexico and parts of Central America (also called Mesoamerica) as the location of ancient Maya city-states.</p> <p>Identify present-day central Mexico as the location of the ancient Aztec Empire.</p> <p>Identify the Andes Mountains as the center of the ancient Inca Empire, an empire that stretched along the Pacific coast of South America.</p> <p>(RI.5.1, RI.5.4, RI.5.10)</p> <p>*Opportunity to assign <i>Fluency Supplement</i> work</p>		<p>Vocabulary: Use a timeline to differentiate between <i>BCE</i> and <i>CE</i></p> <p>Word Work <i>diverse</i></p> <p>(L.5.3, L.5.4b, L.5.4c, L.5.6)</p>
Lesson 2	<p>Small Group: Chapter 2 “Golden Age of the Maya”</p> <p>Explain that the Maya lived in separate city-states spread across eastern Mesoamerica.</p> <p>Explain that Maya kings ruled from population centers that included pyramid-temple complexes.</p> <p>Describe the ways the Maya adapted to the diverse landscape and used the land’s resources to meet their needs.</p> <p>(RI.5.1, RI.5.4, RI.5.8, RI.5.10)</p>	<p>Paraphrase sentences into notes to use to plan and draft a paragraph.</p> <p>(W.5.4, W.5.5, W.5.8, W.5.10)</p>	<p>Vocabulary: Word Work <i>game</i></p> <p>Grammar: Identify subjects and predicates, identify the relationship between them, and differentiate between action verbs and linking verbs.</p> <p>Morphology: Distinguish between root words and words with the prefixes <i>il-</i> and <i>ir-</i> and use those words correctly in sentences.</p> <p>(L.5.3, L.5.4, L.5.4a, L.5.4b, L.5.4c, L.5.6)</p>
Lesson 3	<p>Close Reading: Chapter 2 “Golden Age of the Maya”</p> <p>Explain that the Maya lived in separate city-states spread across eastern Mesoamerica.</p> <p>Explain that Maya kings ruled from population centers that included pyramid-temple complexes.</p> <p>Describe the ways the Maya adapted to the diverse landscape and used the land’s resources to meet their needs.</p> <p>(RI.5.1, RI.5.4, RI.5.8, RI.5.10)</p>	<p>Use paraphrased notes to plan and draft a paragraph.</p> <p>(W.5.1, W.5.2, W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.8, W.5.9)</p>	<p>Vocabulary: Word Work <i>symbolize</i></p> <p>L.5.3, L.5.4, L.5.4a, L.5.4c, L.5.5, L.5.5a, L.5.5b, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 4	<p>Whole Group: Chapter 3 “Hidden Secrets in the Rainforest”</p> <p>Explain that the Maya developed a hieroglyphic writing system.</p> <p>Describe ways in which the Maya used their advanced number system.</p> <p>Explain that the Maya civilization gradually ended between 800 and 900 CE.</p> <p>(RI.5.1, RI.5.4, RI.5.8, RI.5.10)</p>	<p>Select a cultural aspect as the topic of a Codex Project.</p>	<p>Vocabulary: Word Work <i>distinct</i></p> <p>Grammar: Identify subjects and predicates in sentences and identify the relationship between them; identify run-on sentences and rewrite them</p> <p>Morphology: Practice distinguishing and using between root words and words with the prefixes <i>il-</i> and <i>ir-</i>.</p> <p>(L.5.2, L.5.3, L.5.3a, L.5.4, L.5.4a, L.5.4b, L.5.4c, L.5.6)</p>
Lesson 5	<p>Read-Aloud: Chapter 4 “Myths of the Maya”</p> <p>Explain that Maya creation myths have been passed down from one generation to the next.</p> <p>Explain that Maya creation myths tell of multiple attempts by the gods to create people.</p> <p>Describe the successful creation of the world according to the Maya creation myths.</p> <p>(RL.5.1, RL.5.3, RL.5.4, RL.5.7, RL.5.10)</p> <p>*Opportunity to assess fluency</p>	<p>Take notes on an aspect of Maya culture for a Codex Project.</p> <p>(W.5.2, W.5.2b, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9)</p>	<p>Vocabulary: Word Work <i>vast</i></p> <p>(L.5.3, L.5.4, L.5.4c, L.5.5, L.5.5b, L.5.5c, L.5.6)</p>
Lesson 6	<p>Partner: Chapter 4 “Myths of the Maya”</p> <p>Explain that Maya creation myths have been passed down from one generation to the next.</p> <p>Explain that Maya creation myths tell of multiple attempts by the gods to create people.</p> <p>Describe the successful creation of the world according to Maya creation myths.</p> <p>(RL.5.1, RL.5.3, RL.5.4, RL.5.10)</p> <p>*Opportunity to assign Fluency Supplement work</p> <p>*Opportunity for Mid-Unit Content Assessment</p>		<p>Vocabulary: Word Work <i>nurture</i></p> <p>Grammar: Identify words and phrases in sentences that compare and contrast ideas; write complete sentences about similar and different ideas using words and phrases.</p> <p>Morphology: Explain how adding the prefix <i>inter-</i> changes a root word and how to correctly use words with the prefix <i>inter-</i> in sentences.</p> <p>Spelling: Practice spelling content-related words from <i>Maya</i>, <i>Aztec</i>, and <i>Inca</i>.</p> <p>(L.5.2e, L.5.3, L.5.3a, L.5.4, L.5.4a, L.5.4b, L.5.4c, L.5.5, L.5.5c, L.5.6)</p>
Lesson 7	<p>Small Group: Chapter 5 “Aztec City on the Water’s Edge”</p> <p>Explain that the center of the Aztec Empire in the 1300s and 1400s CE was located in Tenochtitlán, present-day Mexico City.</p> <p>Explain that people of all social classes lived in Tenochtitlán, a well-planned city</p>	<p>Use notes on a cultural aspect of the Maya civilization to plan and draft a paragraph.</p> <p>(W.5.2, W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>peaked</i></p> <p>(L.5.1, L.5.3, L.5.3a, L.5.4, L.5.4a, L.5.4c, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
	<p>with causeways, aqueducts, and marketplaces.</p> <p>Explain that the Aztec believed gods and goddesses controlled all aspects of Aztec life, and that the Aztec made sacrifices to the gods in exchange for the gods' daily gifts.</p> <p>(RI.5.1, RI.5.3, RI.5.4, RI.5.5, RI.5.10)</p>		
Lesson 8	<p>Close Reading: Chapter 5 "Aztec City on the Water's Edge"</p> <p>Explain that the center of the Aztec Empire in the 1300s and 1400s CE was located in Tenochtitlán, present-day Mexico City.</p> <p>Explain that people of all social classes lived in Tenochtitlán, a well-planned city with causeways, aqueducts, and marketplaces.</p> <p>Explain that the Aztec believed gods and goddesses controlled all aspects of Aztec life, and that the Aztec made sacrifices to the gods in exchange for the gods' daily gifts.</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.8, RI.5.10)</p>	<p>Incorporate an appropriate image and caption to support a paragraph.</p> <p>(W.5.2b, W.5.2d, W.5.6, W.5.7, W.5.8, W.5.9)</p>	<p>Vocabulary: Word Work <i>trade</i></p> <p>(L.5.3, L.5.4, L.5.4a, L.5.4b, L.5.4c, L.5.5, L.5.5a, L.5.6)</p>
Lesson 9	<p>Partner: Chapter 6 "Emperors, Gods, and Foreign Invaders"</p> <p>Explain that the Aztec expanded their empire by constantly waging war against neighboring city-states.</p> <p>Explain that Aztec rulers collected taxes, or tribute.</p> <p>Describe the end of the Aztec Empire and identify Hernán Cortés as the Spanish leader responsible for its demise.</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.10)</p>		<p>Vocabulary: Word Work <i>resentment</i></p> <p>Grammar: Use words and phrases to write compare and contrast statements.</p> <p>Morphology: Practice distinguishing between and using root words and words with the prefix <i>inter-</i>; apply knowledge of the prefix <i>inter-</i> to define and use unfamiliar words.</p> <p>Spelling: Practice spelling content-related words from <i>Maya</i>, <i>Aztec</i>, and <i>Inca</i>.</p> <p>(L.5.2, L.5.2e, L.5.3, L.5.4, L.5.4b, L.5.4c, L.5.5, L.5.5c, L.5.6)</p>
Lesson 10	<p>Small Group: Chapter 7 "Birth of the Inca Empire"</p> <p>Explain that the Inca Empire developed in Peru at the same time the Aztec Empire developed in Mexico.</p> <p>Explain that the Inca paid goods and work taxes to the Sapa Inca in exchange for food, shelter, and healthcare.</p> <p>Describe the advanced road system the Inca developed.</p> <p>(RI.5.1, RI.5.4, RI.5.7, RI.5.10)</p> <p>*Opportunity to assess fluency</p>	<p>With increasing independence, plan and draft a paragraph using notes.</p> <p>(W.5.2, W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>litter</i></p> <p>*Spelling Assessment: Spell targeted words containing roots learned in previous units.</p> <p>(L.5.2e, L.5.3, L.5.3a, L.5.4, L.5.4a, L.5.4c, L.5.5, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 11	<p>Close Reading: Chapter 7 “Birth of the Inca Empire”</p> <p>Explain that the Inca Empire developed in Peru at the same time the Aztec Empire developed in Mexico.</p> <p>Explain that the Inca paid goods and work taxes to the Sapa Inca in exchange for food, shelter, and healthcare.</p> <p>Describe the advanced road system the Inca developed.</p> <p>(RI.5.1, RI.5.4, RI.5.8, RI.5.10)</p> <p>*Opportunity to assign Fluency Supplement work</p>		<p>Vocabulary: Word Work <i>primitive</i></p> <p>Grammar: Differentiate between action verbs and linking verbs and identify and write them in sentences.</p> <p>Morphology: Identify the meaning of words with the root <i>tract</i> and use these words.</p> <p>Spelling: Practice spelling targeted words with <i>il-</i>, <i>ir-</i>, and <i>inter-</i>.</p> <p>(L.5.2e, L.5.3, L.5.3a, L.5.4, L.5.4b, L.5.4c, L.5.5, L.5.5a, L.5.5c, L.5.6)</p>
Lesson 12	<p>Small Group: Chapter 8 “All Roads Lead to Cuzco”</p> <p>Explain that Cuzco was the capital city and, in many ways, the center of the Inca Empire.</p> <p>Explain that the Inca created mortar-free stone structures that are still standing today.</p> <p>Describe the end of the Inca Empire in 1532 CE and identify Francisco Pizarro as the Spanish leader responsible for its demise.</p> <p>(RI.5.1, RI.5.4, RI.5.8, RI.5.10)</p>	<p>With increasing independence, plan and draft a paragraph using notes.</p> <p>(W.5.1, W.5.2, W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>quarrel</i></p> <p>(L.5.3, L.5.3a, L.5.4, L.5.4a, L.5.4c, L.5.5, L.5.5b, L.5.6)</p>
Lesson 13	<p>Read-Aloud: Chapter 9 “Myths of the Aztec and the Inca”</p> <p>Explain that the creation myths of both the Aztec and the Inca include multiple attempts to create perfect people.</p> <p>Explain how in both the Aztec and Inca myths the people followed the guidance of their gods in searching for a homeland.</p> <p>(RL.5.1, RL.5.3, RL.5.4, RL.5.7, RL.5.9, RL.5.10)</p>	<p>Edit writing using a checklist and prepare to share a completed Codex Project.</p> <p>(W.5.1, W.5.2, W.5.2c, W.5.2d, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>suitable</i></p> <p>(L.5.1, L.5.2, L.5.2d, L.5.2e, L.5.3, L.5.4c, L.5.5, L.5.5c, L.5.6)</p>
Lesson 14	<p>Partner: Chapter 9 “Myths of the Aztec and the Inca”</p> <p>Explain that the creation myths of both the Aztec and the Inca include multiple attempts to create perfect people.</p> <p>Explain how in both Aztec and Inca myths the people followed the guidance of their gods in searching for a homeland.</p> <p>(RL.5.1, RL.5.3, RL.5.4, RL.5.9, RL.5.10)</p>		<p>Vocabulary: Word Work <i>emerge</i></p> <p>Grammar: Practice differentiating between and identifying action verbs and linking verbs.</p> <p>Morphology: Correctly use words with the root <i>tract</i> in sentences.</p> <p>Spelling: Practice spelling targeted words containing <i>il-</i>, <i>ir-</i>, and <i>inter-</i>. 1</p> <p>(L.5.2, L.5.2e, L.5.3, L.5.3a, L.5.4, L.5.4b, L.5.4c, L.5.5, L.5.5c, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 15	<p>*Reading Comprehension Assessment (within Unit Assessment)</p> <p>*Opportunity to assess fluency (RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.8)</p>	<p>*Writing Prompt (within Unit Assessment) (W.5.2, W.5.2c)</p>	<p>*Grammar Assessment:</p> <ul style="list-style-type: none"> – identify subjects and predicates – compare sentences to fragments and identify what is needed to expand fragments into sentences – examine run-on sentences and edit them into shorter, distinct sentences, using appropriate punctuation – identify words and phrases that compare and contrast and use them in sentences – identify and use action verbs and linking verbs in sentences <p>*Morphology Assessment:</p> <ul style="list-style-type: none"> – prefixes <i>il-</i>, <i>ir-</i>, and <i>inter-</i> – root <i>tract</i> <p>*Spelling Assessment: Spell targeted words containing <i>il-</i>, <i>ir-</i>, and <i>inter-</i> (L.5.2, L.5.2e, L.5.3, L.5.3a, L.5.4, L.5.4a, L.5.4b, L.5.6)</p>
Pausing Point (4 days)	<p>*Opportunity for End-of-Unit Content Assessment</p> <p>*Opportunity for enrichment and/or remediation in content and reading comprehension</p>	<p>*Opportunity for enrichment and/or remediation in writing</p>	<p>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</p>

The Renaissance (23 Days)

Reader: *Patrons, Artists, and Scholars*

The big idea of this unit is 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. This increased wealth allowed merchants and businessmen to support artists as their patrons. Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration. This unit provides students with a broad exposure to the art and literature of this time period, through the works of renowned masters such as da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare.

Unit Overview

Speaking and Listening

To address CCSS-ELA standards SL.5.1–SL.5.6 throughout this unit, students will:

- contribute prior knowledge to a discussion about civilizations and time periods in history in the Core Connections lesson
- participate in *Think Pair Share* activities with peers
- present a written biography to peers

Reading Comprehension and Text Analysis

Writing

Language Conventions

Unit Overview

Students use phonics and word recognition skills to decode, fluently read, and comprehend nonfiction text. (RF.5.3, RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b)

Students orally apply their knowledge of language and vocabulary during reading lessons. They ask and answer literal, inferential, and evaluative questions and engage in discussions related to the content presented in *Patrons, Artists, and Scholars*. (L.5.1, L.5.3, L.5.4, L.5.5, L.5.6)

Students will learn the stages of the writing process and engage in an extended writing project:

- conduct research using two sources on a famous Renaissance artist to compose a biography
- write, revise, edit, and publish a diary entry
- present diary entry to peers

Students are expected to consistently apply their knowledge of language conventions and vocabulary during writing lessons. (L.5.1, L.5.3, L.5.4, L.5.5, L.5.6)

Vocabulary:

- Academic Vocabulary (Tier 2): concept, convey, document, factor, primary, prose, refer
- Core Vocabulary and Word Work (Tier 2 and Tier 3 words)

Grammar:

- linking verbs in the past tense
- prepositions and prepositional phrases
- correlative conjunctions

Morphology:

- prefixes *in-*, *im-*, and *ex-*
- root *serv*

Spelling:

- content-related words from *Patrons, Artists, and Scholars* and their antonyms

Lesson 1

Read-Aloud: Chapter 1 “An Italian Rebirth”

Identify civilizations and time periods that influenced and led to the Renaissance movement.

Define the term renaissance as “rebirth.”

Explain that the Renaissance is so named because, during this period, there was a renewed interest in the literature, philosophy, art, and ideas of ancient

Vocabulary: Word Work *inspire* (L.5.1, L.5.3, L.5.4, L.5.4a, L.5.4c, L.5.5b, L.5.6)

	Reading Comprehension and Text Analysis	Writing	Language Conventions
	<p>Greece and Rome.</p> <p>Explain that the growth of trade increased the wealth and influence of the middle class during the Renaissance.</p> <p>Describe how wealthy merchants called patrons supported artists during the Renaissance.</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.8, RI.5.9, RI.5.10)</p> <p>*Opportunity to assign <i>Fluency Supplement</i> work</p>		
Lesson 2	<p>Whole Group: Chapter 2 “The Early Renaissance”</p> <p>Describe how wealthy merchants called patrons supported artists during the Renaissance.</p> <p>Explain that the Renaissance was marked by an interest in the natural world.</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.10)</p>	<p>Respond to a writing prompt and generate thinking about different forms of expression.</p> <p>(W.5.1, W.5.4, W.5.8, W.5.10)</p>	<p>Vocabulary: Word Work <i>embodiment</i></p> <p>Grammar: Make subjects and linking verbs agree in the past tense.</p> <p>Morphology: Distinguish between root words and words with the prefixes <i>im-</i> and <i>in-</i> and use those words correctly in sentences.</p> <p>(L.5.1c, L.5.1d, L.5.3, L.5.4, L.5.4a, L.5.4b, L.5.4c, L.5.6)</p>
Lesson 3	<p>Small Group: Chapter 3 “The Spirit of the Renaissance”</p> <p>Define the term renaissance as “rebirth.”</p> <p>Explain that the Renaissance is so named because, during this period, there was a renewed interest in the literature, philosophy, art, and ideas of ancient Greece and Rome.</p> <p>Describe how Leonardo da Vinci’s works of art exemplify the Renaissance interest in the natural world and reflect the belief that man can do anything.</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.10)</p>	<p>Draft an informational paragraph using notes.</p> <p>(W.5.2b, W.5.2d, W.5.3, W.5.3b, W.5.3d, W.5.4, W.5.5, W.5.8, W.5.9, W.5.9a, W.5.10)</p>	<p>Vocabulary: Word Work <i>refinement</i></p> <p>(L.5.3, L.5.4, L.5.4c, L.5.6)</p>
Lesson 4	<p>Close Reading: Chapter 3 “The Spirit of the Renaissance”</p> <p>Define the term renaissance as “rebirth.”</p> <p>Explain that the Renaissance is so named because, during this period, there was a renewed interest in the literature, philosophy, art, and ideas of ancient Greece and Rome.</p> <p>Describe how Leonardo da Vinci’s works of art exemplify the Renaissance interest</p>	<p>Respond to a writing prompt and reflect understanding about humanism.</p> <p>(W.5.1, W.5.4, W.5.8, W.5.10)</p>	<p>Vocabulary: Word Work <i>uncharted</i></p> <p>Grammar: Make subjects and linking verbs agree in the past tense.</p> <p>Morphology: Distinguish between root words and words with the prefixes <i>im-</i> and <i>in-</i> and use those words correctly in sentences.</p> <p>(L.5.1c, L.5.1d, L.5.3, L.5.4, L.5.4a, L.5.4b, L.5.5, L.5.5b, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
	<p>in the natural world and reflect the belief that man can do anything.</p> <p>Explain that the Renaissance was marked by an interest in the natural world.</p> <p>(RI.5.1, RI.5.2, RI.5.4, RI.5.10)</p>		
Lesson 5	<p>Whole Group: Chapter 4 “Michelangelo and Raphael”</p> <p>Explain that the Renaissance was marked by an interest in the natural world.</p> <p>Describe how Michelangelo’s and Raphael’s works of art exemplify the Renaissance interest in the natural world and reflect the belief that man can do anything.</p> <p>Identify the Medici family in Florence and the popes in Rome as patrons of the arts and learning.</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.10)</p> <p>*Opportunity to assess fluency</p>	<p>Draft an informational paragraph using notes.</p> <p>(W.5.2, W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>reluctantly</i> (L.5.3, L.5.4, L.5.4c, L.5.5, L.5.5a, L.5.5c, L.5.6)</p>
Lesson 6	<p>Small Group: Chapter 4 “Michelangelo and Raphael”</p> <p>Describe how Michelangelo’s and Raphael’s works of art exemplify the Renaissance interest in the natural world and reflect the belief that man can do anything.</p> <p>Identify the Medici family in Florence and the popes in Rome as patrons of the arts and learning.</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.7, RI.5.8, RI.5.10)</p>		<p>Vocabulary: Word Work <i>accurately</i></p> <p>Grammar: Identify and explain the function of prepositions and prepositional phrases in sentences.</p> <p>Morphology: Distinguish between root words and words with the prefix <i>ex-</i> and use those words correctly in sentences.</p> <p>Spelling: Practice spelling content-related words from <i>Patrons, Artists, and Scholars</i>.</p> <p>(L.5.1a, L.5.2e, L.5.3, L.5.4, L.5.4b, L.5.4c, L.5.5c, L.5.6)</p>
Lesson 7	<p>Read-Aloud: Chapter 5 “The Bankers Who Loved Art”</p> <p>Explain that the growth of trade increased the wealth and influence of the middle class during the Renaissance.</p> <p>Identify the Medici family in Florence and the popes in Rome as patrons of the arts and learning.</p> <p>Explain that patrons’ motivation for supporting art was linked to the fame it brought them.</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.10)</p>	<p>Present informational writing to a small audience and identify supporting details for a topic.</p> <p>(W.5.1, W.5.4, W.5.10)</p>	<p>Vocabulary: Word Work <i>shrewd</i> (L.5.1, L.5.3, L.5.5a, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 8	<p>Whole Group: Chapter 6 “Morals, Modesty, and Manners”</p> <p>Identify <i>The Prince</i> and <i>The Courtier</i> as Renaissance literature.</p> <p>Explain that Renaissance ideals of a courtier and a prince are exemplified in the writings of Castiglione and Machiavelli.</p> <p>Describe the similarities and differences between <i>The Prince</i> and <i>The Courtier</i>. (RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.10)</p>	<p>Identify relevant information in a text and take notes for biography research. (W.5.2, W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>Machiavellian</i> (L.5.2d, L.5.3, L.5.4, L.5.4c, L.5.6)</p>
Lesson 9	<p>Close Reading: Chapter 6 “Morals, Modesty, and Manners”</p> <p>Identify <i>The Prince</i> and <i>The Courtier</i> as Renaissance literature.</p> <p>Explain that Renaissance ideals of a courtier and a prince are exemplified in the writings of Castiglione and Machiavelli.</p> <p>Describe the similarities and differences between <i>The Prince</i> and <i>The Courtier</i>. (RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.10)</p>		<p>Vocabulary: Word Work <i>witty</i></p> <p>Grammar: Practice using prepositions and prepositional phrases.</p> <p>Morphology: Distinguish between root words and words with the prefix <i>ex-</i> and use those words correctly in sentences.</p> <p>Spelling: Practice spelling content-related words from <i>Patrons, Artists, and Scholars</i>. (L.5.1a, L.5.2e, L.5.3, L.5.4, L.5.4b, L.5.5a, L.5.5c, L.5.6)</p>
Lesson 10	<p>Small Group: Chapter 7 “Women in the Renaissance”</p> <p>Explain how the Renaissance movement affected women, fashion, and family life.</p> <p>Describe the cultural norms set for women during the Renaissance.</p> <p>Identify ways some women challenged the cultural norms for women during the Renaissance. (RI.5.1S, RI.5.2, RI.5.3, RI.5.4, RI.5.7, RI.5.10)</p> <p>*Opportunity to assess fluency</p>	<p>Use a second source to identify complementary for biography research. (W.5.2, W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>fortunately</i></p> <p>*Spelling Assessment: Spell targeted content-related words from <i>Patrons, Artists, and Scholars</i>. (L.5.2d, L.5.2e, L.5.3, L.5.4, L.5.5c, L.5.6)</p>
Lesson 11	<p>Partner: Chapter 7 “Women in the Renaissance”</p> <p>Explain how the Renaissance movement affected women, fashion, and family life.</p> <p>Describe the cultural norms set for women during the Renaissance.</p> <p>Identify ways some women challenged the cultural norms for women during the Renaissance. (RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.10)</p> <p>*Opportunity to assign Fluency Supplement work</p>		<p>Vocabulary: Word Work <i>obstacle</i></p> <p>Grammar: Use the correlative conjunctions <i>either/or</i>, <i>neither/nor</i>, <i>both/and</i>, and <i>not only/but also</i>.</p> <p>Morphology: Identify the meaning of words with the root <i>serv</i> and use these words correctly in sentences.</p> <p>Spelling: Practice spelling targeted content-related words from <i>Patrons, Artists, and Scholars</i> and their antonyms. (L.5.1e, L.5.2e, L.5.3, L.5.4, L.5.4b, L.5.5c, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 12	<p>Read-Aloud: Chapter 8 “The Northern Renaissance”</p> <p>Explain how the Renaissance movement impacted artists in northern Europe.</p> <p>Describe the depictions found in the paintings of artists from northern Europe.</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.9, RI.5.10)</p>	<p>Draft sentences for a biography using research notes.</p> <p>(W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>promote</i> (L.5.3, L.5.3a, L.5.4c, L.5.5c, L.5.6)</p>
Lesson 13	<p>Whole Group: Chapter 9 “Popular Prose on Page and Stage”</p> <p>Identify Cervantes and Shakespeare as important writers from the Renaissance period.</p> <p>Explain how Cervantes and Shakespeare embody the ideals of the Renaissance movement.</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.9, RI.5.10)</p>	<p>Craft creative, purposeful headings for a biography.</p> <p>(W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>anxious</i> (L.5.3, L.5.3a, L.5.4, L.5.4a, L.5.4c, L.5.5, L.5.5a, L.5.5b, L.5.5c, L.5.6)</p>
Lesson 14	<p>Close Reading: Chapter 9 “Popular Prose on Page and Stage”</p> <p>Identify Cervantes and Shakespeare as important writers from the Renaissance period.</p> <p>Explain the meaning of famous Shakespearean lines.</p> <p>(RI.5.1, RI.5.2, RI.5.4, RI.5.10)</p>		<p>Vocabulary: Word Work <i>linger</i></p> <p>Grammar: Practice using correlative conjunctions <i>either/or</i>, <i>neither/nor</i>, <i>both/and</i>, and <i>not only/but also</i>.</p> <p>Morphology: Practice using words with the root <i>serv</i> in sentences.</p> <p>Spelling: Practice spelling targeted content-related words from <i>Patrons</i>, <i>Artists</i>, and <i>Scholars</i> and their antonyms.</p> <p>(L.5.1e, L.5.2e, L.5.3, L.5.4, L.5.4a, L.5.4b, L.5.5, L.5.5a, L.5.5b, L.5.5c, L.5.6)</p>
Lesson 15 (Assessment)	<p>*Reading Comprehension Assessment (within Unit Assessment)</p> <p>*Opportunity to assess fluency (RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.8, RI.5.10)</p>	<p>*Writing Prompt (within Unit Assessment) (W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.10)</p>	<p>*Grammar Assessment:</p> <ul style="list-style-type: none"> – linking verbs in the past tense – prepositions and prepositional phrases – correlative conjunctions <p>*Morphology Assessment:</p> <ul style="list-style-type: none"> – prefixes <i>im-</i>, <i>in-</i>, and <i>ex-</i> – root <i>serv</i> <p>*Spelling Assessment: Spell targeted content-related words from <i>Patrons</i>, <i>Artists</i>, and <i>Scholars</i> and their antonyms. (L.5.1, L.5.1a, L.5.1c, L.5.1d, L.5.1e, L.5.2, L.5.2e, L.5.3, L.5.4, L.5.4b, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 16		Blend fact and fiction to create a first-person diary entry. (W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)	
Lesson 17		Revise writing and share it to get peer feedback. (W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)	
Lesson 18		Use an editing checklist to edit and publish a biography. (W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.10)	
Lesson 19		Orally present a biography to an audience and reflect on the information presented by others. (W.5.1, W.5.4, W.5.7, W.5.8, W.5.10)	
Pausing Point (4 days)	<p>*Opportunity for End-of-Unit Content Assessment</p> <p>*Opportunity for enrichment and/or remediation in content and reading comprehension</p>	*Opportunity for enrichment and/or remediation in writing	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling

The Reformation (14 Days)

Reader: *Shifts in Power*

The big idea of this unit is that the Reformation was a time of religious and political upheaval in Europe that shifted power from the Catholic Church to the state and led to the creation of Protestantism. Gutenberg’s invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther’s and others’ ideas to spread quickly. Great advances in science were also made during this time, some of which challenged religious doctrine and contributed to the undermining of the power of the Catholic Church.

Unit Overview

Speaking and Listening

To address CCSS-ELA standards SL.5.1–SL.5.6 throughout this unit, students will:

- participate in *Think Pair Share* activities with peers
- paraphrase narrative text during discussions
- participate in teacher-led discussions about literary and informational texts

Reading Comprehension and Text Analysis

Writing

Language Conventions

Unit Overview

Students use phonics and word recognition skills to decode, fluently read, and comprehend nonfiction text. (RF.5.3, RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b)

Students orally apply knowledge of language and vocabulary during reading lessons. They ask and answer literal, inferential, and evaluative questions and engage in discussions related to the content presented in *Shifts in Power*. (L.5.1, L.5.3, L.5.4, L.5.5, L.5.6)

Students will engage in writing projects:

- plan and draft a friendly letter
- practice using strong verbs
- plan and create a slide presentation

Students are expected to consistently apply knowledge of language conventions and vocabulary during writing lessons. (L.5.1, L.5.3, L.5.4, L.5.5, L.5.6)

Vocabulary:

- Academic Vocabulary (Tier 2): *approach, argue, argument, common, and relationship*
- Core Vocabulary and Word Work (Tier 2 and Tier 3 words)

Grammar:

- interjections
- subject-linking verb agreement
- prepositional phrases
- correlative conjunctions

Morphology:

- prefix *en-*
- suffix *-ist*

Spelling:

- words related to prefixes *in-*, *im-*, and *ex-*

Lesson 1

Read-Aloud: Chapter 1 “The Power of the Printed Word”

Identify Johann Gutenberg as the inventor of a machine that used moveable type to improve the printing process.

Explain why Gutenberg’s invention of a printing press was important.

***Opportunity to assign Fluency Supplement work**
(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.8, RI.5.10)

Vocabulary: Word Work *revolutionize*
(L.5.1, L.5.3, L.5.4, L.5.4a, L.5.4c, L.5.5b, L.5.6)

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 2	<p>Small Group: Chapter 2: “Letters Come Alive!”</p> <p>Explain why Gutenberg’s invention of a printing press was important.</p> <p>(RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.10, RI.5.6, RI.5.9)</p>	<p>Identify the structure and purpose of a friendly letter.</p>	<p>Vocabulary: Word Work <i>mechanism</i></p> <p>Grammar: Identify and explain the functions of interjections in sentences.</p> <p>Morphology: Distinguish between root words and words with the prefix <i>en-</i> and use those words correctly in sentences. (L.5.1, L.5.1a, L.5.3, L.5.3b, L.5.4, L.5.4a, L.5.4b, L.5.4c, L.5.5b, L.5.6)</p>
Lesson 3	<p>Whole Group: Chapter 3 “Setting the Stage for Reform”</p> <p>Describe the power and influence of the Catholic Church during the Middle Ages and the Renaissance.</p> <p>Describe some of the corrupt practices of the Catholic Church during the Middle Ages and the Renaissance.</p> <p>Identify Martin Luther as an important person who set out to reform the Catholic Church.</p> <p>(RI.5.1, RI.5.3, RI.5.4, RI.5.5, RI.5.9, RI.5.10)</p>	<p>Plan to write a friendly letter.</p> <p>(W.5.2b, W.5.2d, W.5.3, W.5.3b, W.5.3d, W.5.4, W.5.5, W.5.8, W.5.9, W.5.9a, W.5.10)</p>	<p>Vocabulary: Word Work <i>recant</i></p> <p>(L.5.1, L.5.3, L.5.4, L.5.4a, L.5.4c, L.5.5c, L.5.6)</p>
Lesson 4	<p>Close Reading: Chapter 3 “Setting the Stage for Reform”</p> <p>Describe the power and influence of the Catholic Church during the Middle Ages and the Renaissance.</p> <p>Describe some of the corrupt practices of the Catholic Church during the Middle Ages and the Renaissance.</p> <p>Identify Martin Luther as an important person who set out to reform the Catholic Church.</p> <p>(RI.5.1, RI.5.4, RI.5.9, RI.5.10)</p>	<p>Replace weak verbs with strong ones in sample sentences.</p> <p>(W.5.2b, W.5.2d, W.5.3, W.5.3b, W.5.3d, W.5.4, W.5.5, W.5.8, W.5.9a, W.5.10)</p>	<p>Vocabulary: Word Work <i>devout</i></p> <p>Grammar: Make subjects and linking verbs agree in the present and past tenses.</p> <p>Morphology: Gain additional practice distinguishing between root words and words with the prefix <i>en-</i> and correctly use those words in sentences. (L.5.1, L.5.1c, L.5.1d, L.5.1d, L.5.3, L.5.3b, L.5.4, L.5.4b, L.5.5, L.5.5b, L.5.5c, L.5.6)</p>
Lesson 5	<p>Whole Group: Chapter 4 “The Reformation Movement”</p> <p>Explain how Martin Luther’s Ninety-Five Theses helped spark the Reformation.</p> <p>Describe the efforts of Martin Luther, John Calvin, and others to reform the Catholic Church.</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.8, RI.5.10)</p> <p>*Opportunity to assess fluency</p>	<p>Draft a friendly letter.</p> <p>(W.5.1a, W.5.1b, W.5.2, W.5.2a, W.5.2a, W.5.2b, W.5.2d, W.5.3, W.5.3b, W.5.3d, W.5.4, W.5.5, W.5.8, W.5.9, W.5.9a, W.5.10)</p>	<p>Vocabulary: Word Work <i>self-disciplined</i></p> <p>(L.5.1, L.5.2, L.5.2e, L.5.3, L.5.3a, L.5.3b, L.5.4, L.5.4a, L.5.4c, L.5.5b, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 6	<p>Partner: Chapter 4 “The Reformation Movement”</p> <p>Explain how Martin Luther’s Ninety-Five Theses helped spark the Reformation. Describe the efforts of Martin Luther, John Calvin, and others to reform the Catholic Church. (RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9, RI.5.10)</p> <p>*Opportunity to assign Fluency Supplement work</p>		<p>Vocabulary: Word Work <i>defy</i></p> <p>Grammar: Review the function of prepositions and prepositional phrases in sentences.</p> <p>Morphology: Distinguish between root words and words with the suffix <i>-ist</i> and use those words correctly in sentences.</p> <p>Spelling: Practice spelling targeted words related to <i>in-</i>, <i>im-</i>, and <i>ex-</i>. (L.5.1, L.5.1a, L.5.3, L.5.4, L.5.4a, L.5.4b, L.5.6)</p>
Lesson 7	<p>Small Group: Chapter 5 “What Is at the Center of the Universe?”</p> <p>Explain how the geocentric model of the universe differs from the heliocentric model.</p> <p>Explain how the scientific theories of Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei challenged the views of the Church during the Reformation. Describe the response of the Church to the views presented by Copernicus, Kepler, and Galileo. (RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.7, RI.5.9, RI.5.10)</p>	<p>Become familiar with slide presentations and plan content for a slideshow. (W.5.1a, W.5.1b, W.5.2, W.5.2b, W.5.2d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>contradict</i> (L.5.1, L.5.2, L.5.3, L.5.3a, L.5.4, L.5.4c, L.5.5c, L.5.6)</p>
Lesson 8	<p>Close Reading: Chapter 5 “What is at the Center of the Universe?”</p> <p>Explain how the geocentric model of the universe differs from the heliocentric model.</p> <p>Explain how the scientific theories of Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei challenged the views of the Church during the Reformation. Describe the response of the Church to the views presented by Copernicus, Kepler, and Galileo. (RI.5.1, RI.5.3, RI.5.4, RI.5.7, RI.5.9, RI.5.10)</p>	<p>Create a slide presentation. (W.5.1a, W.5.1b, W.5.2, W.5.2a, W.5.2a, W.5.2b, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>contemporary</i> (L.5.1, L.5.2, L.5.3, L.5.3a, L.5.4, L.5.4a, L.5.5, L.5.5b, L.5.6)</p>
Lesson 9	<p>Small Group: Chapter 6 “The Catholic Church Responds”</p> <p>Identify Ignatius of Loyola as an important Catholic reformer. Describe how the Catholic Church responded to the Protestant Reformation movement. Describe the impact of the Protestant</p>		<p>Vocabulary: Word Work <i>revitalize</i></p> <p>Grammar: Review how correlative conjunctions work together, and correctly use correlative conjunctions in sentences.</p> <p>Morphology: Gain additional practice distinguishing between root words and words with the suffix <i>-ist</i>, and correctly</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
	and Catholic Reformations on Europe. (RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.8, RI.5.10)		use those words in sentences. Spelling: Practice spelling targeted words related to <i>in-</i> , <i>im-</i> , and <i>ex-</i> . (L.5.1, L.5.1a, L.5.1e, L.5.2, L.5.2e, L.5.3, L.5.4, L.5.4a, L.5.4b, L.5.4c, L.5.6)
Lesson 10 (Assessment)	<p>*Reading Comprehension Assessment (within Unit Assessment)</p> <p>*Opportunity to assess fluency (RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.8, RI.5.10)</p>	<p>*Writing Prompt (within Unit Assessment) (W.5.2a-3, L.5.1, L.5.2, L.5.6)</p>	<p>*Grammar Assessment:</p> <ul style="list-style-type: none"> – interjections – subject-linking verb Agreement – prepositional phrases – correlative conjunctions <p>*Morphology Assessment:</p> <ul style="list-style-type: none"> – prefix <i>en-</i> – suffix <i>-ist</i> <p>*Spelling Assessment: Spell targeted words related to <i>in-</i>, <i>im-</i>, and <i>ex-</i>.</p>
Pausing Point (4 days)	<p>*Opportunity for End-of-Unit Content Assessment</p> <p>*Opportunity for enrichment and/or remediation in content and reading comprehension</p>	*Opportunity for enrichment and/or remediation in writing	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling

Native Americans (22 Days)

Reader: *A Changing Landscape*

This big idea of this unit is that Native Americans were intricately and intimately connected to their landscape, and that 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 landscape.

NOTE: This unit also includes an End-of-Year Assessment to help determine whether students have adequate preparation for Grade 6 language arts instruction.

Unit Overview	Speaking and Listening		
	<p>To address CCSS-ELA standards SL.5.1–SL.5.6 throughout this unit, students will:</p> <ul style="list-style-type: none"> – participate in <i>Think Pair Share</i> activities with peers – paraphrase nonfiction text during discussions – share arguments from original persuasive essays and compare and contrast those arguments 		
Unit Overview	Reading Comprehension and Text Analysis	Writing	Language Conventions
	<p>Students use phonics and word recognition skills to decode, fluently read, and comprehend nonfiction text. (RF.5.3, RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b)</p> <p>Students orally apply knowledge of language and vocabulary during reading lessons. They ask and answer literal, inferential, and evaluative questions and engage in discussions related to the information presented in <i>A Changing Landscape</i> (L.5.1, L.5.3, L.5.4, L.5.5, L.5.6)</p>	<p>Students will review the stages of the writing process and engage in an extended writing project:</p> <ul style="list-style-type: none"> – plan and write a persuasive essay arguing how an image or artifact best represents the connection between Native Americans and the land <p>In this unit, students are expected to consistently apply knowledge of language conventions and vocabulary during writing lessons. (L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6)</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> – Academic Vocabulary (Tier 2): <i>assume, conflict (noun & verb), diverse, imply, inference, trace, vary</i> – Core Vocabulary and Word Work (Tier 2 and Tier 3 words)
<p>Lesson 1</p>	<p>Read-Aloud: Chapter 1 “A Long and Winding Road”</p> <p>Describe what life was like for Native American tribes before the arrival of Europeans.</p> <p>Describe the effect of European settlement on Native Americans.</p> <p>(RI.5.1, RI.5.3, RI.5.4, RI.5.9, RI.5.10)</p> <p>*Opportunity to assign <i>Fluency Supplement</i> work</p>		<p>Vocabulary: Word Work <i>tension</i> (L.5.3, L.5.4, L.5.4a, L.5.4c, L.5.5, L.5.5a, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 2	<p>Small Group: Chapter 2 “Across Mountains and Prairies”</p> <p>Explain how Native American and European ideas of land ownership differed from one another.</p> <p>Describe the lives of Native American tribes living in the Great Plains, Great Basin, and Northwest Plateau in the early 1800s.</p> <p>(RI.5.1, RI.5.3, RI.5.4, RI.5.8, RI.5.10)</p>	<p>Identify the structure and purpose of a persuasive essay.</p> <p>(W.5.5)</p>	<p>Vocabulary: Word Work <i>custom</i></p> <p>Grammar: Recognize and correct inappropriate shifts in verb tense.</p> <p>Morphology: Distinguish between root words and words with the suffixes <i>-tion</i> and <i>-sion</i> and correctly use them in sentences.</p> <p>(L.5.1c, L.5.1d, L.5.3, L.5.4, L.5.4c, L.5.5c, L.5.6)</p>
Lesson 3	<p>Partner: Chapter 3 “Tales from the Great Plains”</p> <p>Describe the lives of Native Americans in the Great Plains in the 1800s.</p> <p>Explain that stories told by Native Americans often reflect important values or customs of their culture or way of life.</p> <p>(RL.5.1, RL.5.4, RI.5.9, RL.5.10)</p>	<p>Identify the argument and supporting evidence in a persuasive essay.</p> <p>(W.5.1, W.5.5)</p>	<p>Vocabulary: Word Work <i>remnant</i></p> <p>(L.5.3, L.5.4, L.5.4c, L.5.5c, L.5.6)</p>
Lesson 4	<p>Small Group: Chapter 4 “The Changing Landscape of California”</p> <p>Describe the details of daily life, including housing, food sources, and transportation, of Native Americans who lived in what is now California.</p> <p>Explain how the arrival of explorers, miners, missionaries, and settlers affected Native Americans living in what is now California.</p> <p>(RI.5.1, RI.5.3, RI.5.4, RI.5.10)</p>	<p>Evaluate a persuasive essay using a rubric.</p> <p>(W.5.1, W.5.5)</p>	<p>Vocabulary: Word Work <i>immunity</i></p> <p>Grammar: Recognize and correct inappropriate shifts in very tense.</p> <p>Morphology: Distinguish between root words and words with the suffixes <i>-tion</i> and <i>-sion</i> and correctly use them in sentences.</p> <p>(L.5.1c, L.5.1d, L.5.3, L.5.4, L.5.4c, L.5.5c, L.5.6)</p>
Lesson 5	<p>Close Reading: Chapter 4 “The Changing Landscape of California”</p> <p>Describe the details of daily life, including housing, food sources, and transportation, of Native Americans who lived in what is now California.</p> <p>Explain how the arrival of explorers, miners, missionaries, and settlers affected Native Americans living in what is now California.</p> <p>(RI.5.3, RI.5.4, RI.5.10)</p> <p>*Opportunity to assess fluency</p>	<p>Plan a persuasive essay around a chosen image and identify supporting evidence.</p> <p>(W.5.1, W.5.5, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10)</p>	<p>Vocabulary: Word Work <i>nimble</i></p> <p>(L.5.4, L.5.4, L.5.5a, L.5.5c, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 6	<p>Small Group: Chapter 5 “Rainforests, Rivers, and Oceans”</p> <p>Describe the habitat of the Pacific Northwest as a temperate rainforest with an abundance of wildlife and vegetation.</p> <p>Explain how the Pacific Northwest tribes’ deep connection to their environment was reflected in their culture.</p> <p>Describe the religion and important ceremonies that were part of the culture of Pacific Northwest tribes.</p> <p>(RI.5.1, RI.5.3, RI.5.4, RI.5.10)</p> <p>*Opportunity to assign <i>Fluency Supplement</i> work</p>		<p>Vocabulary: Word Work <i>distinct</i></p> <p>Grammar: Identify and use transitional words, phrases, and clauses to manage a set of events.</p> <p>Morphology: Identify the meaning of words with the root <i>mem</i> and correctly use these words in sentences.</p> <p>Spelling: Practice spelling words with suffixes and roots studied in Morphology lessons.</p> <p>(L.5.2e, L.5.3, L.5.4, L.5.4a, L.5.4b, L.5.4c, L.5.5a, L.5.5c, L.5.6)</p>
Lesson 7	<p>Read-Aloud: Chapter 6 “Myths from the Pacific Northwest”</p> <p>Describe and give examples of ways that Native American myths express cultural values, as well as describe natural events.</p> <p>(RL.5.1, RL.5.2, RL.5.3, RL.5.10)</p>	<p>Plan a persuasive essay and draft an introduction to a persuasive essay.</p> <p>(W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10)</p>	<p>Vocabulary: Word Work <i>meek</i></p> <p>(L.5.2, L.5.3, L.5.4, L.5.4c, L.5.5c, L.5.6)</p>
Lesson 8	<p>Small Group: Chapter 7 “Severing Ties”</p> <p>Explain why Europeans immigrated to the New World and moved west.</p> <p>Explain how Native Americans’ and pioneers’ ideas of land ownership differed and how this led to conflict.</p> <p>Explain the reasons for and the effect of U.S. government policies, such as the Homestead Act and the Indian Appropriations Acts of 1851 and 1871.</p> <p>(RI.5.1, RI.5.3, RI.5.4, RI.5.8, RI.5.10)</p>	<p>Draft the body of a persuasive essay with clear, supporting evidence.</p>	<p>Vocabulary: Word Work <i>encroach</i></p> <p>(L.5.2, L.5.3, L.5.4, L.5.4c, L.5.5c, L.5.6)</p>
Lesson 9	<p>Close Reading: Chapter 7 “Severing Ties”</p> <p>Explain why Europeans immigrated to the New World and moved west.</p> <p>Explain how Native Americans’ and pioneers’ ideas of land ownership differed and how this led to conflict.</p> <p>Explain the reasons for and the effect of U.S. government policies, such as the Homestead Act and the Indian Appropriations Acts of 1851 and 1871.</p> <p>(RI.5.4, RI.5.10)</p>		<p>Vocabulary: Word Work <i>prosper</i></p> <p>Grammar: Identify and use transitional words, phrases, and clauses to manage a set of events.</p> <p>Morphology: Identify the meaning of words with the root <i>mem</i> and correctly use these words in sentences.</p> <p>Spelling: Practice spelling words with suffixes and roots studied in Morphology lessons.</p> <p>(L.5.2e, L.5.3, L.5.4, L.5.4b, L.5.5, L.5.5a, L.5.5b, L.5.5c, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 10	<p>Partner: Chapter 8 “Your Name is Luther”</p> <p>Describe the conditions for Native Americans at “Indian boarding schools” like the Carlisle School.</p> <p>Explain how and why Richard Henry Pratt and Luther Standing Bear had different opinions about Native American “assimilation through education.”</p> <p>(RI.5.1, RI.5.3, RI.5.4, RI.5.10)</p> <p>*Opportunity to assess fluency</p>	<p>Draft the body of a persuasive essay with clear, supporting evidence.</p> <p>(W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10)</p>	<p>Vocabulary: Word Work <i>experimental</i></p> <p>*Spelling Assessment: Spell targeted words with suffixes and roots studied in Morphology lessons.</p> <p>(L.5.2, L.5.2e, L.5.3, L.5.4, L.5.4c, L.5.6)</p>
Lesson 11	<p>Small Group: Chapter 9 “Battle of the Little Bighorn”</p> <p>Explain the significance of the Battle of the Little Bighorn in the conflicts between the U.S. government and Native Americans.</p> <p>Identify the leaders in the Battle of the Little Bighorn and explain their importance.</p> <p>Describe the consequences of the Battle of the Little Bighorn for the Lakota tribe.</p> <p>(RI.5.3, RI.5.4, RI.5.10)</p> <p>*Opportunity to assign Fluency</p> <p>Supplement work</p>		<p>Vocabulary: Word Work <i>chaos</i></p> <p>Grammar: Use a comma to set off the words <i>yes</i> and <i>no</i> in a sentence, to set off a tag question, and to indicate direct address.</p> <p>Morphology: Distinguish between root words and words with the prefix <i>fore-</i> and correctly use them in sentences.</p> <p>Spelling: Practice spelling words related to the content of the Reader.</p> <p>(L.5.2c, L.5.2e, L.5.3, L.5.4, L.5.4c, L.5.6)</p>
Lesson 12	<p>Close Reading: Chapter 9 “Battle of the Little Bighorn”</p> <p>Explain the significance of the Battle of the Little Bighorn in the conflicts between the U.S. government and Native Americans.</p> <p>Identify the leaders in the Battle of the Little Bighorn and explain their importance.</p> <p>Describe the consequences of the Battle of the Little Bighorn for the Lakota tribe.</p> <p>(RI.5.4, RI.5.10)</p>	<p>Draft a body paragraph and a conclusion for a persuasive essay.</p> <p>(W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10)</p>	<p>Vocabulary: Word Work <i>reckless</i></p> <p>(L.5.2, L.5.3, L.5.4, L.5.4a, L.5.5, L.5.6)</p>
Lesson 13	<p>Read-Aloud: Chapter 10 “The Taking of the Land”</p> <p>Explain how Native Americans’ cultural identity is tied to the land on which they live.</p> <p>Explain the effect the Dawes Act had on Native Americans.</p> <p>(RI.5.3, RI.5.4, RI.5.6, RI.5.10)</p>	<p>Revise and edit a persuasive essay.</p> <p>(W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10)</p>	<p>Vocabulary: Word Work <i>revive</i></p> <p>(L.5.2, L.5.3, L.5.4, L.5.4c, L.5.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 14	<p>Small Group: Chapter 11 “The Ghost Dance”</p> <p>Explain the significance of the Ghost Dance to Lakota culture.</p> <p>Describe how the U.S. government responded to the Lakota people’s reconnection with their past.</p> <p>Explain the significance of the Wounded Knee Massacre to Native American culture in the United States.</p> <p>(RI.5.1, RI.5.3, RI.5.4, RI.5.5, Ri.5.7, RI.5.9, RI.5.10)</p>		<p>Vocabulary: Word Work <i>reunite</i></p> <p>Grammar: Use a comma to set off the words <i>yes</i> and <i>no</i> in a sentence, to set off a tag question, and to indicate direct address.</p> <p>Morphology: Distinguish between root words and words with the prefix <i>fore-</i> and correctly use them in sentences.</p> <p>Spelling: Practice spelling words related to the content of the Reader.</p> <p>(L.5.2d, L.5.2e, L.5.3, L.5.4, L.5.4c, L.5.5c, L.5.6)</p>
Lesson 15	<p>*Reading Comprehension Assessment (within Unit Assessment)</p> <p>(RI.5.1, RI.5.2, RI.5.3, RI.5.4)</p> <p>*Opportunity to assess fluency</p>	<p>*Writing Prompt (within Unit Assessment)</p> <p>(W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.2b, W.5.2d, W.5.4)</p>	<p>*Grammar Assessment:</p> <ul style="list-style-type: none"> – inappropriate shifts in verb tense – transitional words, phrases, and clauses to manage a set of events – comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question, and to indicate direct address <p>*Morphology Assessment:</p> <ul style="list-style-type: none"> – suffixes <i>-tion</i> and <i>-sion</i> – root <i>mem</i> – prefix <i>fore-</i> <p>*Spelling Assessment: Spell targeted words related to content of the Reader.</p> <p>(L.5.1c, L.5.1d, L.5.2, L.5.2c, L.5.2d, L.5.2e, L.5.3, L.5.4, L.5.4a, L.5.6)</p>
End-of-Year Assessment (3 days)	<p>EOY Assessment: Reading Comprehension (to measure progress in Grade 5 CKLA and preparedness for Grade 6 language arts instruction)</p> <p>EOY Assessment: Fluency (to measure progress in Grade 5 CKLA and preparedness for Grade 6 language arts instruction)</p> <p>EOY Assessment: Word Reading in Isolation (to measure progression in decoding ability during Grade 5 CKLA and preparedness for Grade 6 language arts instruction)</p>		<p>EOY Assessment: Grammar (to measure progress in Grade 5 CKLA and preparedness for Grade 6 language arts instruction)</p> <p>EOY Assessment: Morphology (to measure progress in Grade 5 CKLA and preparedness for Grade 6 language arts instruction)</p>
Pausing Point (4 days)	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in writing	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling