

Subject and Grade:	Fifth grade ELA	School Year:	24-25
Unit Title:	Unit 1 Personal Narratives	Author/s:	Larissa Furness, Cristiane Williams, Stacy Wilder, and Bethy Wilkinson

NYS Next Gen Learning Standards	Essential Question/Big Ideas
New York State Standards	<ul style="list-style-type: none"> • This unit allows the opportunity to examine the genre of personal narratives and help students build their knowledge of descriptive writing. • Through close and critical reading, these texts provide students the opportunity to improve their literal comprehension and text-based inferencing. • Reading about others' personal experiences will assist students with their ability to make meaning from their own experiences through writing.

Brief Unit Summary	Content Vocabulary
<p>This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing. A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often</p>	<ul style="list-style-type: none"> -Narrative -Hook -Point of View -Sensory

full-paragraph or multi-paragraph narratives, in a low stakes environment that encourages students to develop their writing skills. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback. Students also complete a Beginning-of-Year assessment that measures their preparation for Grade 5 work.

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> ● Identify and begin to successfully use personification in writing ● Identify and begin to successfully use point of view in writing ● Identify and begin to successfully use similes and metaphors in writing ● Utilize “Think as You Read” strategy to deepen understanding of a text ● Writing a personal narrative 	BOY test Personal Narrative Quiz	20 days + 2-3 days testing

Differentiation/Enrichment	Materials	Resources

Subject and Grade:	Fifth grade ELA	School Year:	24-25
Unit Title:	Unit 2 Early American Civilizations	Author/s:	Larissa Furness, Cristiane Williams, Stacy Wilder, and Bethy Wilkinson

NYS Next Gen Learning Standards	Essential Question/Big Ideas
New York State Standards	<ul style="list-style-type: none"> • Large, complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas before the arrival of Europeans. • There were many events that led to the rise and fall of the Maya, Aztec, and Inca civilizations. • The Maya, Aztec, and Inca civilizations were responsible for many innovations and discoveries and created myths to explain the world around them.

Brief Unit Summary	Content Vocabulary
<p>This unit orients students to the geography, climate, flora, and fauna of the Americas while presenting an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations. Students review the stages of the writing process and use information from the text to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, the Codex Project that encompasses all three civilizations. Students plan and draft a paragraph about the Maya and practice paraphrasing and note-taking, plan and draft a paragraph about the Aztec and incorporate images into</p>	<ul style="list-style-type: none"> -compare -contrast -paraphrase

their work, practice using linking words and phrases to compare the Maya and the Aztec, and plan and draft a paragraph about the Inca. Students edit their writing then integrate their writing and images to complete their Codex Project. They study the root word tract and the prefixes ir-, inter-, and il-. Students also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences. They also learn about words and phrases that compare and contrast.

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary ● Compare and contrast the Maya, Aztec, and Inca civilizations ● Paraphrase information from a text ● Create an informative or explanatory essay using evidence from the text ● Understanding of grammar including action and linking verbs, words that compare and contrast, run-on sentences and subjects and predicates 	<ul style="list-style-type: none"> -Unit Assessment -Early Civilization writing piece 	17 days

Differentiation/Enrichment	Materials	Resources

Subject and Grade:	Fifth Grade ELA	School Year:	24-25
Unit Title:	Unit 3: Poetry (Mini-Unit)	Author/s:	Larissa Furness, Cristiane Williams, Stacy Wilder, and Bethy Wilkinson

NYS Next Gen Learning Standards	Essential Question/Big Ideas
New York State Standards	<p>What is the purpose of repetition in a poem? What is the tone of the poem? How are poems structured? What is a theme of the poem?</p> <p>Literary devices: simile, metaphor, alliteration, imagery, hyperbole, onomatopoeia</p>

Brief Unit Summary	Content Vocabulary
<p>See attached unit plan</p> <p>This unit teaches students tools and strategies for approaching poetry, training them in methods and literary devices that poets use. Students interpret the figurative meanings within the poems to identify the themes and central ideas that the poets are trying to express.</p>	<p>Theme Repetition Tone Mood Figurative, Literal Literary Device: simile, metaphor, alliteration, imagery, hyperbole, onomatopoeia Author's Perspective Author's Purpose Stanza, Line</p>

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
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<p>Identify and use poetic devices (including tone, figurative language, rhyme, and metaphor)</p> <p>Compare and contrast poems using graphic organizers</p> <p>Apply new poetry knowledge to develop the craft of writing poetry</p>	<p>w No Difference Assessment 2.docx</p>	<p>5-6 days</p>
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Differentiation/Enrichment	Materials	Resources

Subject and Grade:	Fifth Grade ELA	School Year:	24-25
Unit Title:	Unit 4 Adventures of Don Quixote	Author/s:	Larissa Furness, Cristiane Williams, Stacy Wilder, and Bethy Wilkinson

NYS Next Gen Learning Standards	Essential Question/Big Ideas
New York State Standards	<p>-This text is a full-length adapted version of the original novel written by Miguel de Cervantes in 1605. It provides exposure to literary classics.</p> <p>-There are several themes, including morality, class, and worth, throughout the text.</p> <p>-The text provides students the opportunity to trace the development of plot, characters, and literary elements throughout the Unit Length: course of the novel.</p>

Brief Unit Summary	Content Vocabulary
<p>In this unit students focus on character and plot, as well as on literary elements such as characterization, while reading a full-length, adapted version of Adventures of Don Quixote. They trace the development of plot, characters, and literary elements over the course of the novel, which exposes them to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character; the relationship between Don Quixote and his sidekick, Sancho Panza; and episodes such as the one involving windmills. Students write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions; they support their claims with reasons and evidence from the text. They learn how to use commas in a series, and they continue developing subject-verb agreement and using words that compare and contrast. They also learn the suffix –ness and the root word vac.</p>	<ul style="list-style-type: none"> - Persuasive paragraph - Text evidence - Hook - Irony - Claim

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> - Distinguish between fact and opinion - Demonstrate understanding of pronoun-verb agreement and commas in a series - Demonstrate understanding of key vocabulary - Construct and share a four paragraph persuasive essay - Unit Assessment 	<ul style="list-style-type: none"> - Unit assessment - Persuasive writing paragraph 	15 days

Differentiation/Enrichment	Materials	Resources

Subject and Grade:	Fifth Grade ELA	School Year:	24-25
Unit Title:	Unit 5 The Renaissance	Author/s:	Larissa Furness, Cristiane Williams, Stacy Wilder, and Bethy Wilkinson

NYS Next Gen Learning Standards	Essential Question/Big Ideas
New York State Standards	<ul style="list-style-type: none"> ● The Renaissance was a cultural movement that began in Italy and swept through Europe. ● During the Renaissance, merchants and businessmen supported artists as their patrons. ● Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration. ● Renowned masters of art and literature from the time periods are featured.

Brief Unit Summary	Content Vocabulary
<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</p>	<ul style="list-style-type: none"> -Renaissance -Inference -Gist -Informational

and correlative conjunctions. Students study the root word serv and the prefixes im-, ex-, and in-.

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> ● Develop an understanding of reading for purposes such as gist, explanation, details, and inferences ● Write an informational paragraph ● Review note-taking techniques on informational text ● Create a biography about a famous Renaissance artist using at least two sources 	<ul style="list-style-type: none"> -Unit Assessment -Biography writing piece 	14 days

Differentiation/Enrichment	Materials	Resources

Subject and Grade:	Fifth Grade ELA	School Year:	24-25
Unit Title:	Unit 9 Chemical Matter	Author/s:	Larissa Furness, Cristiane Williams, Stacy Wilder, and Bethy Wilkinson

NYS Next Gen Learning Standards	Essential Question/Big Ideas
New York State Standards	<ul style="list-style-type: none"> • This unit introduces the concepts of matter, elements, and compounds. • Matter can be transformed by physical and chemical changes. • This text is both informational and literary, and requires the use of prior knowledge of both text types to read, analyze, and integrate the content within.

Brief Unit Summary	Content Vocabulary
<p>In this unit, students learn chemical content through a fictional work, <i>The Badlands Sleuth</i>, which tells the story of a fossil dig in which a number of fossils go missing and the protagonist, Amy, must use the chemistry she is learning to solve the mystery. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit include appropriate organization of content for a range of purposes, combining informational and literary details, applying recently learned insights to convey information and understanding to others, integrating information from multiple sources to explain concepts and ideas, and revising writing in response to peer feedback. The culminating writing task for this unit asks students to write Amy's next case: another detective story which uses scientific content to solve a mystery. At the</p>	<ul style="list-style-type: none"> -compare & contrast -character maps -text evidence -claim

conclusion of the unit, students complete an End-of-Year assessment to measure their progress throughout the academic year.

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none">● Demonstrate understanding of key vocabulary● Compare and contrast two texts● Prepare arguments for and hold a debate● Categorize evidence and create character maps● Plan, prepare for, and deliver a presentation● Read and integrate information	-Assessment	-16 days

Differentiation/Enrichment	Materials	Resources

Subject and Grade:	Fifth Grade ELA	School Year:	24-25
Unit Title:	Unit 8 Native Americans	Author/s:	Larissa Furness, Cristiane Williams, Stacy Wilder, and Bethy Wilkinson

NYS Next Gen Learning Standards	Essential Question/Big Ideas
New York State Standards	<ul style="list-style-type: none"> - Native Americans in North America had a unique connection to the land, wildlife, and seasons prior to the arrival of Europeans. - Contact with settlers and the policies of the American government had both intended and unintended consequences on the Native Americans. - As a result, the Native Americans' way of life, and their very existence, tragically and drastically changed.

Brief Unit Summary	Content Vocabulary
<p>This unit teaches students how Native Americans were intricately and intimately connected to their landscape and explores how the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land. Students write a persuasive essay in which they argue that a chosen image best shows the connection between Native Americans and the land. In this writing, students focus on note-taking, incorporating evidence, and crafting an argument; they also revise, edit, and share their writing. Students continue practicing correct verb tenses and learn transition words that indicate time or a sequence of events. They learn to use formatting to indicate titles, and they work on comma placement in sentences including tag questions, direct address, and similar constructions. They also learn the root word mem, the prefix fore-, and the suffixes -tion and -sion.</p>	<ul style="list-style-type: none"> - Perspective - Point of view - Cause and effect

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> - Demonstrate understanding of key vocabulary - Make inferences from informative text - Identify the main argument and evidence of a persuasive text - Focus on collecting relevant information and construct a persuasive essay 	<ul style="list-style-type: none"> - Unit assessment - Native American project 	15 days

Differentiation/Enrichment	Materials	Resources

Subject and Grade:	Fifth Grade ELA	School Year:	24-25
Unit Title:	Unit 7 A Midsummer Night's Dream	Author/s:	Larissa Furness, Cristiane Williams, Stacy Wilder, and Bethy Wilkinson

NYS Next Gen Learning Standards	Essential Question/Big Ideas
New York State Standards	<ul style="list-style-type: none"> - Students can enhance their understanding and their skills in reading, writing, speaking, and listening through the genre of drama. - Shakespeare's plays are the basis for a great number of sayings and contemporary works. To be able to decipher the language and understand how his plays were performed is key to deepening understandings of these contemporaries.

Brief Unit Summary	Content Vocabulary
<p>See adapted unit here</p> <p>The A Midsummer Night's Dream unit is an immersive Quest that treats Shakespeare's comedy as both literature and a living text for interpretation and performance. Over the course of the Quest students read, write, act, direct, design, and watch scenes from A Midsummer Night's Dream. Students think about scenes through the frames of character action (what a character wants, what stands in his or her way, what he or she will do to achieve it) and character traits (what a character's actions tell us about him or her, what adjectives we would use to describe this character) while exploring Shakespeare's brilliant language. Students engage in close reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations, as well as their skills in reading, writing, speaking, and listening. This Quest highlights writing and performance activities, asking students to write text-based pieces in which they offer advice to the play's various characters</p>	<p>Character Trait Character Change Problem and Solution Cause and Effect Theme Figurative Language Plot and Plot Diagram</p>

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Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
Dive into, engage with, and make sense of complex text and vocabulary Complete character analysis from the perspective of each character's actions and desires	-Character project -EOY assessment	8-9 days

Differentiation/Enrichment	Materials	Resources