



## English Department Curriculum Guide

## Grade 5 ELA

Course Description
<p>The fifth grade English curriculum bridges elementary school Language Arts to middle school with a team approach. The curriculum continues to spiral in the four domains (Reading, Writing, Speaking, &amp; Listening, and Language). Being in a new school, students will face many challenges as they navigate the first year of middle school. Even more importantly, students will make discoveries about themselves: who they are as a student, friend, and learner as they acclimate to a middle school setting from elementary school. The integrated curriculum approach fits the developmental needs of 5th graders.</p> <p>With a variety of texts varying in genre, complexity, and organizational structure, students will build upon previously taught skills with rigor and interact with texts representing a variety of genres and perspectives through meaningful literacy tasks such as: close reading and analysis, textual evidence collection, and introduction to literary analysis. By implementing a structured approach to writing across content areas, for a variety of purposes, audiences, and formats, students will write widely across many content areas. Embedded in the texts, students will work with words by applying spelling rules, grammar rules, and vocabulary meaning. Standards are spiraled each term to maximize student interactions with selected literature and informational texts. Given the pre-requisite skills and interdependency among the standards to access or show mastery of other standards, many standards and substandards are revisited each term with a goal of mastery at the end of fifth grade.</p>
Content Standards
<p><a href="#">Grade 5 Massachusetts Curriculum Framework - ELA</a></p>



Subject: Grade 5 – English Language Arts

Units	Essential Questions	Key Activities May Include
<p><b>TERM 1</b></p> <p><b>Unit 1</b></p> <p><b>MA Standards:</b></p> <p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10</li> </ul> <p><b>Reading Foundational Skills</b></p> <ul style="list-style-type: none"> <li>5.3, 5.4</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.4, 5.5</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.6</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>5.1</li> </ul>	<ul style="list-style-type: none"> <li>How can experiencing nature change the way we feel about it?</li> <li>How do we get the things we need?</li> <li>What are the positive and negative effects of technology?</li> </ul>	<p>Reading short stories, poetry, novels or excerpts from novels:</p> <ul style="list-style-type: none"> <li><i>A Walk in the Woods</i></li> <li><i>Camping with the President</i> by Ginger Wadsworth</li> <li><i>A Fresh Idea</i></li> <li><i>One Hen</i> by Katie Smith Milway</li> <li><i>Reading Between the Dots</i> by Brittany Metts</li> <li><i>The Future in Transportation</i> article from Time for Kids</li> <li><i>Getting from Here to There</i> article from Time for Kids</li> <li>Novel: <i>A Long Walk to Water</i> by Linda Sue Park</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Write constructed responses using text evidence to support an author's perspective in literature and informational text.</li> <li>Examine an argumentative essay supporting a claim with logical reasons and relevant evidence from sources.</li> <li>Within their writing, identify and write different types of sentences including simple, compound and complex sentences with correct punctuation and work to eliminate fragments and run-ons.</li> <li>Engage in activities targeted to develop grade level vocabulary using context clues and Greek and Latin roots.</li> </ul>



Units	Essential Questions	Key Activities May Include
<b>Unit 2</b> <b>MA Standards:</b>  <b>Reading Literature</b> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10</li> </ul> <b>Reading Informational Text</b> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10</li> </ul> <b>Reading Foundational Skills</b> <ul style="list-style-type: none"> <li>5.3, 5.4</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>5.2, 5.3, 5.4, 5.5</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.6</li> </ul> <b>Speaking and Listening</b> <ul style="list-style-type: none"> <li>5.1</li> </ul>	<ul style="list-style-type: none"> <li>What do good problem solvers do?</li> <li>When has a plan helped you accomplish a task?</li> <li>What motivates you to accomplish a goal?</li> </ul>	<p>Reading short stories, poetry, novels or excerpts from novels:</p> <ul style="list-style-type: none"> <li><i>Creating a Nation</i></li> <li><i>Who wrote the US Constitution?</i> by Candice Ransom</li> <li><i>Wordsmiths</i></li> <li><i>The Magical Lost Brocade</i></li> <li><i>Blancaflor</i> by Alma Flor Ada</li> <li><i>From Tale to Table</i></li> <li><i>A Simple Plan</i></li> <li><i>Stage Fright</i> by Lee Bennet Hopkins</li> <li><i>Foul Shot</i> by Edwin A. Hoey</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Write a narrative to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.</li> <li>Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.</li> <li>Compare and contrast how authors present information on the same topic or theme through class discussion.</li> <li>Trace and explain the development of stated or implied theme(s) throughout a literary text.</li> <li>Engage in activities targeted to develop grade level vocabulary using context clues and Greek and Latin roots.</li> </ul>



Units	Essential Questions	Key Activities May Include
<p><b>TERM 2</b></p> <p><b>Unit 3</b></p> <p><b>MA Standards:</b></p> <p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10</li> </ul> <p><b>Reading Foundational Skills</b></p> <ul style="list-style-type: none"> <li>5.3, 5.4</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>5.2, 5.3, 5.4, 5.5</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.6</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2</li> </ul>	<ul style="list-style-type: none"> <li>What can learning about different cultures teach us?</li> <li>What benefits come from people working as a group?</li> <li>How do we explain what happened in the past?</li> </ul>	<p>Reading short stories, poetry, novels or excerpts from novels:</p> <ul style="list-style-type: none"> <li><i>A Reluctant Traveler</i></li> <li><i>They Don't Mean It</i> by Lensey Namioka</li> <li><i>Where did that come From?</i></li> <li><i>Gulf Spill Superheroes</i></li> <li><i>Helping Hands</i></li> <li><i>What was the Purpose of the Inca's Knotted Strings?</i></li> <li><i>Machu Picchu: Ancient City</i> article from Time for Kids</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Write constructed responses using text evidence to support an author's perspective in literature and informational text.</li> <li>Write an expository text about a topic using multiple sources.</li> <li>Analyze how characterization contributes to the plot in a literary text.</li> <li>Explain the development of stated or implied theme(s) throughout a literary text.</li> <li>Analyze an author's purpose in an informational text.</li> <li>Compare and contrast how authors present information on the same topic or theme.</li> <li>Write an argument essay using precise language, supported with logical reasons and relevant evidence from sources.</li> <li>Recognize how the text structure of a problem and solution contributes to the overall meaning of a text.</li> <li>Explain how relevant details support the central idea(s), implied or explicit.</li> <li>Engage in activities targeted to develop grade level vocabulary using context clues and Greek and Latin roots.</li> </ul>



Units	Essential Questions	Key Activities May Include
<b>Unit 4</b> <b>MA Standards:</b>  <b>Reading Literature</b> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10</li> </ul> <b>Reading Informational Text</b> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.8, 5.10</li> </ul> <b>Reading Foundational Skills</b> <ul style="list-style-type: none"> <li>5.3, 5.4</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>5.2, 5.3, 5.4, 5.5</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.6</li> </ul> <b>Speaking and Listening</b> <ul style="list-style-type: none"> <li>5.1, 5.2</li> </ul>	<ul style="list-style-type: none"> <li>What can people do to bring about a positive change?</li> <li>What can you discover when you give things a second look?</li> <li>How do you express something that is important to you?</li> </ul>	<p>Reading short stories, poetry, novels or excerpts from novels:</p> <ul style="list-style-type: none"> <li><i>Frederick Douglass</i></li> <li><i>Rosa</i> By Nikki Giovanni</li> <li><i>Our Voices, Our Votes</i></li> <li><i>Where's Brownie?</i></li> <li><i>A Window into History: The Mystery of the Cellar Window</i> by David Adler</li> <li><i>A Boy, a Horse, and a Fiddle</i> retold by Elizabeth ten Grotenhuis</li> <li><i>How Do I Hold the Summer</i></li> <li><i>Words Free as Confetti</i> by Pat Mora</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explain how photographs and captions contribute to the understanding of a text.</li> <li>Analyze an author's perspective, or point of view.</li> <li>Synthesize information from three sources and write an expository essay.</li> <li>Engage in activities targeted to develop grade level vocabulary using context clues and Greek and Latin roots.</li> </ul>



Units	Essential Questions	Key Activities May Include
<p><b>TERM 3</b></p> <p><b>Unit 5</b></p> <p><b>MA Standards:</b></p> <p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10</li> </ul> <p><b>Reading Foundational Skills</b></p> <ul style="list-style-type: none"> <li>5.3, 5.4</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.4, 5.5</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.6</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>5.1, 5.2</li> </ul>	<ul style="list-style-type: none"> <li>How can scientific knowledge change over time?</li> <li>How do shared experiences help people adapt to change?</li> <li>How do natural events and human activities affect the environment?</li> </ul>	<p>Reading short stories, poetry, novels or excerpts from novels:</p> <ul style="list-style-type: none"> <li><i>The Case of the Missing Bees</i> article from Time for Kids</li> <li><i>The Crow and the Pitcher</i> a retelling of an Aesop fable</li> <li><i>Changing Views Of Earth</i></li> <li><i>When is a Planet Not a Planet?</i> by Elaine Scott</li> <li><i>The Day the Rollets got their Moxie Back</i></li> <li><i>Musical Impressions of the Great Depression</i></li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explain how text features contribute to the understanding of a text.</li> <li>Explain how relevant, or key, details in a text support the central or main idea, implied or explicit.</li> <li>Compare and contrast how authors present information on the same topic.</li> <li>Identify independent and dependent clauses, complex sentences.</li> <li>Use commas correctly with clauses.</li> <li>Use context to determine the meaning of multiple-meaning words.</li> </ul>



Units	Essential Questions	Key Activities May Include
<b>Unit 6</b> <b>MA Standards:</b>  <b>Reading Literature</b> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10</li> </ul> <b>Reading Informational Text</b> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7</li> </ul> <b>Reading Foundational Skills</b> <ul style="list-style-type: none"> <li>5.3, 5.4</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.4, 5.5</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>5.1, 5.2, 5.3, 5.4, 5.6</li> </ul> <b>Speaking and Listening</b> <ul style="list-style-type: none"> <li>5.1, 5.2</li> </ul>	<ul style="list-style-type: none"> <li>How do different groups contribute to a cause?</li> <li>How are living things adapted to their environment?</li> <li>What can our connections to the world teach us?</li> </ul>	<p>Reading short stories, poetry, novels or excerpts from novels:</p> <ul style="list-style-type: none"> <li><i>Shipped Out</i></li> <li><i>The Unbreakable Code</i> by Sara Hoagland Hunter</li> <li><i>Mysterious Oceans</i></li> <li><i>Survival at 40 Below</i> by Debbie S. Miller</li> <li><i>To Travel</i></li> <li><i>You are My Music</i> by Jean LeBlanc</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze how events in a flashback contribute to the plot in a literary text and explain the development of stated or implied theme(s) throughout a literary text.</li> <li>Describe how an author develops a character's perspective in a literary text.</li> <li>Write a fictional narrative with a logical sequence of events and demonstrating an effective use of character and plot development.</li> <li>Use good, well, more, most, -er and -est correctly.</li> <li>Engage in activities targeted to develop grade level vocabulary with a focus in correctly using adjectives and adverbs.</li> </ul>

Textbook
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