

5th Grade Curriculum Maps - Quick Links

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5th Grade - Resources

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5th Grade - Math

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Place Value, Decimal Operations, and Whole Number Multiplication/Division Essential Questions: How does place value help us read, write, compare, round, and operate with whole numbers and decimals? How can models, strategies, and algorithms help us add and subtract decimals accurately? How can estimation, place value, and properties help us multiply and divide multi-digit whole numbers? Enduring Understandings: Place value patterns help mathematicians understand relationships among whole numbers and decimals. Decimal operations are based on the same place value patterns used with whole numbers. Mathematicians use models, strategies, algorithms, and estimation to solve problems and explain whether answers are reasonable.	5.NBT.A.1 5.NBT.A.2 5.NBT.A.3.a 5.NBT.A.3.b 5.NBT.A.4 5.NBT.B.5 5.NBT.B.6 5.NBT.B.7	Formative Assessments: Weekly quiz checks Classwork/homework checks Entrance and exit tickets Place value and rounding checks Decimal addition/subtraction practice Multi-digit multiplication/division checks Teacher observation during number talks and problem solving Math notebook responses Summative Assessment: End-of-unit/topic assessment	Recognize patterns with powers of 10 and exponents Understand whole number and decimal place value Read, write, compare, and round decimals to thousandths Estimate sums and differences of decimals Add and subtract decimals using models, strategies, and algorithms Multiply multi-digit whole numbers fluently Divide whole numbers using models, properties, partial quotients, and standard algorithms Solve word problems involving whole number and decimal operations Use estimation and reasoning to check answers	Number talks Place value charts and decimal models Teacher modeling with think-alouds Guided practice with decimal operations Multi-digit multiplication and division strategy comparison Partner problem solving Fact fluency routines Error analysis Exit tickets and math notebook reflection	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; 99math; Khan Academy; place value charts; decimal models; base-ten blocks; number lines; math fact practice materials; teacher-created, standards-aligned practice activities
2nd Quarter - Unit 2	Decimal Operations and Fraction Operations Essential Questions: How can place value and models help us multiply and divide decimals? How can equivalent fractions help us add and subtract fractions and mixed numbers? How can models and equations help us understand multiplication and division with fractions? Enduring Understandings: Decimal multiplication and division are based on place value, estimation, and number sense. Equivalent fractions help mathematicians add, subtract, and compare fractions with unlike denominators.	5.NBT.A.2 5.NBT.B.7 5.NF.A.1 5.NF.A.2 5.NF.B.3 5.NF.B.4.a 5.NF.B.4.b 5.NF.B.5.b 5.NF.B.6 5.NF.B.7.b 5.NF.B.7.c	Formative Assessments: Weekly quiz checks Classwork/homework checks Entrance and exit tickets Decimal multiplication/division practice Equivalent fraction checks Fraction addition/subtraction tasks Fraction multiplication/division model explanations Teacher observation during problem solving Math notebook responses Summative Assessment: End-of-unit/topic assessment	Multiply and divide decimals using models, strategies, and place value reasoning Estimate decimal products and quotients Add and subtract fractions and mixed numbers with unlike denominators Use equivalent fractions and common denominators to solve problems Interpret fractions as division of the numerator by the denominator Multiply fractions and whole numbers using models and equations Multiply fractions by fractions and interpret multiplication as scaling Divide unit fractions by whole numbers and whole numbers by unit fractions Solve real-world problems involving decimal	Decimal models and place value charts Teacher modeling with think-alouds Fraction strips, number lines, and area models Equivalent fraction matching Common denominator strategy practice Partner problem solving Fraction operation model explanations Error analysis Exit tickets and math notebook reflection	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; 99math; Khan Academy; fraction strips/circles; number lines; area models; decimal models; teacher-created, standards-aligned fraction and decimal practice activities
3rd Quarter - Unit 3	Volume, Coordinate Graphing, and Classifying Two-Dimensional Figures Essential Questions: How can volume be measured, modeled, and calculated? How can coordinate grids be used to represent and analyze relationships? How can attributes help us classify two-dimensional figures? Enduring Understandings: Volume measures the amount of space inside a solid figure and can be found using models and formulas. Coordinate planes help mathematicians represent, graph, and analyze relationships. Two-dimensional figures can be classified by their properties and relationships.	5.MD.C.3.a 5.MD.C.3.b 5.MD.C.4 5.MD.C.5.a 5.MD.C.5.b 5.MD.C.5.c 5.G.A.1 5.G.A.2 5.G.B.3 5.G.B.4	Formative Assessments: Weekly quiz checks Classwork/homework checks Entrance and exit tickets Volume model tasks Coordinate graphing practice Ordered pair checks Shape classification activities Teacher observation during problem solving Math notebook responses Summative Assessment: End-of-unit/topic assessment	Model volume using unit cubes Develop and apply volume formulas for rectangular prisms Find volume of right rectangular prisms and combined figures Solve real-world problems involving volume Graph points on the coordinate plane using ordered pairs Represent and analyze relationships using coordinate grids Classify triangles and quadrilaterals based on attributes Use mathematical vocabulary to describe geometric properties	Hands-on volume modeling with unit cubes Teacher modeling with think-alouds Coordinate grid practice Graphing ordered pairs Geometry sorting and classification tasks Use of rulers, graph paper, and geometry tools Partner problem solving Math discussion using geometric vocabulary Exit tickets and math notebook reflection	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; unit cubes; graph paper; coordinate grids; rulers; geometry tools; shape cards; teacher-created, standards-aligned volume, graphing, and geometry activities
4th Quarter - Unit 4	Measurement Conversions, Data, Numerical Expressions, and Patterns Essential Questions: How can measurement conversions help us solve real-world problems? How can line plots help us represent and interpret data? How can numerical expressions and patterns be used to represent mathematical relationships? Enduring Understandings: Measurement units can be converted and used to solve real-world problems. Data can be represented and interpreted to answer questions and solve problems. Numerical expressions, patterns, and graphs help mathematicians describe relationships and make generalizations.	5.MD.A.1 5.MD.B.2 5.NF.B.6 5.OA.A.1 5.OA.A.2 5.OA.B.3	Formative Assessments: Weekly quiz checks Classwork/homework checks Entrance and exit tickets Measurement conversion tasks Line plot interpretation checks Numerical expression practice Pattern and graphing exit tickets Teacher observation during problem solving Math notebook responses Summative Assessment: End-of-unit/topic assessment	Convert customary and metric measurement units within a given system Solve real-world problems involving measurement conversions Represent and interpret measurement data using line plots Solve problems involving fractions using information from line plots Use parentheses, brackets, and braces in numerical expressions Write and interpret numerical expressions Generate numerical patterns using given rules Graph ordered pairs generated from patterns and analyze relationships	Hands-on measurement conversion practice Measurement conversion charts Line plot creation and interpretation Teacher modeling with think-alouds Numerical expression practice Pattern rule investigations Coordinate graphing of pattern relationships Partner problem solving Exit tickets and math notebook reflection	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; Khan Academy; measurement tools; conversion charts; rulers; graph paper; line plot data sets; coordinate grids; teacher-created, standards-aligned measurement, data, expression, and pattern activities

5th Grade - Science

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
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1st Quarter - Unit 1	Matter and Scientific Investigation Essential Questions: How do scientists use observations, measurements, and models to investigate matter? How can the properties of materials help us identify and compare them? How can evidence show that matter is conserved when it changes? Enduring Understandings: Scientists use observations, measurements, models, and evidence to explain natural phenomena. Matter can be described and identified by its properties. Even when matter changes form or is mixed with other substances, evidence can help determine what changed and what stayed the same.	5-PS1-1 5-PS1-2 5-PS1-3 5-PS1-4 3-5-ETS1-1 3-5-ETS1-3	Formative Assessments: Science tool and safety observation Properties of matter observation chart Matter model explanation Measurement/data table Investigation reflection Vocabulary checks Science notebook responses Summative Assessment: Matter investigation or performance task End-of-unit assessment	Use observations and measurements to investigate matter Develop models to show that matter is made of particles too small to be seen Identify materials based on observable and measurable properties Measure and graph quantities to show that matter is conserved during changes Conduct investigations to determine whether mixing substances results in new substances Use evidence from investigations to support scientific explanations Use science tools safely and appropriately	Hands-on matter investigations Science tool practice Teacher modeling of investigation procedures Observation and measurement routines Matter modeling activities Data collection and graphing Claim-evidence-reasoning responses Science notebook reflections Partner or group investigation discussions	Core Resource: Savvas Realize Interactive Science, Chapter 1: Properties of Matter; Skills Handbook Part 1: The Nature of Science Supplemental Resource: science tools; matter investigation materials; measurement tools; data tables; science notebooks; Generation Genius; Blookey review; IXL science practice; teacher-created, standards-aligned investigations and activities
2nd Quarter - Unit 2	Forces, Motion, and Engineering Design Essential Questions: How do forces affect the motion of objects? How does gravity affect objects on Earth? How can engineers use evidence from tests to improve a design? Enduring Understandings: Forces can affect the speed, direction, and motion of objects. Earth's gravity pulls objects toward Earth's center. Engineers define problems, test solutions, and improve designs based on evidence.	5-PS2-1 3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3	Formative Assessments: Force and motion vocabulary checks Gravity investigation notes Motion observation/data table Cause-and-effect exit tickets Design planning organizer Build-test-improve reflection Science notebook responses Summative Assessment: Force and motion explanation using evidence Engineering design challenge or project End-of-unit assessment	Identify forces such as pushes, pulls, and gravity Explain that Earth's gravitational force pulls objects downward Observe and describe how forces can affect motion Use models, demonstrations, or investigations to explain force and motion Analyze data to identify cause-and-effect relationships Define a simple design problem with criteria and constraints Compare, test, and improve possible design solutions Support explanations and design decisions	Hands-on force and motion investigations Gravity demonstrations Ramps, toy cars, rulers, timers, and other investigation tools Cause-and-effect graphic organizers Build-test-improve cycle Teacher modeling with think-alouds Partner discussion using evidence stems Science notebook reflections	Core Resource: Savvas Realize Interactive Science, Chapter 2: Forces and Motion; Skills Handbook Part 2: Design and Function Supplemental Resource: ramps; toy cars; rulers; timers; force and motion visuals; engineering design materials; science notebooks; Generation Genius; Blookey review; IXL science practice; teacher-created, standards-aligned investigations and activities
3rd Quarter - Unit 3	Growth, Survival, and Ecosystems Essential Questions: How do plants and animals get the matter and energy they need to grow and survive? How does energy move through ecosystems? How do organisms depend on one another and their environment? Enduring Understandings: Plants get the materials they need for growth chiefly from air and water. Energy in animals' food was once energy from the Sun. Organisms in ecosystems are connected through food, energy, matter, and environmental relationships.	5-LS1-1 5-PS3-1 5-LS2-1	Formative Assessments: Growth and survival vocabulary checks Plant needs observation or model Food chain/food web diagram Energy flow response Ecosystem relationship chart Science notebook responses Teacher observation during modeling and discussion Summative Assessment: Ecosystem model or explanation Growth/survival performance task End-of-unit assessment	Explain that plants get materials for growth mainly from air and water Describe how energy from the Sun is transferred through food Identify producers, consumers, and decomposers in ecosystems Model how matter and energy move through ecosystems Describe relationships among organisms and their environment Explain how changes in an ecosystem can affect organisms Use evidence from models, texts, and investigations to support explanations	Plant growth observations or models Food chain and food web modeling Ecosystem diagrams Vocabulary instruction with visuals Informational text analysis Claim-evidence-reasoning responses Partner discussion using evidence stems Science notebook reflections Student-created ecosystem models or presentations	Core Resource: Savvas Realize Interactive Science, Chapter 3: Growth and Survival; Chapter 4: Ecosystems Supplemental Resource: plant growth materials; ecosystem diagrams; food chain/food web visuals; science notebooks; Generation Genius; Blookey review; IXL science practice; teacher-created, standards-aligned life science investigations and activities
4th Quarter - Unit 4	Water Cycle, Weather, Earth, and Space Essential Questions: How does water move through Earth's systems? How do weather and climate patterns help us understand Earth's systems? How do patterns help us understand Earth's movement in space? Enduring Understandings: Water moves through Earth's systems and affects weather, climate, landforms, and living things. Earth's major systems interact in ways that shape the planet. Patterns in shadows, day and night, seasons, and stars help us understand Earth's movement and place in space.	5-ESS1-1 5-ESS1-2 5-ESS2-1 5-ESS2-2 5-ESS3-1	Formative Assessments: Water cycle vocabulary checks Earth systems model or diagram Weather/climate data table Clouds and precipitation response Earth and space model response Shadow or pattern observation notes Science notebook responses Summative Assessment: Water cycle or Earth systems model/explanation Earth and space model or explanation End-of-unit assessment	Identify and describe Earth's major systems: geosphere, hydrosphere, atmosphere, and biosphere Explain how Earth's systems interact Describe how water moves through the environment Explain stages of the water cycle, including evaporation, condensation, precipitation, and collection/runoff Compare weather and climate patterns Describe the Sun as a star that appears brighter because it is closer to Earth than other stars Use patterns of shadows, day and night, and seasonal stars to explain Earth's movement Use models, data, and evidence to support explanations about Earth systems and space	Water cycle modeling Earth systems diagrams Weather and climate data analysis Clouds and precipitation investigations Earth-Sun-Moon modeling Globe and flashlight demonstrations Shadow pattern observations Science notebook reflections Partner discussion using evidence from models and data	Core Resource: Savvas Realize Interactive Science, Chapter 5: The Water Cycle and Weather; Chapter 6: Earth and Space Supplemental Resource: water cycle visuals; Earth systems diagrams; weather/climate data sets; globes; flashlights; space visuals/videos; science notebooks; Generation Genius; Blookey review; IXL science practice; teacher-created, standards-aligned Earth and space science activities

5th Grade - Social Studies

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Geography of the United States Essential Questions: What can geography teach us about the United States? How do maps and geographic tools help us understand places? How do physical features shape how people live and move? Enduring Understandings: Geography helps us understand the location, physical features, and connections among places. Maps, globes, latitude, longitude, and other geographic tools help people describe and analyze the world. Physical features influence where people live. Native American Adaptation to Environments	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Geog1.a.4-5 SS.Geog1.b.i SS.Geog1.c.4-5 SS.Geog2.a.3 SS.Geog2.d.4-5	Formative Assessments: Geography vocabulary checks Map skills practice Latitude and longitude task Physical features labeling activity Entrance and exit tickets Teacher observation during map work Summative Assessment: Chapter 1 assessment United States map/physical features project	Identify key elements of maps and globes Use latitude and longitude to determine absolute location Define and use geographic vocabulary Label major physical features of the United States Interpret maps and geographic visuals Draw and label maps accurately Explain how geography influences people and communities	Map and globe exploration Latitude and longitude practice Physical features mapping Teacher modeling with think-alouds Geographic vocabulary instruction Partner map tasks Visual analysis using maps and images Short written responses using geographic evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 1 Supplemental Resource: maps; atlases; globes; geographic images; Scholastic News; IXL social studies practice; Blookey review; teacher-created, standards-aligned geography activities
1st Quarter - Unit 2	Essential Questions: How did Native Americans adapt to different environments in North America? How did geography influence Native American ways of life? How can evidence help us understand early migration and survival? Enduring Understandings: People adapt to their environments by using available resources to meet their needs. Geography influences food, shelter, clothing, tools, movement, and culture. Historians use maps, artifacts, images, and texts to understand how people lived in the past.	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Geog2.b.5 SS.Geog3.a.5 SS.Geog5.b.5 SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i	Formative Assessments: Vocabulary checks Migration route map task Environment/adaptation chart Artifact or image analysis response Entrance and exit tickets Teacher observation during discussion Summative Assessment: Chapter 2 assessment Native American adaptation project or written response	Trace early migration routes into North America Describe major environments in North America Explain how Native Americans adapted to different climates, landforms, and resources Identify connections among environment, food, shelter, clothing, and tools Analyze maps, artifacts, images, and texts as historical evidence Compare ways different groups used resources to survive and thrive	Migration route mapping Environment and adaptation comparison charts Artifact and image analysis Teacher modeling with think-alouds Vocabulary instruction with visuals Partner or small-group discussion Graphic organizers Written responses using evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 2 Supplemental Resource: migration maps; Native American cultural region visuals; artifacts/images; informational texts; Scholastic News; Blookey review; teacher-created, standards-aligned activities

2nd Quarter - Unit 3	Native American Cultural Regions	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Geog2.b.5 SS.Geog3.a.5 SS.Geog5.b.5 SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.BH2.a.4-5	Formative Assessments: Vocabulary checks Cultural region comparison chart Artifact analysis response Environment/resource matching task Entrance and exit tickets Teacher observation during discussion Summative Assessment: Chapter 3 assessment Native American cultural region poster, chart, or written comparison	Identify and compare Native American cultural regions Explain how geography and resources influenced ways of life Analyze artifacts as evidence of culture and adaptation Compare housing, food, clothing, tools, and traditions across regions Use evidence from maps, images, texts, and artifacts to support conclusions Explain how cultural diversity developed among Native American groups	Cultural region comparison charts Artifact analysis Map and environment analysis Vocabulary instruction with visuals Small-group discussion Graphic organizers Teacher modeling with think-alouds Evidence-based written responses	Core Resource: TCI Social Studies Alive! America's Past, Chapter 3 Supplemental Resource: cultural region maps; artifact images; Native American region visuals; informational texts; Scholastic News; IXL social studies practice; teacher-created, standards-aligned activities
	Essential Questions: How and why did Native American cultural regions differ? How did environment shape culture, traditions, and daily life? How can artifacts help us understand past societies? Enduring Understandings: Native American groups developed diverse ways of life based on geography, resources, and environment. Cultural regions can be compared by examining food, shelter, clothing, tools, traditions, and beliefs. Artifacts provide evidence about how people Exploration and Exchange	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.Geog5.a.3-4 SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.Econ1.a.3 SS.Econ4.c.5	Formative Assessments: Exploration vocabulary checks Explorer ship/object categorization task Motive for exploration chart Cause/effect exit tickets Text evidence object analysis response Teacher observation during discussion Summative Assessment: Chapter 4 assessment Exploration tools, motives, and exchange written response or project	Identify motives for European exploration Describe tools and technologies used by explorers Categorize objects as navigation tools, motives for exploration, or products exchanged between regions Explain how exploration connected Europe, Africa, and the Americas Compare historical exploration with exploration today Analyze historical objects and sources for information Use evidence to explain causes and effects of exploration	Object categorization activities Explorer motive charts Cause-and-effect graphic organizers Historical source analysis Teacher modeling with think-alouds Vocabulary instruction with visuals Partner discussion Written responses using evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 4 Supplemental Resource: explorer route maps; navigation tool visuals; historical object images; informational texts/videos; Scholastic News; Bloket review; teacher-created, standards-aligned exploration activities
	Essential Questions: What did explorers take to and from the Americas during the Age of Exploration? Why did Europeans explore the Americas? How did exploration lead to the movement of people, goods, ideas, and technologies? Enduring Understandings: Exploration was shaped by motives such as trade, wealth, power, religion, and curiosity. Exploration connected different parts of the world through the movement of people, goods, ideas, plants, animals, and technologies. Historical objects and sources can help us understand the motives, tools, and effects of exploration	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.Geog1.a.4-5 SS.Geog5.a.3-4 SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.Hist4.a.i SS.Econ4.c.5	Formative Assessments: Explorer vocabulary checks Explorer route map task Explorer impact chart Cause/effect response Text evidence exit tickets Teacher observation during discussion Summative Assessment: Chapter 5 assessment Explorer impact written response, route map, or research task	Identify key European explorers and expeditions to the Americas Trace and label explorer routes on maps Identify motives for exploration Analyze the effects of exploration on Native peoples and the Americas Compare the impact of different explorers Organize historical information using charts or graphic organizers Use evidence from maps, texts, and sources to support conclusions	Explorer research charts Route mapping Cause-and-effect analysis Impact ranking or comparison activities Text evidence practice Teacher modeling with think-alouds Small-group discussion Written responses using evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 5 Supplemental Resource: explorer route maps; primary/secondary source excerpts; informational texts/videos; Scholastic News; IXL social studies practice; teacher-created, standards-aligned exploration activities
3rd Quarter - Unit 5	European Exploration in the Americas	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.Geog1.a.4-5 SS.Geog5.a.3-4 SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.Hist4.a.i SS.Econ4.c.5	Formative Assessments: Colonial vocabulary checks Roanoke/Jamestown/Plymouth comparison chart Settlement map task Artwork or source analysis response Entrance and exit tickets Teacher observation during discussion Summative Assessment: Chapter 6 assessment Early colonies comparison response or project	Compare and contrast Roanoke, Jamestown, and Plymouth Locate Native American and English settlements on maps Explain challenges faced by early colonies Describe how geography and resources affected settlement Analyze relationships between Native peoples and English settlers Use artwork, maps, and sources as historical evidence Develop criteria to evaluate historical information or visuals	Colony comparison charts Map analysis Artwork and source analysis Teacher modeling with think-alouds Vocabulary instruction with visuals Partner or small-group discussion Graphic organizers Evidence-based written responses	Core Resource: TCI Social Studies Alive! America's Past, Chapter 6 Supplemental Resource: colonial settlement maps; artwork/images; informational texts/videos; Scholastic News; Bloket review; teacher-created, standards-aligned colonial history activities
	Essential Questions: What challenges did the first English colonies face? How did geography, resources, leadership, and relationships affect early settlements? How can art, maps, and historical sources help us understand colonial life? Enduring Understandings: Early colonies faced challenges related to environment, resources, leadership, disease, and relationships with Native peoples. Geography influenced where settlements developed and how people survived. Historical sources, maps, and artwork can provide evidence about colonial experiences and organizations	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Geog1.a.4-5 SS.Geog2.b.5 SS.Geog3.a.5 SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.Hist4.a.i SS.PS1.b.4-5	Formative Assessments: Colonial regions vocabulary checks Regional comparison chart Map interpretation task Multiple perspectives response Entrance and exit tickets Teacher observation during discussion Summative Assessment: Chapter 7 assessment Three colonial regions comparison project or presentation	Identify key features of New England, Middle, and Southern colonies Compare geography, climate, economy, religion, and government across colonial regions Analyze maps to draw conclusions about settlement and development Explain how geography influenced colonial economies and daily life Explore historical events from multiple perspectives Use evidence from maps, texts, and visuals to support comparisons	Colonial region comparison charts Map and geographic analysis Multiple perspective discussion Teacher modeling with think-alouds Vocabulary instruction with visuals Small-group research Student presentations Written responses using evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 7 Supplemental Resource: colonial region maps; charts; historical images; informational texts/videos; Scholastic News; IXL social studies practice; teacher-created, standards-aligned colonial region activities
	Essential Questions: How were the three colonial regions alike and different? How did geography, climate, economy, religion, and government shape colonial regions? How can multiple perspectives help us understand colonial life? Enduring Understandings: The New England, Middle, and Southern colonies developed distinct characteristics based on geography, resources, economy, religion, and government. Colonial regions can be compared by examining physical features, settlement patterns, economies, and ways of life. Historical events and colonial life can be understood from multiple perspectives. Slavery, Triangular Trade, and Resistance	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.Geog1.a.4-5 SS.Geog2.b.5 SS.Geog3.a.5 SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.Hist4.a.i SS.PS1.b.4-5	Formative Assessments: Slavery/triangular trade vocabulary checks Triangular trade map or diagram Middle Passage source response Cause/effect chart Perspective-taking written response Teacher observation during discussion Summative Assessment: Chapter 8 assessment Triangular trade, Middle Passage, or slavery impact written response/project	Describe life in West Africa before and during the growth of the slave trade Explain how the trade of enslaved people began and expanded Identify components of triangular trade Analyze the experiences of Africans during the Middle Passage Explain the impact of slavery on African people, families, and communities Describe ways enslaved Africans survived, resisted, and preserved culture Use maps, diagrams, texts, and sources to explain historical and economic systems	Triangular trade mapping Source and image analysis Cause-and-effect graphic organizers Vocabulary instruction with care and context Teacher modeling with think-alouds Structured discussion using evidence Perspective-taking written responses Student reflection using historical evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 8 Supplemental Resource: triangular trade maps; historical images; age-appropriate primary/secondary source excerpts; informational texts/videos; Scholastic News; teacher-created, standards-aligned activities
4th Quarter - Unit 6	Early English Colonies	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Geog1.a.4-5 SS.Geog2.b.5 SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.Hist4.a.i SS.PS1.b.4-5	Formative Assessments: Colonial regions vocabulary checks Regional comparison chart Map interpretation task Multiple perspectives response Entrance and exit tickets Teacher observation during discussion Summative Assessment: Chapter 7 assessment Three colonial regions comparison project or presentation	Identify key features of New England, Middle, and Southern colonies Compare geography, climate, economy, religion, and government across colonial regions Analyze maps to draw conclusions about settlement and development Explain how geography influenced colonial economies and daily life Explore historical events from multiple perspectives Use evidence from maps, texts, and visuals to support comparisons	Colonial region comparison charts Map and geographic analysis Multiple perspective discussion Teacher modeling with think-alouds Vocabulary instruction with visuals Small-group research Student presentations Written responses using evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 7 Supplemental Resource: colonial region maps; charts; historical images; informational texts/videos; Scholastic News; IXL social studies practice; teacher-created, standards-aligned colonial region activities
	Essential Questions: What challenges did the first English colonies face? How did geography, resources, leadership, and relationships affect early settlements? How can art, maps, and historical sources help us understand colonial life? Enduring Understandings: Early colonies faced challenges related to environment, resources, leadership, disease, and relationships with Native peoples. Geography influenced where settlements developed and how people survived. Historical sources, maps, and artwork can provide evidence about colonial experiences and organizations	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Geog1.a.4-5 SS.Geog2.b.5 SS.Geog3.a.5 SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.Hist4.a.i SS.PS1.b.4-5	Formative Assessments: Colonial regions vocabulary checks Regional comparison chart Map interpretation task Multiple perspectives response Entrance and exit tickets Teacher observation during discussion Summative Assessment: Chapter 7 assessment Three colonial regions comparison project or presentation	Identify key features of New England, Middle, and Southern colonies Compare geography, climate, economy, religion, and government across colonial regions Analyze maps to draw conclusions about settlement and development Explain how geography influenced colonial economies and daily life Explore historical events from multiple perspectives Use evidence from maps, texts, and visuals to support comparisons	Colonial region comparison charts Map and geographic analysis Multiple perspective discussion Teacher modeling with think-alouds Vocabulary instruction with visuals Small-group research Student presentations Written responses using evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 7 Supplemental Resource: colonial region maps; charts; historical images; informational texts/videos; Scholastic News; IXL social studies practice; teacher-created, standards-aligned colonial region activities
	Essential Questions: What was the impact of slavery on African people? How did triangular trade connect economies, colonies, and human suffering? How did enslaved Africans survive, resist, and preserve culture under slavery? Enduring Understandings: The transatlantic slave trade forcibly moved African people and caused lasting harm to individuals, families, communities, and societies. Triangular trade connected economies through the movement of goods, labor, and enslaved people. Enslaved Africans showed resilience, resistance, and cultural strength despite the	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.Hist4.a.i SS.PS1.b.4-5	Formative Assessments: Slavery/triangular trade vocabulary checks Triangular trade map or diagram Middle Passage source response Cause/effect chart Perspective-taking written response Teacher observation during discussion Summative Assessment: Chapter 8 assessment Triangular trade, Middle Passage, or slavery impact written response/project	Describe life in West Africa before and during the growth of the slave trade Explain how the trade of enslaved people began and expanded Identify components of triangular trade Analyze the experiences of Africans during the Middle Passage Explain the impact of slavery on African people, families, and communities Describe ways enslaved Africans survived, resisted, and preserved culture Use maps, diagrams, texts, and sources to explain historical and economic systems	Triangular trade mapping Source and image analysis Cause-and-effect graphic organizers Vocabulary instruction with care and context Teacher modeling with think-alouds Structured discussion using evidence Perspective-taking written responses Student reflection using historical evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 8 Supplemental Resource: triangular trade maps; historical images; age-appropriate primary/secondary source excerpts; informational texts/videos; Scholastic News; teacher-created, standards-aligned activities
4th Quarter - Unit 8	Triangular Trade, and Resistance	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.Hist4.a.i SS.PS1.b.4-5	Formative Assessments: Slavery/triangular trade vocabulary checks Triangular trade map or diagram Middle Passage source response Cause/effect chart Perspective-taking written response Teacher observation during discussion Summative Assessment: Chapter 8 assessment Triangular trade, Middle Passage, or slavery impact written response/project	Describe life in West Africa before and during the growth of the slave trade Explain how the trade of enslaved people began and expanded Identify components of triangular trade Analyze the experiences of Africans during the Middle Passage Explain the impact of slavery on African people, families, and communities Describe ways enslaved Africans survived, resisted, and preserved culture Use maps, diagrams, texts, and sources to explain historical and economic systems	Triangular trade mapping Source and image analysis Cause-and-effect graphic organizers Vocabulary instruction with care and context Teacher modeling with think-alouds Structured discussion using evidence Perspective-taking written responses Student reflection using historical evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 8 Supplemental Resource: triangular trade maps; historical images; age-appropriate primary/secondary source excerpts; informational texts/videos; Scholastic News; teacher-created, standards-aligned activities
	Essential Questions: What was the impact of slavery on African people? How did triangular trade connect economies, colonies, and human suffering? How did enslaved Africans survive, resist, and preserve culture under slavery? Enduring Understandings: The transatlantic slave trade forcibly moved African people and caused lasting harm to individuals, families, communities, and societies. Triangular trade connected economies through the movement of goods, labor, and enslaved people. Enslaved Africans showed resilience, resistance, and cultural strength despite the	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.Hist4.a.i SS.PS1.b.4-5	Formative Assessments: Slavery/triangular trade vocabulary checks Triangular trade map or diagram Middle Passage source response Cause/effect chart Perspective-taking written response Teacher observation during discussion Summative Assessment: Chapter 8 assessment Triangular trade, Middle Passage, or slavery impact written response/project	Describe life in West Africa before and during the growth of the slave trade Explain how the trade of enslaved people began and expanded Identify components of triangular trade Analyze the experiences of Africans during the Middle Passage Explain the impact of slavery on African people, families, and communities Describe ways enslaved Africans survived, resisted, and preserved culture Use maps, diagrams, texts, and sources to explain historical and economic systems	Triangular trade mapping Source and image analysis Cause-and-effect graphic organizers Vocabulary instruction with care and context Teacher modeling with think-alouds Structured discussion using evidence Perspective-taking written responses Student reflection using historical evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 8 Supplemental Resource: triangular trade maps; historical images; age-appropriate primary/secondary source excerpts; informational texts/videos; Scholastic News; teacher-created, standards-aligned activities
	Essential Questions: What was the impact of slavery on African people? How did triangular trade connect economies, colonies, and human suffering? How did enslaved Africans survive, resist, and preserve culture under slavery? Enduring Understandings: The transatlantic slave trade forcibly moved African people and caused lasting harm to individuals, families, communities, and societies. Triangular trade connected economies through the movement of goods, labor, and enslaved people. Enslaved Africans showed resilience, resistance, and cultural strength despite the	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.Hist1.a.i SS.Hist2.b.i SS.Hist3.b.i SS.Hist4.a.i SS.PS1.b.4-5	Formative Assessments: Slavery/triangular trade vocabulary checks Triangular trade map or diagram Middle Passage source response Cause/effect chart Perspective-taking written response Teacher observation during discussion Summative Assessment: Chapter 8 assessment Triangular trade, Middle Passage, or slavery impact written response/project	Describe life in West Africa before and during the growth of the slave trade Explain how the trade of enslaved people began and expanded Identify components of triangular trade Analyze the experiences of Africans during the Middle Passage Explain the impact of slavery on African people, families, and communities Describe ways enslaved Africans survived, resisted, and preserved culture Use maps, diagrams, texts, and sources to explain historical and economic systems	Triangular trade mapping Source and image analysis Cause-and-effect graphic organizers Vocabulary instruction with care and context Teacher modeling with think-alouds Structured discussion using evidence Perspective-taking written responses Student reflection using historical evidence	Core Resource: TCI Social Studies Alive! America's Past, Chapter 8 Supplemental Resource: triangular trade maps; historical images; age-appropriate primary/secondary source excerpts; informational texts/videos; Scholastic News; teacher-created, standards-aligned activities

5th Grade - Reading

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
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1st Quarter - Unit 1	Literary Text: Identity, Kindness, and Character Development Essential Questions: How do characters change as a story develops? How can readers use text evidence to analyze theme, character, and point of view? How do authors use literary elements to help readers understand important ideas? Enduring Understandings: Readers analyze characters, events, setting, conflict, and point of view to understand literary texts. Authors develop themes through characters' actions, decisions, relationships, and challenges. Readers use evidence from the text to support inferences, summaries, and interpretations.	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RF.5.4.a RF.5.4.b RF.5.4.c	Formative Assessments: Reading response journals Graphic organizers Text evidence exit tickets Vocabulary/context clue checks Character analysis notes Theme tracking chart Discussion participation Fluency checks Summative Assessment: Novel comprehension assessment Character analysis response Theme or text evidence writing prompt	Quote accurately from a text when explaining explicit meaning and inferences Determine theme and summarize key events Analyze character traits, motivations, relationships, and changes over time Analyze how plot events develop and connect to theme Identify and explain figurative language and word choice Compare points of view and perspectives within the text Use academic and text-specific vocabulary in discussion and writing Read grade-level text with accuracy, appropriate rate, and expression	Close reading of selected passages Teacher modeling with think-alouds Text-dependent questioning Character analysis charts Theme tracking organizer Literature circles or guided discussion Vocabulary instruction using context clues Written responses using text evidence Fluency practice and oral reading	Core Resource: Amplify Reading; selected novel study text: Wonder by R.J. Palacio Supplemental Resource: Scholastic News 5/6; Reading Comprehension Fundamentals Grade 5; IXL; Epic; supplemental short stories; teacher-created, standards-aligned reading activities
2nd Quarter - Unit 2	Literary Text: Historical Fiction, Conflict, and Perspective Essential Questions: How can historical fiction help readers understand people, conflict, and survival? How do characters' perspectives shape how events are understood? How can readers compare themes and character experiences across texts? Enduring Understandings: Historical fiction uses characters, setting, conflict, and historical context to develop meaning. Readers analyze point of view and perspective to better understand characters and events. Comparing texts helps readers recognize common themes, differences in experience, and author choices. Primary Texts: The Sign of the Beaver by Elizabeth George Speare	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.9 RF.5.4.a RF.5.4.b RF.5.4.c	Formative Assessments: Reading response journals Graphic organizers Text evidence exit tickets Vocabulary/context clue checks Character comparison chart Point of view analysis Discussion participation Fluency checks Summative Assessment: Novel comprehension assessment Character or perspective analysis response Compare/contrast literary response	Quote accurately from literary texts to support inferences and analysis Determine theme and summarize important events Analyze characters, conflicts, settings, and plot development Compare and contrast characters, events, and themes across texts Analyze how point of view influences the reader's understanding Explain how historical setting affects characters and events Use context clues and word analysis to determine meaning Read grade-level text with accuracy, appropriate rate, and expression	Close reading of selected passages Teacher modeling with think-alouds Character and conflict analysis charts Point of view discussion Compare/contrast graphic organizers Literature circles or guided discussion Vocabulary instruction using context clues and word parts Written responses using text evidence Fluency practice and oral reading	Core Resource: Amplify Reading; selected novel study text: The Sign of the Beaver by Elizabeth George Speare; Sadako and the Thousand Paper Cranes by Eleanor Coerr Supplemental Resource: Scholastic News 5/6; Reading Comprehension Fundamentals Grade 5; IXL; Epic; supplemental short stories; teacher-created, standards-aligned reading activities
2nd Quarter - Unit 3	Literary Text and Poetry: Theme, Structure, and Author's Craft Essential Questions: How do authors use structure, word choice, and figurative language to create meaning? How can readers analyze theme across a novel and poetry? How do characters' choices and challenges reveal important ideas? Enduring Understandings: Readers analyze structure, language, and literary elements to understand how texts create meaning. Authors use figurative language, imagery, and word choice to develop tone, theme, and character. Characters' choices, conflicts, and consequences can reveal deeper themes. Primary Text: Holes by Louis Sachar Additional Text Focus: Poetry	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RF.5.4.a RF.5.4.b RF.5.4.c	Formative Assessments: Reading response journals Graphic organizers Text evidence exit tickets Vocabulary/context clue checks Figurative language analysis Poetry response Theme tracking chart Discussion participation Fluency checks Summative Assessment: Novel comprehension assessment Theme or author's craft analysis response Poetry/literary analysis task	Quote accurately from literary texts to support analysis Determine theme and summarize key events or ideas Analyze character development, conflict, and plot structure Analyze how chapters, scenes, or stanzas fit together to develop meaning Interpret figurative language, imagery, and word choice Compare themes, structures, or approaches across literary texts Use vocabulary strategies to determine word meaning Read grade-level text with accuracy, appropriate rate, and expression	Close reading of novel and poetry excerpts Teacher modeling with think-alouds Theme tracking organizer Figurative language and imagery analysis Story structure mapping Poetry annotation Literature circles or guided discussion Vocabulary instruction using context clues and word parts Written responses using text evidence Fluency practice and oral reading	Core Resource: Amplify Reading; selected novel study text: Holes by Louis Sachar Supplemental Resource: poetry selections; Scholastic News 5/6; Reading Comprehension Fundamentals Grade 5; IXL; Epic; supplemental short stories; teacher-created, standards-aligned reading activities
4th Quarter - Unit 4	Literary Text: Resilience, Imagination, and Growth Essential Questions: How do characters respond to challenges and change over time? How do authors use setting, structure, and point of view to develop meaning? How can readers compare themes and literary elements across texts? Enduring Understandings: Characters' responses to challenges help readers understand theme and character development. Authors use setting, structure, point of view, and word choice to shape a reader's understanding. Comparing literary texts helps readers analyze themes, genres, and author's craft.	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RF.5.4.a RF.5.4.b RF.5.4.c	Formative Assessments: Reading response journals Graphic organizers Text evidence exit tickets Vocabulary/context clue checks Character change analysis Theme comparison chart Discussion participation Fluency checks Summative Assessment: Novel comprehension assessment Character growth or theme analysis response Compare/contrast literary response	Quote accurately from literary texts to support inferences and analysis Determine theme and summarize key events Analyze character responses to challenges and changes over time Analyze plot structure, setting, and point of view Interpret figurative language and word choice Compare themes, genres, and literary elements across texts Use academic and text-specific vocabulary in discussion and writing Read grade-level text with accuracy, appropriate rate, and expression	Close reading of selected passages Teacher modeling with think-alouds Character change charts Theme comparison organizers Story structure mapping Literature circles or guided discussion Vocabulary instruction using context clues and word parts Written responses using text evidence Fluency practice and oral reading	Core Resource: Amplify Reading; selected novel study text: Esperanza Rising by Pam Muñoz Ryan; The Phantom Tollbooth by Norton Juster Supplemental Resource: Scholastic News 5/6; Reading Comprehension Fundamentals Grade 5; IXL; Epic; supplemental short stories; teacher-created, standards-aligned reading activities

5th Grade - Language Arts

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
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1st Quarter - Unit 1	Formal and Professional Writing Essential Questions: How do writers communicate clearly for a specific purpose and audience? How can planning, drafting, revising, and editing improve formal writing? How do grammar, conventions, vocabulary, and word choice help writers communicate professionally? Enduring Understandings: Writers make choices based on purpose, audience, task, and situation. Formal writing requires clear organization, precise language, appropriate tone, and correct conventions. Grammar, spelling, vocabulary, and mechanics support clear written communication. Writing Focus: Professional email Future occupation writing project	W.5.2 W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.10 L.5.1 L.5.2 L.5.3 L.5.4 L.5.6	Formative Assessments: Brainstorming and planning organizer Professional email draft Future occupation research notes Drafting conference notes Grammar and conventions checks Vocabulary and spelling checks Peer or teacher feedback checklist Editing checklist Cursive/penmanship practice Summative Assessments: Final professional email Future occupation writing project Grammar/conventions assessment	Write informative/explanatory texts to examine a topic and convey ideas clearly for a specific purpose, audience, and formal situation Develop a topic with facts, definitions, details, and examples Organize writing with an introduction, supporting details, transitions, and conclusion Use precise language and academic vocabulary Conduct short research and gather relevant information from sources Use technology to produce and publish writing when appropriate Apply grade-level grammar, capitalization, punctuation, and spelling Use vocabulary and spelling words correctly in context Revise and edit writing for clarity, organization, style, and conventions	Writing mini-lessons Teacher modeling with think-alouds Writing process practice Graphic organizers and planning tools Research note-taking practice Grammar and conventions mini-lessons Vocabulary instruction using Sadlier word work Peer editing and revision groups Writing conferences Daily Oral Language practice	Core Resource: Sadlier Vocabulary Workshop Enriched Edition Level Orange and Level Blue; Amplify language arts/writing resources Supplemental Resource: Scholastic 50 Writing Activities for Meeting Higher Standards; Spectrum Writing Grade 5; 5-Minute Grammar; Journeys Grammar and Spelling Workbook; guided texts aligned to writing lessons; Canva; teacher-created, standards-aligned writing, grammar, vocabulary, and word work activities
2nd Quarter - Unit 2	Procedural and Informational Writing Essential Questions: How do writers explain a process clearly and logically? How do sequence, transitions, details, and precise vocabulary help readers follow directions? How can research help writers explain the background or origin of a topic? Enduring Understandings: Procedural and informational writers organize ideas in a clear and logical order. Strong explanatory writing uses details, transitions, precise vocabulary, and correct conventions. Research can help writers add accuracy, context, and meaning to their writing. Writing Focus: Recipe writing Country or culture of origin connection	W.5.2 W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.10 L.5.1 L.5.2 L.5.3 L.5.4 L.5.6	Formative Assessments: Recipe planning organizer Sequencing and transition practice Country/culture research notes Rough draft Drafting conference notes Grammar and conventions checks Vocabulary and spelling checks Peer or teacher feedback checklist Editing checklist Cursive/penmanship practice Summative Assessments: Final recipe writing project Country or culture of origin explanation Grammar/conventions assessment	Write informative/explanatory texts to explain a process Organize procedural writing in a clear and logical sequence Use transitions to connect steps and ideas Develop writing with facts, details, definitions, and examples Conduct short research on a recipe's country or culture of origin Use precise vocabulary, including cooking, measurement, and culture-related terms Apply grade-level grammar, capitalization, punctuation, and spelling Revise writing for clarity, sequence, organization, and word choice Edit writing for grammar, mechanics, and conventions Use vocabulary and spelling words correctly in context	Writing mini-lessons Teacher modeling with think-alouds Recipe and procedural writing examples Sequencing graphic organizers Transition word practice Research note-taking practice Grammar and conventions mini-lessons Vocabulary instruction using Sadlier word work Peer editing and revision groups Writing conferences Cursive and penmanship practice	Core Resource: Sadlier Vocabulary Workshop Enriched Edition Level Orange and Level Blue; Amplify language arts/writing resources Supplemental Resource: Scholastic 50 Writing Activities for Meeting Higher Standards; Spectrum Writing Grade 5; 5-Minute Grammar; Journeys Grammar and Spelling Workbook; recipe examples; guided texts aligned to writing lessons; Canva; teacher-created, standards-aligned writing, grammar, vocabulary, and word work activities
3rd Quarter - Unit 3	Opinion and Persuasive Writing Essential Questions: How do writers clearly state and support an opinion? How do reasons, evidence, examples, and organization make an argument more convincing? How do grammar, conventions, vocabulary, and word choice strengthen persuasive writing? Enduring Understandings: Opinion writers state a clear point of view and support it with reasons and evidence. Strong persuasive writing is organized logically and uses transitions to connect ideas. Writers revise and edit to strengthen clarity, voice, word choice, and conventions. Writing Focus: Opinion/persuasive essay Guided text connection, such as crayon argument texts	W.5.1 W.5.4 W.5.5 W.5.6 W.5.9 W.5.10 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	Formative Assessments: Opinion statement practice Reasons and evidence organizer Persuasive paragraph draft RACE or text evidence practice Transition word practice Grammar and conventions checks Vocabulary and spelling checks Peer or teacher feedback checklist Editing checklist Summative Assessments: Final opinion/persuasive essay Persuasive writing rubric Grammar/conventions assessment	Write opinion pieces that clearly state a point of view Support opinions with logically ordered reasons, evidence, facts, and examples Use linking words, phrases, and clauses to connect opinion and reasons Provide a concluding statement or section Use evidence from texts when appropriate Use persuasive language, precise vocabulary, and appropriate voice Apply grade-level grammar, capitalization, punctuation, and spelling Use commas, sentence structure, and conventions correctly Revise writing for clarity, organization, voice, and support Edit writing for grammar, mechanics, and conventions	Opinion writing mini-lessons Teacher modeling with think-alouds Opinion/reason/evidence graphic organizers RACE writing practice Persuasive mentor text analysis Transition word and linking phrase practice Grammar and conventions mini-lessons Vocabulary instruction using Sadlier word work Peer editing and revision groups Writing conferences Daily Oral Language practice	Core Resource: Sadlier Vocabulary Workshop Enriched Edition Level Orange and Level Blue; Amplify language arts/writing resources Supplemental Resource: Scholastic 50 Writing Activities for Meeting Higher Standards; Spectrum Writing Grade 5; 5-Minute Grammar; Journeys Grammar and Spelling Workbook; persuasive mentor texts; guided crayon argument texts; Canva; teacher-created, standards-aligned writing, grammar, vocabulary, and word work activities
4th Quarter - Unit 4	Narrative Writing and Fairytale Adaptation Essential Questions: How do writers use narrative elements to create an engaging story? How can characters, setting, conflict, dialogue description, and theme work together in a narrative? How do grammar, conventions, vocabulary, style, and voice help writers strengthen a story? Enduring Understandings: Narrative writers develop real or imagined experiences using characters, setting, plot, dialogue, description, and pacing. Strong narratives are organized around a clear problem, events, resolution, and theme or message. Writers revise and edit to improve style, voice, clarity, word choice, and conventions. Writing Focus: Original short story or fairytale	W.5.3 W.5.4 W.5.5 W.5.6 W.5.10 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	Formative Assessments: Narrative planning organizer Character, setting, problem, and solution chart Dialogue and description practice Figurative language practice Rough draft Drafting conference notes Grammar and conventions checks Vocabulary and spelling checks Peer or teacher feedback checklist Editing checklist Summative Assessments: Final narrative or fairytale Narrative writing rubric Grammar/conventions assessment	Write narratives to develop real or imagined experiences Create characters, setting, conflict, and resolution Organize events in a logical sequence Use dialogue, description, pacing, and sensory details to develop events and characters Use transitional words and phrases to manage sequence Include a clear ending or resolution Use figurative language, idioms, style, and voice to strengthen writing Apply grade-level grammar, capitalization, punctuation, and spelling Revise writing for organization, elaboration, voice, and word choice Edit writing for grammar, mechanics, and conventions	Narrative writing mini-lessons Teacher modeling with think-alouds Fairytale mentor text analysis Story planning graphic organizers Character and setting development activities Dialogue and description practice Figurative language mini-lessons Grammar and conventions mini-lessons Vocabulary instruction using Sadlier word work Peer editing and revision groups Writing conferences Daily Oral Language practice	Core Resource: Sadlier Vocabulary Workshop Enriched Edition Level Orange and Level Blue; Amplify language arts/writing resources Supplemental Resource: Scholastic 50 Writing Activities for Meeting Higher Standards; Spectrum Writing Grade 5; 5-Minute Grammar; Journeys Grammar and Spelling Workbook; persuasive mentor texts; guided crayon argument texts; Canva; teacher-created, standards-aligned writing, grammar, vocabulary, and word work activities