



## Grade 5 Curriculum Map

### Unit 1: Personal Narratives: Let Me Tell You a Story

#### Unit Length: 22 Days

Instructional Lessons: 15 Days

Pausing Point: 4 Days

Unit Assessment: N/A

Beginning-of-Year Assessment: 3 Days

#### Summary

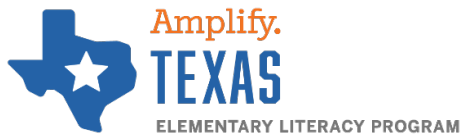
This unit expands students' experience with the genre of personal narratives, as they apply what they learn from reading personal narratives to their own writing. Students read five personal narratives, identifying the elements of the genre in each. They are encouraged to write frequently and descriptively and to begin to identify themselves as writers. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students study along with the narratives they are reading. 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 will take a Beginning-of-Year assessment for benchmarking and placement information.

\*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the unit Introduction and each lesson's Advance Preparation section for details.

#### Learning Outcomes

- 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 the "Think as You Read" strategy to deepen understanding of a text
- Write a personal narrative
- Beginning-of-Year Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 5.1.A, 5.1.C, 5.2.C, 5.3.B, 5.6.C, 5.6.D, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.E, 5.7.F, 5.8.A, 5.8.B, 5.9.E.ii, 5.10.A, 5.10.C, 5.10.D, 5.10.G, 5.11.A, 5.11.B.i, 5.11.C, 5.11.D.iv, x, 5.12.A	<b>ELPS</b> 1.B, 1.C, 1.D, 1.E, 1.F, 2.D, 2.E, 2.F, 2.I, 3.B, 3.D, 3.E, 3.F, 3.H, 3.J, 4.B, 4.D, 4.E, 4.F, 4.G, 4.I, 4.J, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G	<b>TEKS</b> 5.1.A, 5.1.C, 5.3.B, 5.6.D, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.E, 5.7.F, 5.8.A, 5.8.B, 5.9.E.ii, 5.10.A, 5.10.D, 5.11.A, 5.11.B.i, 5.11.C, 5.11.D.iv,x, 5.12.A	



## Grade 5 Curriculum Map

### Unit 2: The Renaissance: Art and Culture

#### Unit Length: 23 Days

Instructional Lessons: 19 Days

Pausing Point: 4 Days

Unit Assessment: Lesson 15

#### Summary

This unit provides students with broad exposure to the art and literature of the Renaissance Era, including the works of Leonardo da Vinci, Michelangelo, Cervantes, and Shakespeare. Students will recognize the Renaissance as a cultural movement which began in Italy and swept through Europe, increasing trade among countries and creating opportunities for merchants to support artists as their patrons. Throughout the unit, students engage in an extended writing project by conducting biographical research about a famous Renaissance artist.

#### Learning Outcomes

- 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
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<p><b>TEKS</b> 5.1.A, 5.1.C, 5.2.A.iv, 5.2.B.iii, vi, 5.3.A, 5.3.B, 5.3.C, 5.3.D, 5.6.B, 5.6.F, 5.6.G, 5.6.H, 5.6.I, 5.7.B, 5.7.C, 5.7.D, 5.7.E, 5.7.F, 5.7.G, 5.9.D.i, 5.10.C, 5.11.A, 5.11.B.i-ii, 5.11.C, 5.11.D, 5.11.D.i-ii, vi, ix-xi, 5.12.A, 5.12.B, 5.12.C, 5.13.A, 5.13.B, 5.13.C, 5.13.D, 5.13.E, 5.13.F</p> <p>Note: See <b>Instructional Strategies</b> for TEKS 5.11.D.iii</p>	<p><b>ELPS</b> 2.I, 3.H, 4.D, 4.E, 4.F, 4.G, 5.B, 5.D, 5.F, 5.G</p>	<p><b>TEKS</b> 5.1.A, 5.1.C, 5.2.A.iv, 5.2.B.iii, iv, 5.3.C, 5.6.F, 5.6.G, 5.6.H, 5.7.B, 5.7.C, 5.7.D, 5.7.E, 5.9.D.i, 5.11.A, 5.11.B.i-ii, 5.11.C, 5.11.D, 5.11.D.i-ii, vi, ix-xi, 5.12.A, 5.12.B, 5.13.A, 5.13.B, 5.13.C, 5.13.D, 5.13.E, 5.13.F</p>	<p><b>TEKS</b> 5.3.B, 5.3.C, 5.6.F, 5.6.G, 5.7.C, 5.7.F, 5.9.D.i, 5.11.D.i-iii, vii, 5.12.B</p>



## Grade 5 Curriculum Map

### Unit 3: Early American Civilizations: Myths, Pyramids, and Kings

#### Unit Length: 19 Days

Instructional Lessons: 15 Days

Pausing Point: 4 Days

Unit Assessment: Lesson 15

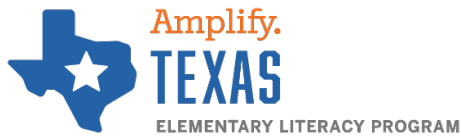
#### Summary

This unit teaches students about 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. Students explore innovations and discoveries made by the Maya, Aztec, and Inca and create an informative project comparing and contrasting all three civilizations. Writing instruction includes paraphrasing and note-taking, planning and drafting a paragraph, and incorporating images along with their writing into the final product.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Compare and contrast the Maya, Aztec, and Inca civilizations
- Paraphrase information from a text
- Create an information or explanatory essay using evidence from the text
- Understand grammar including action and linking verbs, words that compare and contrast, run-on sentences, and subjects and predicates
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 5.2.A.i, iii-iv, 5.2.B.i-ii, iv-v, 5.3.B, 5.3.C, 5.5, 5.6.A, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.7.E, 5.8.A, 5.9.A, 5.9.D.iii, 5.10.A, 5.10.D, 5.11.A, 5.11.B.i, 5.11.C, 5.11.D.i, x-xi, 5.12.B, 5.13.C, 5.13.G, 5.13.H  Note: See <b>Instructional Strategies</b> for TEKS 5.11.D.iii	<b>ELPS</b> 1.C, 2.I, 3.G, 4.C, 4.D, 4.F, 4.G, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G	<b>TEKS</b> 5.2.A.i, iii-iv, 5.2.B.i-ii, iv-v, 5.3.B, 5.3.C, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.7.E, 5.9.A, 5.11.A, 5.11.C, 5.11.D.i, 5.12.B, 5.13.C	<b>TEKS</b> 5.3.B, 5.6.F, 5.6.G, 5.7.C, 5.9.D.i, 5.9.E.ii



## Grade 5 Curriculum Map

### Unit 4: Don Quixote: A Hopeful Knight's Tale

#### Unit Length: 19 Days

Instructional Lessons: 15 Days

Pausing Point: 4 Days

Unit Assessment: Lesson 15

#### Summary

In this unit students focus on literary elements such as character, plot, and 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. Students identify the differences between fact and fiction as they enjoy the quixotic nature of the primary character, Don Quixote, and his relationships to the people around him. Students write a four-paragraph persuasive essay arguing whether or not they think Don Quixote's good intentions justify his often calamitous actions and support their claims with reasons and evidence from the text.

#### Learning Outcomes

- 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

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 5.2.B.ii, vi, 5.3.A, 5.3.B, 5.3.C, 5.4, 5.6.A, 5.6.F, 5.6.G, 5.6.H, 5.7.A, 5.7.B, 5.7.C, 5.7.D, 5.7.E, 5.7.F, 5.7.G, 5.8.C, 5.9.D.i, 5.10.B, 5.10.D, 5.11.B.i-ii, 5.11.C, 5.11.D.i, x, 5.12.A  Note: See <b>Instructional Strategies</b> for TEKS 5.11.D.iii	<b>ELPS</b> 1.A, 1.B, 1.C, 1.H, 2.C, 2.I, 3.B, 3.C, 3.D, 3.G, 3.J, 4.F, 4.J, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G	<b>TEKS</b> 5.2.B.iii, vi, 5.3.A, 5.3.B, 5.3.C, 5.4, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.7.E, 5.7.F, 5.9.D.i, 5.10.B, 5.11.B.i-ii, 5.11.C, 5.11.D.i, x, 5.12.A	<b>TEKS</b> 5.3.B, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.8.D, 5.11.B.i, 5.12.B



## Grade 5 Curriculum Map

### Unit 5: Poetry: Collage of Words

#### Unit Length: 17 Days

Instructional Lessons: 13 Days

Pausing Point: 2 Days

Unit Assessment: Lesson 13

Middle-of-Year Assessment: 2 days

#### Summary

This unit teaches students tools and strategies for approaching poetry, training them in the methods and devices poets use, and equipping them to read and interpret both formal and free verse poems. Students have many opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit represent numerous cultures, and range from William Blake's 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. Throughout the unit, students practice close reading and writing as they learn about many of the formal elements of poetry, and demonstrate their understanding and analysis of the poems through their own writing. Students take a Middle-of-Year assessment for progress monitoring of reading comprehension, grammar, and morphology.

\*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the unit Introduction and each lesson's Advance Preparation section for details.

#### Learning Outcomes

- Identify and use poetic devices, including tone, anaphora, figurative language, rhyme, and metaphor
- Identify and write in various poetic forms, such as villanelle and list
- Compare and contrast poems using graphic organizers
- Apply new poetry knowledge to develop the craft of writing poetry
- Unit Assessment
- Middle-of-Year Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 5.1.A, 5.6.E, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.8.B, 5.9.B, 5.9.F, 5.10.D, 5.10.E, 5.10.F, 5.11.A, 5.11.C, 5.12.A, 5.13.E	<b>ELPS</b> 1.C, 1.F, 1.H, 2.A, 2.F, 2.I, 3.C, 3.D, 3.G, 4.C, 4.F, 4.G, 4.I, 4.J, 4.K, 5.B, 5.F, 5.G	<b>TEKS</b> 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.8.B, 5.9.B, 5.10.D, 5.10.E, 5.10.F, 5.11.A, 5.11.C, 5.12.A, 5.13.E	<b>TEKS</b> 5.6.F, 5.7.C, 5.7.E, 5.9.B, 5.11.B.i, 5.11.C, 5.12.A, 5.12.C

## Grade 5 Curriculum Map

### Unit 6: Introduction to Shakespeare: *A Midsummer Night's Dream*

#### Unit Length: 15 Days

Instructional Lessons: 15 Days

Pausing Point: 0 Days

Unit Assessment: N/A

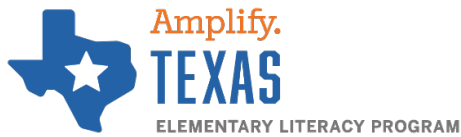
#### Summary

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 their way, and what they will do to achieve it) and character traits (what a character's actions tell us about them, what adjectives we would use to describe this character). Students engage in close reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations, as they further their skills in reading, writing, speaking, and listening.

#### Learning Outcomes

- Identify poetic devices such as iambic pentameter and work to understand Shakespearean language
- Dive into, engage with, and make sense of complex text and vocabulary
- Develop an understanding of tone, stress, and actions when reading and performing a dramatic piece
- Complete character analysis from the perspective of each character's actions and desires

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 5.1.A, 5.1.C, 5.3.A, 5.3.B, 5.6.C, 5.6.E, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.7.G, 5.8.B, 5.9.B, 5.9.C, 5.10.E, 5.10.G, 5.11.A, 5.12.A	ELPS 1.B, 1.C, 1.E, 1.G, 1.H, 2.C, 2.D, 2.E, 2.F, 2.G, 2.H, 2.I, 3.E, 3.H, 3.I, 3.J, 4.D, 4.G, 4.J, 5.G	TEKS 5.1.A, 5.1.C, 5.3.B, 5.5.G, 5.6.C, 5.6.E, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.7.G, 5.8.B, 5.8.C, 5.10.E, 5.12.A	



## Grade 5 Curriculum Map

### Unit 7: Native Americans and the United States

#### Unit Length: 19 Days

Instructional Lessons: 15 Days

Pausing Point: 4 Days

Unit Assessment: Lesson 15

#### Summary

In this unit, students will learn how intricately Native Americans in the 1800s were connected to the land, and understand how this was the foundation for their cultures and traditions. This framework enables students to recognize 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 will write an argumentative 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.

#### Learning Outcomes

- 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 an argumentative essay
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 5.2.A.i-ii, 5.2.B.i-ii, 5.3.A, 5.3.B, 5.3.C, 5.4, 5.6.B, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.7.E, 5.7.F, 5.9.A, 5.9.E.i-iii, 5.10.A, 5.10.B, 5.10.D, 5.11.A, 5.11.B.i-ii, 5.11.C, 5.11.D.i-ii, v, vii, x-xi, 5.11.E, 5.12.C, 5.13.C  Note: See <b>Instructional Strategies</b> for TEKS 5.11.D.iii	<b>ELPS</b> 2.B, 3.A, 4.A, 4.C, 4.D, 4.F, 4.G, 4.I, 4.J, 5.A, 5.B, 5.C, 5.F, 5.G	<b>TEKS</b> 5.2.A.i-ii, 5.1.B.i-ii, 5.3.A, 5.3.B, 5.3.C, 5.4, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.7.E, 5.7.F, 5.9.E.iii, 5.11.A, 5.11.B.i-ii, 5.11.C, 5.11.D.i, v, x-xi, 5.11.E, 5.12.C, 5.13.C	<b>TEKS</b> 5.3.B, 5.4, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.F, 5.11.D, 5.12.C



## Grade 5 Curriculum Map

### Unit 8: Chemical Matter: Detectives, Dinosaurs, and Discovery

#### Unit Length: 19 Days

Instructional Lessons: 15 Days

Pausing Point: 4 Days

Unit Assessment: Lesson 15

#### Summary

In this unit, students learn chemical content through a fictional work, *The Badlands Sleuth*, 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 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.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Compare and contrast two texts of different genres
- Prepare arguments for and hold a debate
- Categorize evidence and create character maps
- Plan, prepare for, and deliver a presentation
- Read and integrate information
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 5.1.A, 5.1.C, 5.1.D, 5.2.A.iv-v, 5.3.B, 5.3.C, 5.4, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.7.E, 5.8.B, 5.8.C, 5.8.D, 5.8.D.ii-iii, 5.9.E.ii, 5.11.A, 5.11.C, 5.11.D, 5.11.D.viii, x, 5.12.A, 5.12.B, 5.12.C, 5.12.D, 5.13.C, 5.13.D, 5.13.E	ELPS 1.A, 1.E, 1.H, 2.H, 3.C, 3.G, 3.H, 3.I, 4.B, 4.D, 4.F, 4.G, 4.I, 4.J, 4.K, 5.F, 5.G	TEKS 5.1.C, 5.1.D, 5.2.A.iv, 5.3.B, 5.3.C, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.7.E, 5.8.B, 5.8.C, 5.9.D.ii-iii, 5.9.E.ii, 5.11.A, 5.11.C, 5.11.D, 5.11.D.x, 5.12.A, 5.12.B, 5.12.C, 5.12.D, 5.13.C, 5.13.E	TEKS 5.3.B, 5.6.G, 5.6.G, 5.6.H, 5.7.C, 5.7.F, 5.9.D.i, 5.11.D, 5.12.A, 5.12.B





## Grade 5 Curriculum Map

### Unit 9: Beyond Juneteenth: 1865 to Present

#### Unit Length: 15 Days

Instructional Lessons: 15 Days

Pausing Point: 0 Days

Unit Assessment: N/A

#### Summary

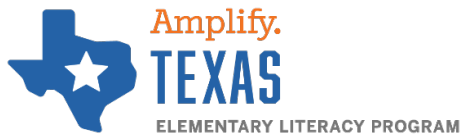
Students will build on their background knowledge of President Lincoln's Emancipation Proclamation in order to reach a deeper understanding of the significance of Juneteenth in American history, and recognize specific contributions of African Americans from 1865 to present day. Students will participate in a virtual field trip to Emancipation Park in Houston, an experience which will help them collaboratively generate research questions about Juneteenth, The Great Migration, innovators and inventors, education, the humanities, activists, and allies. Through Read-Alouds, independent reading, and partner reading, students will gather information, find answers to their generated questions, and write a four-chapter book: *Beyond Juneteenth*.

\*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the unit Introduction and each lesson's Advance Preparation section for details.

#### Learning Outcomes

- Identify key details in texts
- Make text-based inferences and predictions
- Synthesize details across texts to demonstrate comprehension
- Demonstrate understanding of the theme within a text
- Establish a purpose for reading a particular text
- Compare and contrast the civil rights movement and the migrant farmers movement
- Discuss and explain the author's purpose

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<b>TEKS</b> 5.1.A, 5.6.A, 5.6.C, 5.6.F, 5.6.G, 5.6.H, 5.6.I, 5.7.B, 5.7.G, 5.8.A, 5.10.A, 5.11.A, 5.11.B.ii, 5.11.C, 5.11.D, 5.11.E, 5.12.B, 5.13.A, 5.13.B, 5.13.C, 5.13.D, 5.13.E, 5.13.F, 5.13.G  Note: See <b>Instructional Strategies</b> for TEKS 5.11.D.iii	<b>ELPS</b> 1.A, 1.C, 1.E, 2.C, 2.E, 2.H, 3.C, 3.D, 3.E, 3.F, 3.G, 3.H, 3.J, 4.D, 4.F, 4.G, 5.B, 5.G	<b>TEKS</b> 5.6.A, 5.6.C, 5.6.G, 5.6.H, 5.6.I, 5.7.B, 5.7.G, 5.8.A, 5.10.A, 5.11.D, 5.11.E, 5.13.A, 5.13.C, 5.13.G	



## Grade 5 Curriculum Map

### Unit 10: Novel Study: *The Science of Breakable Things*

#### Unit Length: 17 Days

Instructional Lessons: 14 Days

Pausing Point: 0 Days

Unit Assessment: N/A

End-of-Year Assessment: 3 days

#### Summary

This unit centers on the award winning novel *The Science of Breakable Things* by Tae Keller. This innovative approach provides a platform for students to engage with high-quality literature in a supported setting. The protagonist is a young girl confronted with many issues and concerns, some of which may be familiar to students this age. The flexible implementation plan for this unit provides ample opportunities for discussion of themes, characters and moments, with support for teachers and students alike. Students will write daily journal entries which will become the basis for the culminating activity presentation. Students will take an End-of-Year assessment, allowing teachers to measure their progress toward mastering grade-level standards.

#### Learning Outcomes

- Establish a purpose for reading a novel
- Make predictions and inferences using text evidence
- Generate questions before, during and after reading to deepen understanding
- Summarize and synthesize information to create new understandings
- Journal, draft, and revise the presentation using appropriate media
- End-of-Year Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
5.1.C, 5.6.A, 5.6.C, 5.6.E, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.7.E, 5.7.G, 5.8.A, 5.8.B, 5.8.C, 5.10.B, 5.11.A, 5.11.B.i, 5.11.B.ii, 5.11.C, 5.11.D, 5.12.B, 5.13.E, 5.13.H	1.A, 1.C, 1.D, 1.E, 2.C, 2.D, 2.H, 3.B, 3.C, 3.D, 3.E, 3.G, 3.I, 3.J, 4.D, 4.F, 4.G, 4.I, 4.J, 5.C, 5.D, 5.E, 5.F, 5.G	5.1.C, 5.6.C, 5.6.F, 5.6.G, 5.6.H, 5.7.C, 5.7.D, 5.8.A, 5.10.B, 5.11.A, 5.11.B.i, 5.11.B.ii, 5.11.D, 5.12.B, 5.13.H	N/A