

5th Grade ELA Curriculum

Module Title / Unit of Study	Stories of Human Rights	Sports and Athletes' Impact on Culture	Natural Disasters in the Western Hemisphere	Poetry
	Unit 1	Unit 2	Unit 3	Unit 4
Description	<p>What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students read closely the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with firsthand accounts of real people facing human rights challenges. They then study <i>Esperanza Rising</i>, applying their new learning about human rights.</p>	<p>Students learn about the importance of sports in American culture. They read the challenging biography <i>Promises to Keep: How Jackie Robinson Changed America</i>, focusing on Robinson as a case study of an athlete who broke societal barriers. They also analyze how Sharon Robinson provides evidence to support her opinions.</p>	<p>This module integrates science and social studies content. Students read literature set during a natural disaster: the beautifully illustrated picture book <i>Eight Days: A Story of Haiti</i>. They will read two informational articles, one about hurricanes and the other about earthquakes. Students will focus on the relationships between scientific concepts in these informational texts, specifically how hurricanes and earthquakes form and what happens when they occur.</p>	<p>Students learn the difference between prose and poetry. They learn how to analyze a poem, learn the different genres, and how to identify figurative language within poetry. Students read a variety of poetry and write their own poems.</p>
Reading Targets	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>

	<p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>the text.</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Compare and contrast stories in the same genre on their approaches to similar themes and</p>
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Texts	<p>The Universal Declaration of Human Rights (RI, 1695L) (excerpts only)</p> <ul style="list-style-type: none"> •“Background on the UDHR,” excerpted from Human Rights: Here & Now, edited by Nancy Flowers (RI, 1690L) • The Universal Declaration of Human Rights—Plain Language Version (RI, 1520L) • “A Short History of the UDHR,” adapted from Human Rights Here & Now, edited by Nancy Flowers (RI, 930L) •“Teaching Nepalis to Read, Plant, and Vote,” Lesley Reed (RI, 930L) •“From Kosovo to the United States,” Isau Ajeti and Blanche Gosselin (RI, 560L) •Esperanza Rising, Pam Munoz Ryan 	<ul style="list-style-type: none"> • “Rules for Riding Desegregated Buses,” Dr. Martin Luther King Jr. (RI, 1160L) •Promises to Keep: How Jackie Robinson Changed America, Sharon Robinson (RI, 1030L) • “It’s Not Just a Game,” Lori Calabrese (RI, 1020L) 	<ul style="list-style-type: none"> • Eight Days, Edwidge Danticat (RL, 820L) “Earthquake.” The New Book of Knowledge. Grolier Online, 2013. Web. •“How Does a Hurricane Form?” as found at http://scijinks.nasa.gov/hurricane Carr, Karen. •“Earthquakes.” Kidipede. Kidipede.com, Web. •“Hurricanes.” Hurricanes. University Corporation for Atmospheric Research, n.d. Web. 	<ul style="list-style-type: none"> •Dogku (Andrew Clements) •I’ve Lost My Hippopotamus (Jack Prelutsky) • What’s Inside a Flower? (Rachel Igotofky) • Boom! Bellow! Bleat! (Georgia Heard)
Writing Targets	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Write informative/explanatory</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Write informative/explanatory</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

	<p>texts to examine a topic and convey ideas and information clearly</p> <p>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Create and present an original poem, narrative, play, artwork, or literary critique in response to a particular author or theme studied in class.</p>	<p>texts to examine a topic and convey ideas and information clearly</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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