5th Grade RLA Instructional Plan			
Unit	Unit Description	Pacing	TEKS
Unit 1: Personal Narratives	This unit examines the genre of personal narratives. Two of the texts are works of nonfiction written by a first-person narrator involved in the events being described. Two historical figures are the focus of the other two narratives of the unit. Their narratives were fictionally crafted from each person's point of view, based on the historical time period and record of their lives. While students read the personal narratives throughout the unit they will identify the elements of the genre and use these elements in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Students make meaning from these texts by learning to read them critically and purposefully, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.	19 Days	5.1.A 5.1.B 5.1.C 5.2.A 5.2.A.i 5.2.C 5.3.A 5.3.B 5.3.D 5.4.A 5.6.C 5.6.D 5.6.F 5.6.G 5.6.H 5.7.B 5.7.C 5.7.E 5.7.F 5.8.A 5.8.B 5.9.D.iii 5.9.E 5.9.E.ii 5.10.A 5.10.C 5.10.D 5.10.G 5.11.A 5.11.B 5.11.B.i 5.11.C 5.11.D 5.11.D.i 5.11.D.iv 5.11.D.x 5.12.A
Unit 2: The Renaissance: Art and Culture	This unit provides students with a broad exposure to the art and literature of this time period through the works of renowned artistic masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare. Students will use information from the Reader to write an extended constructed	20 Days	5.1.A 5.1.C 5.2.A 5.2.A.iv 5.2.B 5.2.B.i 5.2.B.iii 5.2.B.vi 5.2.C 5.3.A 5.3.B 5.3.C 5.3.D 5.4.A 5.6.B 5.6.F 5.6.G

	response. In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. During the first few lessons, students will plan and draft informational paragraphs about Renaissance art and artists and practice paraphrasing and notetaking. Students will also practice including reasons and evidence in their writing. In Lesson 11, students will review the extended constructed response rubric and a sample response. They will use the sample to evaluate how the writer linked their ideas. Finally, students will plan, research, and draft an extended constructed response that describes how the ideals of one Italian Renaissance artist impacted another outside of Italy. Students will also have an opportunity to revise and edit their writing.		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 5.9.D.i 5.10.C 5.11.A 5.11.B 5.11.B.i 5.11.B.ii 5.11.C 5.11.D 5.11.D.i 5.11.D.ii 5.11.D.iii 5.11.D.vi 5.11.D.vii 5.11.D.ix 5.11.D.x 5.11.D.xi 5.12.B 5.13.A 5.13.B 5.13.C 5.13.E 5.13.F
Unit 3: Early American Civilizations: Myths, Pyramids, and Kings	The Big Idea of this unit is that large complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas before the arrival of Europeans. This unit orients students to the geography, climate, flora, and fauna of the Americas. It also presents an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features descriptions of the major religious beliefs of these ancient civilizations. In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students	18 Days	5.2.A 5.2.A.i 5.2.A.iii 5.2.A.iv 5.2.B 5.2.B.i 5.2.B.ii S 5.2.B.iv 5.2.B.v 5.2.C 5.3.A 5.3.B 5.3.C 5.4.A 5.5.A 5.6.A 5.6.F 5.6.G 5.7.C 5.7.D 5.7.E 5.9.A 5.9.D 5.9.D.i 5.9.D.ii S 5.9.D.iii 5.10.A S 5.10.D 5.11.A 5.11.B 5.11.B.i 5.11.C 5.11.D 5.11.D.i 5.11.D.iii 5.11.D.ix 5.11.D.x 5.11.D.xi 5.12.B

	will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next, students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally, students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.		5.13.C 5.13.G 5.13.H
Unit 4: Don Quixote: A Hopeful Knight's Tale	This unit examines the fiction genre through a classic novel, Don Quixote. Students will focus on character and plot, as well as on literary elements such as characterization, while reading a full-length adapted version of Don Quixote. It is important for students in the upper-elementary grades to be able to read longer works of fiction and be able to trace the development of plot, characters, and literary elements over the course of a novel. In addition, this adapted version of Don Quixote, written by Miguel de Cervantes during the Renaissance, will expose students to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character, the relationship between Don Quixote and his sidekick, Sancho Panza, and episodes such as the one involving windmills. Students will learn about literary stereotypes, which are images or ideas of a particular type of person or thing that can help craft a story or guide an audience to a certain perspective. In Don Quixote, Sancho Panza is a stereotype, or stock character, who fills the role of the faithful servant. Students will also read extended excerpts from another adapted version of Adventures of Don Quixote that contains richer,	18 Days	5.2.B 5.2.B.i 5.2.B.iii 5.2.B.vi 5.2.C S 5.3.A 5.3.B 5.3.C 5.4.A 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.B 5.8.C 5.9.D 5.9.D.i 5.9.F 5.10.B 5.10.D 5.10.G 5.11.A 5.11.B 5.11.B.i 5.11.B.ii 5.11.C 5.11.D 5.11.D.i 5.11.D.x 5.12.A 5.12.B

	more complex vocabulary and syntax. Students will be able to compare and contrast this more challenging adaptation with the primary text used in this unit. In the writing lessons, students will engage in an extended writing project. In this unit, students will write a four-paragraph persuasive essay arguing whether they think Don Quixote's good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.		
Unit 5: Poetry: Collage of Words	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. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit are drawn from various literary traditions, including ancient, classic, and contemporary verses. The poets represent diverse literary traditions, including the ancient Hebrew poet David and the 18th century Englishman William Blake, along with many American poets of differing backgrounds, from the Transcendentalist Walt Whitman to Cuban American Virgil Suárez and Arab American Naomi Shihab Nye. Throughout the unit, students practice reading and writing. They learn about many of the formal elements of poetry as they identify those elements arising organically from the text. They also pair that work with writing poetry themselves. This allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers. In turn, this bolsters their ability to analyze others' writing. These activities offer students a number of	15 Days	5.1.A 5.2.A 5.2.A.i 5.2.A.ii 5.2.A.iii 5.2.A.iv 5.2.A.v 5.2.B 5.2.C 5.3.B 5.3.C 5.3.D 5.5.A 5.6.D 5.6.E 5.6.F 5.6.G 5.6.H 5.7.B 5.7.C 5.7.D 5.7.E 5.8.D 5.9.B 5.9.D 5.9.D.i 5.9.E 5.9.F 5.10.A 5.10.B 5.10.D 5.10.E 5.10.F 5.10.G 5.11.A 5.11.B 5.11.B.i 5.11.C 5.11.D 5.12.A 5.12.B 5.12.C 5.13.E

	tools with which to approach poetry, building their confidence to interpret poems and their engagement in the task. In the writing lessons of this unit, students work either independently or collaboratively to create original poems that model the structure and style of those studied in each lesson.		
Unit 6: : Introduction to Shakespeare: A Midsummer Night's Dream	The *A Midsummer Night's Dream* unit is an immersive Quest. The Quest treats Shakespeare's comedy *A Midsummer Night's Dream* as both literature and a living text for interpretation and performance. Over the course of the Quest students will read, write, act, direct, design, and watch A Midsummer Night's Dream. Students are asked to think about scenes through the frames of character action (what a character wants, what stands in his or her way, what he or she will do to achieve it) and character traits (what a character's actions tell us about him or her, what adjectives we would use to describe this character) while exploring Shakespeare's brilliant language. Students engage in reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations, as well as their skills in reading, writing, speaking, and listening. The writing assignments ask students to use both creative and analytical skills to reflect on character and author's purpose. Students will be reminded that Shakespeare wrote A Midsummer Night's Dream in the 16th century. They will respond to the text by writing a letter to Shakespeare about his choices as an author in the past. Later in the unit, students write from the perspective of the characters or of artists working on a production of the play. Writing assignments should encourage students to support their ideas	15 Days	5.1.A 5.1.C 5.2.A 5.2.B 5.2.C 5.3.A 5.3.B 5.3.D 5.6.C 5.6.D 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 5.11.C 5.12.A 5.12.D

	with evidence from the text and to express their creative ideas clearly. Indeed, students should see these goals as linked: even their most seemingly outlandish creative ideas for acting, design, or language, are acceptable if they can be supported by the text!		
Unit 7: World War II	The Reader for this unit, World War II, includes complex informational texts and prepares students in Grade 5 for the increased vocabulary and syntax demands that aligned texts will present in later grades. The texts in this unit, including primary source documents, focus on the significant events and individuals related to America's involvement leading up to, during, and beyond World War II. Through their readings, students will learn about the key battles of the Pacific and European Theaters, and what it was like on the home front for those providing support from afar. This will enhance their understanding of events while providing them with ways to connect with the individuals that were directly impacted by the war. Students will apply their knowledge to examine how the war's outcome, an Allied victory, has helped to establish America's role as a leading industrialized nation and set the stage for the current economy. A key objective of the unit is teaching students to write argumentative essays. The extended writing work in this unit asks students to compose a five-paragraph argumentative essay in which they present a claim, provide facts and evidence to support the claim, and explain how the evidence they selected supports or refutes their claim. Students build their essays throughout several lessons devoted to planning, drafting, and revising their work. Throughout the unit, students will practice the following skills to accomplish this:	16 Days	5.1.B 5.1.C 5.2.A 5.2.A.i 5.2.A.ii 5.2.B 5.2.B.i 5.2.B.ii 5.2.C 5.3.A 5.3.B 5.3.C 5.4.A 5.6.E 5.6.F 5.6.G 5.6.H 5.7.C 5.7.D 5.7.E 5.7.F 5.9.D 5.9.D.i 5.9.E 5.9.E.i 5.9.E.ii 5.9.E.iii 5.10.A 5.10.B 5.11.A 5.11.B 5.11.B.i 5.11.B.ii 5.11.C 5.11.D 5.11.D.i 5.11.D.ii 5.11.D.v 5.11.D.vii 5.11.D.x 5.11.E 5.12.C 5.13.C

	notetaking, incorporating evidence, and crafting an argument. To support their writing, students also learn to decode and spell words with consonant changes and to distinguish between root words and the words with the suffix -tion or -sion. Additionally, they learn several usage and mechanics skills. Students practice how to use commas in compound/complex sentences, practice how to look for shifts in verb tense, and explore the use of transitional words and phrases that show time.		
Unit 8: Chemical Matter: Detectives, Dinosaurs, and Discovery	This is a unit that combines literary and informational characteristics into a single text. It also asks students to look beyond the reader to additional sources to understand and explain the concepts introduced. This unit therefore asks students to integrate the skills they have learned in the rest of Grade 5: how to read and analyze informational and literary texts, how to use information to explain concepts and ideas, and how to write for different audiences and purposes. The Reader for this unit, The Badlands Sleuth: *The Case of the Missing Fossils*, includes complex text and prepares students in Grade 5 for the increased vocabulary and syntax demands texts will present in later grades. *The Badlands Sleuth* 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. Through this, students are systematically exposed to chemical content. As with other literary units in Grade 5, writing is integrated with the reading process in these lessons. Students use the insights they have gained from reading and apply them to a variety of writing tasks. Because the unit is both literary and informational, writing tasks vary accordingly.	17 Days	5.1.A 5.1.C 5.1.D 5.2.A 5.2.A.iii 5.2.A.v 5.2.B 5.2.C 5.3.A 5.3.B 5.3.C 5.4.A 5.6.F 5.6.G 5.6.H 5.7.C 5.7.D 5.7.E 5.7.F 5.8.B 5.8.C 5.8.D 5.9.D 5.9.D.i 5.9.D.ii 5.9.D.iii 5.9.E 5.9.E.ii 5.10.G 5.11.B 5.11.C 5.11.D 5.11.D.viii 5.11.D.x 5.12.A 5.12.B 5.12.C 5.12.D 5.13.C 5.13.D 5.13.E

	The key skills that students build on in this unit are: • 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 • revising writing in response to peer feedback		
Unit 9: Juneteenth and Beyond	Students will learn about General Granger's announcement in Galveston, Texas, on June 19, 1865: a day marked in history as Juneteenth. A review of the first freedom announcement, President Lincoln's Emancipation Proclamation, provides students with background knowledge to further emphasize the significance of Juneteenth and the 13th Amendment in American history. Students will also participate in a virtual field trip to Emancipation Park in Houston, Texas, and end the unit learning about the adoption of Juneteenth first as a state holiday in Texas and then as a national holiday. But this unit will take students on a journey well beyond Juneteenth, as they study specific contributions of African Americans from 1865 to present day. This includes an analysis of the Great Migration, a discussion of the Golden Age of Black Business, and discussions of the Civil Rights Movement. Students will also purposefully re-read excerpts from one of the great works of American ethics, the "Letter from Birmingham Jail" written by Dr. Martin Luther King Jr., examining its framing of justice, its commitment to unjust laws, and its religious inspiration.	15 Days	5.1.A 5.2.C 5.6.A 5.6.B 5.6.C 5.6.E 5.6.F 5.6.G 5.6.H 5.6.I 5.7.A 5.7.B 5.7.D 5.7.G 5.8.A 5.9.F 5.10.A 5.11.A 5.11.B 5.11.B.i 5.11.B.ii 5.11.C 5.11.D 5.11.D.i 5.11.D.ix 5.11.D.x 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

	In this Unit, students will use their research to develop their own Beyond Juneteenth Book. This informational book will include four chapters, with the first chapter focusing on Juneteenth. The rest of the chapters will be uniquely designed by the students based on their individual interests on each topic presented within the unit. Topics will include: • The holiday Juneteenth • The Great Migration • Contributions of African American entrepreneurs • Contributions of African Americans to the education field • Contributions of African Americans to the arts • The civil rights movement		
Unit 10: Novel Study: The Lion, the Witch and the Wardrobe	Published in 1950, *The Lion, the Witch and the Wardrobe* tells the story of four young children—Peter, Susan, Edmund, and Lucy—who evacuated from London during the Blitz in 1940, and on exploring the country house in which they are sent to, they discover a magical world called Narnia at the back of a wardrobe. And thus begins an engaging tale that explores topics of courage, justice, new birth, good versus evil, and redemption. By reading this classical literary text, students will have the opportunity to infer multiple themes, analyze the relationships of and conflicts among the characters, and examine plot elements and the influence of setting, including historical and cultural settings on the plot. As students analyze the texts, they will be able to describe how the author uses imagery, literal, and figurative language such as similes and metaphors to gain a greater understanding of the text.	17 Days	5.1.C 5.2.A 5.2.C 5.3.B 5.3.C 5.4.A 5.6.A 5.6.C 5.6.D 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 5.8.D 5.9.A 5.9.E.ii 5.10.A 5.10.D 5.11.A 5.11.B 5.11.B.i 5.11.B.ii 5.11.C 5.11.D 5.11.D.x 5.12.A 5.12.B 5.12.C 5.13.H

	In this unit, students use graphic organizers such as double entry journals, charts for making predictions and generating questions, and Venn diagrams to support notetaking, analysis, and synthesis. They write daily Exit Tickets to practice and demonstrate their ability to make inferences, make predictions, identify and explain literary themes, explain the author's purpose, summarize the plot, and analyze character relationships and conflicts. All of these daily writing activities enhance both their reading comprehension and their writing skills. These writing activities also support and scaffold instruction for the culminating task of the unit. Students use the notes and writing activities completed throughout the unit to create and share a presentation using the novel. They will use their journals, notes, and activity pages as a basis for the presentation that will highlight important themes, moments, and characters from the novel.		