

Hempstead Public School District

IB PYP School

Language & Literature

Grade 5

2025-2026

By the end of the year, students will be able to read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 5-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit	Standards	ATL	Content	Assessment
1-UOI: Who We Are September - Learner Profile: Risk Taker - Mindset: Everything is Possible October - Learner Profile: Inquirer - Mindset: Passion First Duration: 9/8-10/17 myView-Unit 1-Journeys Essential Question: - How do journeys change us? Unit Theme: - Exploration Genre: - Informational Text Texts: "The Path to Paper Son" and "Louie Share Kim, Paper Son" From "Life on Earth and Beyond" From "Pedro's Journal" Poetry Collection-"Learning the World", Latitude Longitude Dreams", "A Map and a Dream", "Early Explorers" "Picturesque Journeys" SAVVAS Unit 1 Leveled Readers Detailed Scope and Sequence-All Units Grade 5-Text Complexity Chart-All Units	5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) 5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	-Social Skills -Critical thinking -Information transfer -Information Literacy -Social Skills	I can: - Analyze main ideas and details - Analyze text features - Analyze point of view - Analyze sound devices - Analyze figurative language Learning Target Example: I can analyze plot by using a summary strategy so that I can determine the theme.	Standards 5R1, 5R2, 5R5, 5R6 BOY Assessments - Amira 9/8-9/25 - iReady ??? - NWEA 10/6-10/17 Summative Assessment Unit 1: Unit 1 Assessment Unit 1-Week1-Progress Check Unit 1-Week 2-Progress Check Unit 1-Week 3-Progress Check Unit 1-Week 4-Progress Check Unit 1-Week 5-Progress Check Travel Brochure: Savvas Realize

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Unit	Standards	ATL	Content	Assessment
2-UOI-Sharing the Planet October Learner Profile: Inquirer Mindset: Passion First November Learner Profile: Communicator Mindset: We Are Connected Duration: 10/20-11/25 myView-Unit 2-Observations Essential Question: How do we learn through our observations? Unit Theme: Science: Patterns Genre: Informational Text Texts: From "Far from Shore" "A Place for Frogs" From "Hatchet" "Tracking Monsters" "Let Wild Animals Be" "Don't Release Animals Back to the Wild" SAVVAS Unit 2 Leveled Readers Detailed Scope and Sequence-All Units Books: A Ticket Around the world Happy Birthday Dr. King Unite for Literacy Epic Books – Then and Now Materials Then and Now Museum Epic Website	5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI) 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). 5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	-Critical thinking -Information literacy -Ethical use of media/information -Literacy	I can... 1. Analyze author's purpose 2. Evaluate details 3. Analyze text structure 4. Analyze point of view 5. Analyze argumentative texts 6. Synthesize information Learning Target Example: I can identify text structure by using the FASCT strategy so that I generate summary statements.	BOY Assessments NWEA 10/6-10/17 Benchmark #1 11/5-11/6 Reading Comprehension Standards 5R2, 5R3, 5R4, 5R5 Write an Informational Survival Guide U2 5th Grade District UOI-Sharing the Planet.docx (sharepoint.com) Unit 2-Week 1-Progress Check Unit 2-Week 2-Progress Check Unit 3-Week 3-Progress Check Unit 2-Week 4-Progress Check Unit 2-Week 5-Progress Check

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3-Reflections-Where We Are in Place and Time? December Learner Profile: Open-Minded Mindset: We Are Connected January Learner Profile: Principled Mindset: 100% Accountability Duration:12/1-1/30 myView-Unit 3-Reflections Unit Theme: Humanities-Expressions Essential Question: How do the experiences of others reflect our own? Genre: Historical Fiction Texts: From "Love, Amalia" "A Pet for Calvin" "The Carp and The Hermit Thrush" Poetry Collection "Life & Art" Leveled Readers: SAVVAS Unit 3 Leveled Readers Detailed Scope and Sequence-All Units	5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI) 5R4: Determine the meaning of words, phrases, figurative language, academic, and content specific words and analyze their effect on meaning, tone, or mood. (RI&RL) 5RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W1a: Introduce a precise claim and organize the reasons and evidence logically. 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	Reflection and metacognition Critical thinking Information transfer Literacy	I can: 1. Analyze characters 2. Analyze elements of plot 3. Analyze literary structure 4. Analyze figurative language 5. Infer themes Learning Target Example: I can <u>identify text structure</u> <u>by</u> using the FASCT strategy <u>so that</u> I generate summary statements.	Reading Comprehension Standards 5R3, 5R4, 5R5 iReady ????1/6-1/17???? Benchmark: 1/12-1/23 (MOY) iReady???? SEL: 2/3-2/11 Summative Assessment: Assessment Unit 3 Write a speech about why a day should be dedicated to a person or hero that has had an impact on your life. Project-Unit 3 Unit 3-Week 1-Progress Check Unit 3-Week 2-Progress Check Unit 3-Week 3-Progress Check Unit 3-Week 4-Progress Check Unit 3-Week 5-Progress Check

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4-UOI-How We Organize Ourselves February Learner Profile: Balanced Mindset: Attitude of Gratitude March Learner Profile: Reflective Mindset: Attitude of Gratitude Duration: 2/2-3/16 myView-Unit 4-Liberty Essential Question: What does it mean to be free? Unit Theme: Connections Genre: Biography Texts: "Keeping Mr. John Holton Alive" "The Scarlet Stockings Spy" From "The Bill of Rights" "Delivering Justice" "Ezekiel Johnson Goes West" Leveled Readers Unit 4 Detailed Scope and Sequence- All Units	5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI) 5R4: Determine the meaning of words, phrases, figurative language, academic, and content specific words and analyze their effect on meaning, tone, or mood. (RI&RL) 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL) 5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). 5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. W: 5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. W: 5W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.	Critical Thinking Skills Reflection and metacognition Ethical use of media/information	I can: 1. Analyze characters 2. Infer themes 3. Analyze text structure 4. Explain the relationships between ideas 5. Analyze author's purpose Learning Target Example: I can <u>identify text structure</u> by using the FASCT strategy so that I generate summary statements.	Reading Comprehension Standards 5R2, 5R3, 5R4, Benchmark #2: 3/4 Summative Assessment: Summative Assessment #4 Create a Speech or Poem about Freedom: Project-Unit 4 Unit 4-Week 1-Progress Check Unit 4-Week 2-Progress Check Unit 4-Week 3-Progress Check Unit 4-Week 4-Progress Check Unit 4-Week 5-Progress Check

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5-How the World Works- March - Learner Profile: Reflective - Mindset: Attitude of Gratitude April - Learner Profile: Caring - Mindset: Live to Give May - Learner Profile: Thinker - Mindset: The Time is Now Duration: 3/16-5/21 myView-Unit 5-Systems Essential Question: - How do the elements of systems change? Unit Theme: - Science: Our World Genre: - Informational Texts: From "Rocks and Fossils" From "Earth's Water Cycle" "The Dog of Pompeii" "Let's Talk Trash" and "It's Time to Get Serious About Reducing..." "People Should Manage Nature" SAVVAS Unit 5 Leveled Readers Detailed Scope and Sequence-All Units	5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI) 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL) 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL) : 5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). L: 5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. S: 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others. W: 5W2c: Use precise language and content-specific vocabulary to explain a topic. W: 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.	-Information transfer -Information literacy -Literacy -Interpersonal relationships, social and emotional intelligence	I can: 1. Identify main idea 2. Analyze text features 3. Analyze plot and setting 4. Compare and contrast texts 5. Analyze argumentative Text Learning Target Example: I can identify text structure by using the FASCT strategy so that I generate summary statements.	Reading Comprehension Standards 5R3, 5R5, 5R6, 5R8 NYS ELA Assessment 4/22-4/23 NYS Math Assessment 5/6-5/8 NYSESLAT Speaking 4/13-4/30 NYSESLAT LRW 5/4-5/22 5th Grade Science 5/12 Summative Assessment: Assessment-Unit 5 Public Service Announcement: Create a Public Service Announcement about the Environment: Project-Unit 5 Unit 5-Week 1-Progress Check Unit 5-Week 2-Progress Check Unit 5-Week 3-Progress Check Unit 5-Week 4-Progress Check Unit 5-Week 5-Progress Check

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6-How We Express Ourselves? TBD May - Learner Profile: Thinker - Mindset: The Time is Now June - Learner Profile: Knowledgeable - Mindset: The Time is Now Duration: 5/25-6/26 Essential Question: How do the different beliefs people hold affect communities? Unit Theme: Social Justice Genre: Texts:	6R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) 6R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI) 6R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)	-Exchange Information -Literacy -Interpersonal Relationships	I can... 1. 2. 3. 4. 5. Foundational Skills:	Reading Comprehension 6R2, 6R3, 6R5, iReady ??? NWEA 6/8-6/18 SEL 6/15-6/18