INTEGRATED PROJECTION MAP

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Unit PACING GUIDES	Knowledge 1 Knowledge 1 Scope & Sequence Curriculum Map	Knowledge 2 Knowledge 2 Scope & Sequence Curriculum Map	Knowledge 3 Knowledge 3 Scope & Sequence Curriculum Map	Knowledge 4 Knowledge 4 Scope & Sequence Curriculum Map	Knowledge 5 Knowledge 5 Scope & Sequence Curriculum Map	Knowledge 6 Knowledge 6 Scope & Sequence Curriculum Map	Knowledge 7 Knowledge 7 Scope & Sequence Curriculum Map	Knowledge 8 Knowledge 8 Scope & Sequence Curriculum Map	Knowledge 9 Knowledge 9 Scope & Sequence Curriculum Map
Theme Text List	In My Own Words: Personal Narratives	Early Americas: Maya, Aztec, and Inca	Visions in Verse: Poetry	A Knight's Tale: Don Quixote	The Deep Blue World: Oceans	Cultures and Histories: Native Americans	Novel Study: The Science of Breakable Things	Through the Forest: A Midsummer Night's Dream	Building Up the World: Global Architecture
Overall Learning Objectives *All demonstrate understanding of key vocabulary	• Identify and begin to correctly use personification in writing • Identify and begin to correctly use point of view in writing • Identify and begin to correctly use similes and metaphors in writing • Use the "Think as You Read" strategy to deepen understanding of a text • Write a personal narrative	• Compare and contrast the Maya, Aztec, and Inca civilizations • Paraphrase information from a text • Create an informative or explanatory writing piece using evidence from a text • Develop understanding of grammar, including action verbs, linking verbs, words that compare and contrast, run-on sentences, subjects, and predicates	• 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 grow in the craft of writing poetry	• Distinguish between fact and opinion • Demonstrate understanding of pronoun-verb agreement and commas in a series • Craft and share a four-paragraph opinion essay • Support claims with textual evidence	• Discuss characteristics of ocean ecosystems through images and whole group discussions • Use quotations and paraphrased text details to identify characteristics of ocean ecosystems in informational texts • Analyze information in paired informational texts using a graphic organizer • Find and record key information, including main ideas and details, about marine animals and ecosystems • Write single- and multiple-paragraph descriptions of marine animals and ecosystems • Use evidence from an outline to develop introduction, body, and conclusion paragraphs with relevant vocabulary • Plan for revisions to students' drafts using peer feedback	• Read, analyze, and explain ideas in text to deepen comprehension • Make inferences and cite evidence from informative text • Compare and contrast themes in narrative texts • Analyze how illustrations contribute to the meaning and tone of a story • Explain the function of coordinating conjunctions • Identify past, present, and future perfect verb tenses • Distinguish between root words and words with prefixes or suffixes in sentences • Use a graphic organizer to analyze the structure of an opinion essay • Focus on collecting relevant information to write an opinion essay	• Make inferences about a novel's characters, their perspectives, and their relationships using evidence from the text • Analyze how and why characters and their relationships change throughout a text • Analyze and draw conclusions about the structure of a novel • Compare and contrast the experiences, traits, and perspectives of characters in a text • Analyze how the narrator's point of view impacts how events are described in a text • Summarize a text using one-sentence summaries and sentence expansion activities • Identify and determine the meaning of figurative language in a text • Write, edit, revise,	• Identify poetic devices such as iambic pentameter to understand Shakespearean language • 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 • Write narrative paragraphs from the perspective of characters using inference and evidence from the text • Identify and use correlative conjunctions	• Compare and contrast works of architecture • Make text-based inferences and determine key ideas by evaluating text details • Review the importance of root words when deciphering the meaning of words • Identify, explain the function of, and properly use prepositions in sentences • Generate a research question, conduct research, and develop an informational text with the information collected • Explain the importance of gathering information and properly citing sources • Provide rubric-centered feedback to peers on their writing, visual

					• Edit several developed paragraphs using peer and teacher feedback as well as students' knowledge of English language conventions		and publish a narrative writing piece using rubrics, checklists, and peer feedback		component, and oral presentation • Learn to become producers of informative texts rather than just consumers of information
Anchor Text	In My Own Words: Personal Narratives	Early Americas: Civilizations and Empires	Visions in Verse: Poetry (Poet's Journal)	The Adventures of Don Quixote (Student Reader), Excerpts from Don Quixote, Medieval Knights and Castles: Europe's Middle Ages, King Arthur and the Knights of the Round Table (Read-Aloud, Reading)	Life in the Fathoms	Cultures and Histories: Native Americans	The Science of Breakable Things by Tae Keller	William Shakespeare's A Midsummer Night' Dream	Building Up the World: Global Architecture (Read-Aloud, Reading), ReadWorks, Trade Books
Days Lessons Suggested Pacing Guide *Revised 2025/26 Pacing Guide*	18 days (16 lessons)	18 days (15 lessons)	18 days (15 lessons)	18 days (15 lessons)	18 days (16 lessons)	18 days (16 lessons)	18 days (16 lessons)	18 days (16 lessons)	18 days (16 lessons)
Reading RF RL RI TTSD Priority Standard **Assessed Standard*	*RI.5.1 *RI.5.3 *RI.5.4 RI.5.5 *RI.5.6 *RI.5.8 RF.5.4 RF.5.4c	*RL.5.1 *RL.5.2 RL.5.4 *RL.5.9 *RI.5.1 *RI.5.2 *RI.5.3 RI.5.4 RI.5.7 RI.5.8 *RF.5.3 *RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	*RL.5.1 *RL.5.2 *RL.5.3 *RL.5.4 *RF.5.3a RF.5.4c	*RL.5.1 RL.5.2 *RL.5.3 *RL.5.4 RL.5.5 RL.5.6 RL.5.7 *RL.5.9 *RL.5.10 *RI.5.8 RI.5.9 *RI.5.10 RF.5.3 RF.5.4 *RF.5.4a *RF.5.4b RF.5.4c	*RI.5.1 *RI.5.2 *RI.5.3 *RI.5.6 RI.5.7 *RI.5.9 RF.5.3 RF.5.3a	*RL.5.2 RL.5.7 RL.5.9 *RI.5.1 *RI.5.3 *RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.10 *RF.5.3 RF.5.4	*RL.5.1 * RL.5.2 * RL.5.3 * RL.5.4 *RL.5.5 RL.5.6 *RL.5.7	*RL.5.1 *RL.5.2 *RL.5.3 *RL.5.10 *RI.5.1	RI.5.1 *RI.5.2 *RI.5.3 *RI.5.4 RI.5.5 *RI.5.6 *RI.5.7 *RI.5.9 RF.5.4

Writing TTSD Priority Standard *Assessed Standard	*W.5.3 *W.5.3a *W.5.3b *W.5.3c *W.5.3d *W.5.3e *W.5.4 *W.5.5	*W.5.2 *W.5.2a *W.5.2b *W.5.2c *W.5.2d *W.5.2e *W.5.5 *W.5.8 *W.5.9	*W.5.4 *W.5.5 *W.5.8 *W.5.9a	*W.5.1 *W.5.1a *W.5.1b *W.5.1c *W.5.1d *W.5.2a *W.5.2b *W.5.3b *W.5.4 *W.5.5 *W.5.9 *W.5.9a *W.5.9b	*W.5.2 *W.5.2a *W.5.2b *W.5.2c *W.5.2d *W.5.2e W.5.4 *W.5.5 *W.5.8 W.5.6 W.5.8 *W.5.9b W.5.10	*W.5.1 *W.5.1a *W.5.1b *W.5.1c *W.5.1d W.5.2d W.5.3c W.5.4 *W.5.5 *W.5.6 *W.5.8	*W.5.2 *W.5.3 *W.5.3a *W.5.3b *W.5.3c *W.5.3d *W.5.3e *W.5.5	*W.5.3 *W.5.3b W.5.3d	W.5.1 *W.5.2a *W.5.2b *W.5.2c *W.5.2d *W.5.2e *W.5.4 *W.5.5 *W.5.6 *W.5.7 *W.5.8 *W.5.9 *W.5.9b *W.5.10
Speaking and Listening TTSD Priority Standard *Assessed Standard	SL.5.1 *SL.5.1b *SL.5.5 SL.5.6	SL.5.1 SL.5.1a SL.5.1b SL.5.1d *SL.5.2 *SL.5.3	SL.5.1 SL.5.1c SL.5.2	SL.5.1a SL.5.3 SL.5.6	*SL.5.1 SL.5.1a *SL.5.1b SL.5.1c SL.5.1d *SL.5.2 SL.5.4 SL.5.5 SL.5.6	*SL.5.4 SL.5.6	SL.5.1 SL.5.1a SL.5.2	*SL.5.1 SL.5.1a *SL.5.4	SL.5.1a SL.5.1c SL.5.1d *SL.5.4 *SL.5.5 SL.5.6
Language TTSD Priority Standard *Assessed Standard	***L.5.2** ***L.5.2a** **L.5.2b** **L.5.2c** **L.5.2d** **L.5.3b** **L.5.4** ***L.5.4a** ***L.5.5** ***L.5.5c**	*L.5.1 *L.5.2e *L.5.3 L.5.4 *L.5.4b L.5.5 L.5.5a L.5.5b L.5.5c	*L.5.2a L.5.2b L.5.2d L.5.3b L.5.4 L.5.4a	L.5.1a *L.5.1d *L.5.2a *L.5.2e L.5.3 L.5.3a L.5.3b L.5.4 L.5.4a *L.5.4b *L.5.4c L.5.5a L.5.5b *L.5.6	L.5.2 L.5.2e L.5.4 L.5.4b	*L.5.1 *L.5.1a *L.5.1c *L.5.1d *L.5.4a *L.5.4b	L.5.2 *L.5.2b L.5.3a L.5.4	L.5.1c *L.5.1e L.5.4 L.5.3a *L.5.3.b	*L.5.1a L.5.1b L.5.2d *L.5.3a L.5.4 *L.5.4b
Core Vocabulary (words associated with Word Work activity) Vocabulary Slide Decks	ecstatic, appease, incessantly, wafts, discernible, oversight, realization, overseer, intimidating, manhandled, momentum, charades, curvature	diverse, game, symbolize, distinct, vast, nurture, peaked, trade, resentment, litter, primitive, quarrel, suitable, emerge	wake, variation, mystical, indifferent, rue, convenient, ground, source, evident, vast, separated, transfixed, perceive, taut	honorable, meddle, quixotic, deceive, fortune, bold, dumbfounded, monumental, worth, ingenuity, reason, resolve, instrumental	characteristics, primary, affect, effect, adaptation, conservation, clusters, erosion, regenerates, clarity, entangled, foundations, contradict, detach	tension, regalia, remnant, immunity, nimble, distinguishing, meek, encroach, prosper, tumult, reckless, revive, substantial, resilience	valid, naive, hybrid, procedure, vaguely, siphon, spontaneously, precise, oblivious, impact, witted, utter, indefinitely	course, render, lamentable, tyrant, henchman, revels, shrewd, peril, translated, radiant, fray. Hinders, expound, tarrying	marble, imitating, permits, prone, story, concrete, suspended, will, showered, curvilinear