



Cumberland County Schools ELA
Pacing Guide
Grade 5

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Cumberland County Schools

ELA Pacing Guide

Grade 5

Having built an elementary foundation in reading, writing, literature, history, and science, fifth-grade students are ready to start tackling complex literature and ideas. The fifth-grade units present a series of ideas related to the life of the mind: play, invention, clues, conflict, exploration, and coming-of-age. In the unit on playing with words, students explore the delight of literary language, which can be exemplified in works such as Richard Wilbur's *The Disappearing Alphabet* and William Blake's "The Echoing Green." This leads into a unit on inventive thinking, where students learn about scientific, artistic, musical, and literary inventors. As the year progresses, students provide many connections with history, science and the arts; students might listen to Renaissance music, examine art from the Civil War, and consider how illustrations contribute to a text. While building vocabulary and learning multiple meanings of words, students begin to study etymology, thus gaining insight into the relationships among languages. Students develop their writing within many genres: reflective essays, reports, journals, stories, responses to literary and artistic works, and more. In their essays, they are able to articulate a central idea and illustrate it with examples, integrate information from several texts, and discuss literary themes. As they continue to learn grammatical concepts and refine their style, students at this level should demonstrate some command of Standard English grammar and usage. By the end of fifth grade, students are ready for a deeper study of literature and the origins of words.

Cumberland County Schools

ELA Pacing Guide

Pacing Guide Expectations:

The fifth grade guide is divided into six themed units of study. An approximate time frame is given for each unit of study. The teacher will find a list of standards that are to be addressed throughout the year at the beginning of the pacing guide. Specific standards have been identified within each unit. **Selections from the current textbook are included where applicable.** The **Suggested Supplemental Works** are **options** provided for teaching each unit of study. Obviously, there will be resources not listed that the teacher will want to use with each unit. It is suggested that teachers download the pacing guide to their desktop, and add an additional page of resources as they complete each unit. This pacing guide is a living, breathing document that will be revised as needed.

Unit Overviews & Suggested Pacing

Unit One—“Playing with Words”

This four-week unit encourages students to experiment with language and to explore their personal writing style.

Unit Two—“Renaissance Thinking”

This six-week unit focuses on the research process, as well as the creative and critical thinking used by writers, inventors, and famous people from the Renaissance and beyond.

Unit Three—“Clues to a Culture”

This six-week unit focuses on aspects of Native American nations/cultures as revealed through pairings of literature and informational text.

Unit Four—“America in Conflict”

This nine-week unit focuses on the causes and consequences of the American Civil War, as revealed through literature and informational text.

Unit 5—“Exploration, Real and Imagined”

This five-week unit builds on the study of character development begun in Unit Four by having students articulate what we learn from real and fictional characters' experiences.

Unit 6—“Coming of Age”

This final six-week unit focuses on the genre of the novel, and uses “coming of age” as a unifying theme.

****Tennessee Traveling Trunks** from the TN State Museum will greatly supplement units three and four. The traveling trunks are: “Cherokee People” and “Civil War Soldier.” Visit the TN State Museum website for more information.

*****Scott Foresman Reading Street Stories** have been included with the most appropriate unit. If a story appears in more than one unit, use it accordingly to fit your instruction. Sometimes the story may not fit perfectly with the unit theme, but lends itself well to the Essential Question that is asked within the unit.

Standards addressed throughout the year:

Use the following key for assistance in understanding the standards:

RL: Reading—Literature, RI: Reading—Informational Text, W: Writing, SL: Speaking and Listening, L: Language, and RF: Reading Foundations

Reading: Literature

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).

RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading: Informational Text:

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text

complexity band independently.

W.5.1.a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1.b: Provide logically ordered reasons that are supported by facts and details.

W.5.1.c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d: Provide a concluding statement or section related to the opinion presented.

W.5.2.a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2.b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples to the topic.

W.5.2.c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2.e: Provide a concluding statement or section related to the information or explanation presented.

W.5.3.a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e: Provide a conclusion that follows from the narrated experiences or events.

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.

W.5.8: 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.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9.a: Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W.5.9.b: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

W.5.8: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

L.5.1.e: Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.a: Use punctuation to separate items in a series.

L.5.2.b: Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.c: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

L.5.2.d: Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.e: Spell grade-appropriate words correctly, consulting references as needed.

L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.2.a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3.b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.4.a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.5.a: Interpret figurative language, including similes and metaphors, in context.

L.5.5.b: Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Unit One—“Playing with Words”

Essential Question: Why (and how) do we play with language?

Standards Specific to this Unit:

RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3(a): Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

SL.5.1(a): Come to a discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1(b): Follow agreed-upon rules for discussions and carry out assigned roles.

L.5.5 : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit One—“Playing with Words”

Essential Question: Why (and how) do we play with language?

Suggested Student Objectives

- Conduct research on people of interest (e.g., notable scientists), selecting and citing the most relevant and useful information gathered, and making a plan for presenting your findings.
- Devise ways to present research using available digital resources (i.e., multimedia presentations); present findings to the class or to a wider audience.
- Apply understanding of poetic devices (e.g., figurative language), word relationships, and nuances in word meanings in one’s own writing of original poems.
- Develop an opinion about authors’ use of figurative language and present it in an opinion essay.

Key Vocabulary

Content-Specific

Biography Dialogue

Homonym

Homophone

Idiom/cliché Literal

and figurative

language

Poetic devices: rhyme,

scheme, meter, stanza,

metaphors, similes,

alliteration, onomatopoeia

Unit One—“Playing with Words”

Essential Question: Why (and how) do we play with language?

Scott Foresman: Reading Street

**Satchel Page—(Biography) pp. 94-109 The
Chicago American Giants Famous
Women Athletes African American
Athletes**

**Jane Goodall’s 10 Ways to Help Save Wildlife—(Expository Nonfiction) pp. 212-225 Endangered
Animals
Habitats in Need of Help
Saving Endangered Species**

**The Midnight Ride of Paul Revere—(Poem) pp. 234-249 Paul
Revere’s Midnight Ride
Paul Revere and the American Revolution
The National Guard: Modern Minutemen**

**Mahalia Jackson—(Expository Nonfiction) pp. 350-359 Roots
of the Blues
Legends of the Blues
Music Gets the Blues**

Suggested Supplemental Works

Literary Texts:

Stories:

- The Disappearing Alphabet* (Richard Wilbur and David Diaz)
- The King Who Rained* (Fred Gwynne)
- Baseball Saved Us* (Ken Mochizuki)
- My Teacher Likes to Say* (Denise Brennan-Nelson)
- In a Pickle and Other Funny Idioms or Mad as Wet Hen! And Other Funny Idioms* (Marvin Terban)
- What Are You Figuring Now? A Story about Benjamin Banneker* (Creative Minds Biography)
- A Picture Book of George Washington Carver* (Picture Book Biography) (David Adler and Dan Brown)
- What's the Big Idea, Ben Franklin?* (Jean Fritz)
- Dear Mr. Henshaw* (Beverly Cleary)
- My Momma Likes to Say* (Denise Brennan-Nelson)

Stories (Read Aloud)

- The Phantom Tollbooth* (Norton Juster and Jules Feiffer)

Poems

- "Casey at the Bat" (Ernest Lawrence Thayer)
- Joyful Noise: Poems for Two Voices* (Paul Flesichman and Eric Beddows)
- "The Echoing Green" (William Blake)
- "Little Red Riding Hood and the Wolf" (Roald Dahl)
- "Eletelephony" (Laura Richards)
- "My Shadow" (Robert Louis Stevenson)
- Runny Babbit: A Billy Sook* (Shel Silverstein)
- Carver: A Life in Poems* (Marilyn Nelson)

Poems (Read Aloud)

- *The Tree is Older than You Are: A Bilingual Gathering of Poems & Stories from Mexico with Paintings by Mexican Artists* (Naomi Shihab Nye)

Informational Texts:

Biographies:

- *Tales of Famous Americans* (Peter and Connie Roop)
- *Who Was Thomas Alva Edison?* (Margaret Frith, John O'Brien, and Nancy Harrison)
- *In Their Own Words: Thomas Edison* (George Sullivan)
- *Who Was Albert Einstein?* (Jess M. Brallier and Robert Andrew Parker)
- *Alexander Graham Bell: An Inventive Life* (Snapshots: Images of People and Places in History) (Elizabeth MacLeod)
- *Amelia to Zora: Twenty-Six Women Who Changed the World* (Cynthia Chin-Lee, Megan Halsey, and Sean Addy)
- *The World at His Fingertips: A Story about Louis Braille* (Creative Minds Biographies) (Barbara O'Connor and Rochelle Draper)
- *John Muir: Young Naturalist* (Childhood of Famous Americans) (Montrew Dunham)
- *Rachel Carson: Pioneer of Ecology* (Women of Our Time) (Kathleen V. Kudlinski)
- *We Are the Ship: The Story of Negro League Baseball* (Kadir Nelson) (E)
- *Who Was Jackie Robinson?* (Gail Herman, Nancy Harrison, and John O'Brien)
- *Meet the Authors and Illustrators Volume 1: 60 Creatures of Favorite Children's Books Talk About Their Work* (Grades K-6) (Deborah Kovacs and James Preller)
- *Who Was William Shakespeare?* (Celeste Mannis)
- *Who Was Dr. Seuss?* (Janet Pascal and Nancy Harrison)
- *Who Was Pablo Picasso?* (True Kelley)
- *Visual and Performing Artists* (Women in Profile) (Shaun Hunter)
- *Who Was Louis Armstrong?* (Yona Zeblis McDonough, John O'Brien, and Nancy Harrison)
- *Musicians* (Women in Profile) (Leslie Strudwick)

Reference

- *Scholastic Dictionary of Idioms* (Revised) (Marvin Terban)

Art, Music, and Media:

Art:

- Joseph Cornell, *L'Egypte de Mlle Cleo de Merode, cours elementaire d'histoire naturelle* (1940)
- Joseph Cornell, *Object (Roses des Vents)* (1942-1953)
- Joseph Cornell, *Untitled (Solar Set)* (1956-1958)

Music and Songs:

- Benjamin Britten, *The Young Person's Guide to the Orchestra*, Opus 34 (1946)
- Jack Norworth, "Take Me Out to the Ballgame" (1908)

Media

- Bud Abbott and Lou Costello, "Who's on First?" (c. 1936)

Unit Two—“Renaissance Thinking”

Essential Question: How does creativity change the world?

Standards Specific to this Unit:

RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

RF.5.4(b): Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) on grade 5 topics and texts, building on others’ ideas and expressing their own ideas clearly.

SL.5.1(c): Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1(d): Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

L.5.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.5.1(a): Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1(b): Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

Unit Two—“Renaissance Thinking”

Essential Question: How does creativity change the world?

Key Vocabulary

Content-Specific

Bibliography

Character development

Fiction

Nonfiction

Paraphrase

Primary source

Suggested Student Objectives

- Read and compare information learned from fiction and nonfiction books about an inventor of choice (e.g., *Leonardo: Beautiful Dreamer* by Robert Byrd and *The Usborne Book of Inventors from DaVinci to Biro* by Struan Reid, Patricia Fara, and Ross Watton).
- Explain the characteristics of historical fiction.
- Compare and contrast historical fiction stories using those characteristics as a guide.
- Describe the value of primary source documents when studying a historical period, such as the Renaissance (e.g., Leonardo’s notebook).
- Conduct research and develop/present a multimedia presentation that integrates information from more than one source (e.g., on an inventor of choice); anticipate and respond to questions from classmates.
- Explain the historical context surrounding an invention of choice, based on information gathered from multiple print or digital sources.
- Define related words and identify their parts of speech (e.g., *inventor*, *invention*, *venue*, *innovator*, *innovative*, *innovate*, *new*, etc.).

Unit Two—“Renaissance Thinking”

Essential Question: How does creativity change the world?

Scott Foresman: Reading Street

Frindle—(Humorous Fiction) pp. 22-35

The Spelling Bee

Learning from Ms. Liang

This Is the Way We Go to School

Leonardo’s Horse—(Biography) pp. 290-309

Da Vinci’s Designs

Michelangelo and The Italian Renaissance

The Inspiration of Art

Wings for the King—(Play) pp. 266-281

What a Great Idea!

The Story of Flight

The Patent Process

Sweet Music in Harlem—(Realistic Fiction) pp. 730-749

Jazz, Jazz, Jazz

Grandma Betty’s Banjo

Unexpected Music

Suggested Supplemental Works

Literary Texts:

Stories:

- Leonardo: Beautiful Dreamer* (Robert Byrd)
- Leonardo da Vinci* (Diane Stanley)
- Starry Messenger: Galileo Galilei* (Peter Sis)
- The Invention of Hugo Cabret* (Brian Selznick) (Note: This book illustrates the creative process beautifully, but is not set in the Renaissance.)
- Midnight Magic* (Avi)
- Fine Print: A Story about Johann Gutenberg* (Creative Minds) (Joann Johansen Burch and Kent Alan Aldrich)
- The Apprentice* (Pilar Molina Llorente and Juan Ramon Alonso)
- The Children's Shakespeare* (Edith Nesbit and Rolf Klep)

Poems

- "Time" (Valerie Bloom)
- Riddles from Chapter Five, "Riddles in the Dark," *The Hobbit* (J.R.R. Tolkien)

Informational Texts:

Informational Books:

- Toys! Amazing Stories Behind Some Great Inventions* (Don L. Wulffson and Laurie Keller) (E)
- The New How Things Work* (David Macaulay and Neil Ardley)
- So You Want to be an Inventor?* (Judith St. George and David Small)
- The Usborne Book of Inventors from Da Vinci to Biro* (Struan Reid, Patricia Fara, and Ross Watton)
- Women Inventors* (series) (Jean F. Blashfield)
- Telescopes: The New Book of Knowledge* (Scholastic) (Colin A. Ronan) (E)
- About Time: A First Look at Time and Clocks* (Bruce Koscielniak) (E)
- Where Do You Get Your Ideas? Favorite Authors Reveal Their Writing Secrets* (Sandy Asher and Susan Hellard)
- Amazing Leonardo da Vinci Inventions You Can Build Yourself* (Build It Yourself Series) (Maxine Anderson)
- Leonardo da Vinci: A Nonfiction Companion to Monday with a Mad Genius* (Magic Tree House Research Guide) (Mary Pope Osborne, Natalie Pope Boyce, and Sal Murdocca)
- Michelangelo* (Getting to Know the World's Greatest Artists) (Mike Venezia)
- Outrageous Women of the Renaissance* (Vicki Leon)

- ❑ *Science in the Renaissance* (Brendan January)
- ❑ *Science in the Renaissance* (Renaissance World) (Lisa Mullins)
- ❑ *Renaissance Artists Who Inspired the World* (Explore the Ages) (Gregory Blanch and Roberta Stathis)
- ❑ *About Time: First Look at Time and Clocks* (Bruce Koscielniak)
- ❑ *The Renaissance* (History Opens Windows) (Jane Shuter)
- ❑ *You Wouldn't Want to Be Mary Queen of Scots: A Ruler Who Really Lost Her Head* (Fiona MacDonald and David Antram)
- ❑ *The Renaissance* (Understanding People in the Past) (Mary Quigley)

Art, Music, and Media:

Art:

- ❑ Leonardo da Vinci, *Mona Lisa* (c. 1503-1506)
- ❑ Michelangelo, *Dome of St. Peter's Basilica* (1506-1626)
- ❑ Raphael, *School of Athens* (1510-1511)
- ❑ Donatello, *St. George* (c. 1416)
- ❑ Pieter Bruegel, *Peasant Wedding* (1567)
- ❑ Leonardo da Vinci, *The Last Supper* (1495-1498)

Unit Three—“Clues to a Culture”

Essential Question: How does literature provide insight into a culture?

Standards Specific to this Unit:

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.7: 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.

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

RF.5.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

L.5.1: Observe conventions of grammar and usage when writing or speaking.

L.5.1(c): Use verb tense to convey various times, sequences, states, and conditions.

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4(c): Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit Three—“Clues to a Culture”

Essential Question: How does literature provide insight into a culture?

Key Vocabulary

Content-Specific
Culture
Personification
Perspective
Point of view
Sound imagery
Trickster tale

Unit Three—“Clues to a Culture”

Essential Question: How does literature provide insight into a culture?

Scott Foresman: Reading Street

Island of the Blue Dolphins—(Historical Fiction) pp. 72-85

Stuk’s Village

Toby’s Vacation

Harvesting Medicine on the Hill

The Ch’i---lin Purse—(Folk Tale) pp. 190-205

China: Now and Then

The Gift

Making Friends in Mali

Shutting Out the Sky—(Expository Nonfiction) pp. 116-129

Immigrant Children in New York City

A Nation of Many Colors

The Land of Opportunity

Special Effects in Film and Television—(Expository Nonfiction) pp. 368-379 **The**

Age of Makeup: Going Behind the Mask

Very Special Effects: Computers in Filmmaking

Hollywood Special Effects

Ghost Towns of the American West—(Expository Nonfiction) pp. 608-621 **The**

Gold Rush of 1849

The United States Goes West

Journey to Statehood

Suggested Supplemental Works

Literary Texts:

Note: The list of Native American nations below is illustrative, not comprehensive; please choose a local nation to examine in a similar manner.

Stories:

- The Birchbark House* (Louise Erdich)
- Little House on the Prairie* (Laura Ingalls Wilder and Garth Williams)
- Knots on a Counting Rope* (John Archambault, Bill Martin Jr., and Ted Rand)
- Dreamcatcher* (Audrey Osofsky and Ed Young)
- Walk Two Moons* (Sharon Creech)
- Guests* (Michael Dorris)
- A Boy Called Slow* (Joseph Bruchac and Rocco Baviera)
- Julie of the Wolves* (Jean Craighead George and John Schoenherr)
- Island of the Blue Dolphins* (Scott O'Dell)
- Sign of the Beaver* (Elizabeth George Speare)
- The Journal of Jesse Smoke: A Cherokee Boy* (Joseph Bruchac)
- Esperanza Rising* (Pam Munoz Ryan)

Trickster Tales:

- Trickster Tales: Forty Folk Stories from Around the World* (World Storytelling) (Josepha Sherman)
- How Rabbit Tricked Otter: And Other Cherokee Trickster Stories* (Gayle Ross and Murv Jacob)

- A Ring of Tricksters: Animal Tales from North America, the West Indies, and Africa* (Virginia Hamilton and Barry Moser)
- Raven: A Trickster Tale from the Pacific Northwest* (Gerald McDermott)
- Coyote: A Trickster Tale from the American Southwest* (Gerald McDermott)

Poems

- "Dream Catchers" (Ojibway, Traditional)
- "You are Part of Me" (Cherokee, Lloyd Carl Owle)

Informational Texts:

Informational Book

- A History of US: The New Nation, 1789-1850* (Joy Hakim)
- A History of US: First Americans, Prehistory-1600* (Joy Hakim)
- If You Were a Pioneer on the Prairie* (If You...Series) (Anne Kamma and James Watling)
- Black Frontiers: A History of African-American Heroes in the Old West* (Lillian Schlissel)
- If You Lived with the Cherokee* (If You...Series) (Peter and Connie Roop and Kevin Smith)
- If You Lived with the Sioux Indians* (If You...Series) (Ann McGovern and Jean Syverud Drew)
- You Wouldn't Want to Be an American Pioneer! A Wilderness You'd Rather Not Tame* (You Wouldn't Want To...Series) (Jacqueline Morley, David Salariya, and David Antram)
- The Nez Perce* (True Books) (Stefanie Takacs)

Informational Books (Read Aloud)

- Sequoyah: The Cherokee Man Who Gave His People Writing* (James Rumford)

Speech

- "I will fight no more forever" (Chief Joseph the Younger, October 5, 1877)

Art, Music, and Media:

Art

Apache

- Edward S. Curtis, *Apache Still Life* (1907)
- Artist unknown, *San Juan, A Mescalero Apache Chief* (no date)
- Noah H. Rose, *View of two Native American Apache women outside their cloth-covered wickiups in a camp in Arizona* (1880)

Hopi

- Wooden Hopi Kachina doll (1925)
- Hopi Girl with Jar* (no date)
- Edward Curtis, *East Side of Walpi* (1921)

Haida

- Haida mask (1879)

- Bill Hupe, *Dedication Potlach: The Honoring of Ancient Traditions*
- *Indian Village, Alaska* (artist unknown, 1897)

Music:

- Thomas Vennum, *Ojibway Music from Minnesota: A Century of Song for Voice and Drum*

Media:

- *Will Fight No More* (video of the speech of Chief Joseph)

Unit Four—“America in Conflict”

Essential Question: How are fictionalized characters and real people changed through conflict?

Standards Specific to this Unit:

RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.

RI.5.3: 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.

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

RF.5.4(a): Read on-level text with purpose and understanding.

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4(b): Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

Unit Four—“America in Conflict”

Essential Question: How are fictionalized characters and real people changed through conflict?

Suggested Student Objectives

- Compare and contrast the points of view in fictional and nonfictional texts about the same topic or time period.
- Compare and contrast the ways in which fictional and informational texts treat historical events (e.g., the Civil War and slavery in the United States).
- Analyze two accounts of the same event and describe important similarities and differences in the details they provide.
- Write a historical narrative, incorporating knowledge gained from fictional and informational text about a particular period in history (e.g., the Civil War).
- Define related words and identify their parts of speech (e.g., civil, civilization, and civilian).

Key Vocabulary

Content-Specific

Ballad

Cause and effect

Characterization

Conflict

Poetic terms: meter, rhyme,
scheme, metaphor, simile

Symbolism

Unit Four—“America in Conflict”

Essential Question: How are fictionalized characters and real people changed through conflict?

Scott Foresman: Reading Street

Passage to Freedom—(Biography) pp. 166-179 A

Day in the Life of Peter and Eve Holocaust

Rescuers

A Safe Haven

The Midnight Ride of Paul Revere—(Poem) pp. 234-249

Paul Revere’s Midnight Ride

Paul Revere and the American Revolution

The National Guard: Modern Minutemen

The Hindenburg—(Expository Nonfiction) pp. 704-721

Flying Across the Ocean: Yesterday and Today

Train Wreck!

Flying Into the 21st Century

The Three-Century Woman—(Humorous Fiction) pp. 516-531

Earthquake! The Disaster That Rocked San Francisco

Double Play

The Sandwich Brigade

King Midas and the Golden Touch—(Myth) pp. 678-697

Old Gold: Gold in the Ancient World

The Golden Year

From Salt to Silk: Precious Good

Suggested Supplemental Works

Literary Texts: Stories:

- Bull Run* (Paul Fleischman)
- Maritcha: A Nineteenth-Century American Girl* (Tonya Bolden)
- Ballad of the Civil War* (Mary Stoltz and Sergio Martinez)
- Across Five Aprils* (Irene Hunt)
- A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, Virginia, 1859* (Dear America Series) (Patricia C. McKissack)
- Underground Man* (Milton Meltzer)
- Steal Away...to Freedom* (Jennifer Armstrong)
- Dear Austin: Letters from the Underground Railroad* (Elvira Woodruff and Nancy Carpenter)
- A Light in the Storm: The Civil War Diary of Amelia Martin, Fenwick Island, Delaware, 1861* (Dear America) (Daren Hesse)
- When Will This Cruel War be Over? The Civil War Diary of Emma Simpson, Gordonsville, Virginia, 1864* (Dear America Series) (Barry Denenberg)
- After the Rain: Virginia's Civil War Diary, Book Two* (Mary Pope Osborne)
- A Time to Dance: Virginia's Civil War Diary, Book Three* (Mary Pope Osborne)
- The Journal of James Edmond Pease: A Civil War Union Soldier, Virginia 1863* (Dear America Series) (Jim Murphy)
- Just a Few Words, Mr. Lincoln* (Jean Fritz)
- Charley Skedaddle* (Patricia Beatty)

Picture Books (for the Introductory Activity)

- Follow the Drinking Gourd* (Jeanette Winter)
- Sweet Clara and the Freedom Quilt* (Deborah Hopkins)

Poems

- "The New Colossus" (Emma Lazarus)
- "The Eagle" (Alfred Lord Tennyson)
- "I Hear America Singing" (Walt Whitman)
- "I, Too, Sing America" (Langston Hughes)

Informational Texts:

Informational Books

- You Wouldn't Want to Be a Worker on the Statue of Liberty! A Monument You'd Rather Not Build* (You Wouldn't Want To...Series) (John Malam and David Antram)
- A History of US: War, Terrible War, 1855---1865* (Joy Hakim)
- "Underground Railroad": *The New Book of Knowledge* (Henrietta Buckmaster)
- You Wouldn't Want to Be a Civil War Soldier: A War You'd Rather Not Fight* (You Wouldn't Want To...Series) (Thomas Ratliff and David Antram)
- If You Lived at the Time of the Civil War* (If You...Series) (Kay Moore and Anni Matsick)
- If You Traveled on the Underground Railroad* (If You...Series) (Ellen Levine and Larry Johnson)
- If You Lived When There was Slavery in America* (If You...Series) (Anne Kamma and Pamela Johnson)
- The Abraham Lincoln You Never Knew* (James Lincoln Collier and Greg Copeland)
- Outrageous Women of the Civil War Times* (Mary Rodd Furbee)
- Sojourner Truth: Ain't I a Woman?* (Frederick McKissack and Patricia C. McKissack)
- The Abolitionist Movement* (Cornerstones of Freedom) (Elaine Landau)
- Your Travel Guide to the Civil War* (Passport to History) (Nancy Day)
- I Lift My Lamp: Emma Lazarus and the Statue of Liberty* (Nancy Smiler Levinson)

Speech

The Gettysburg Address (Abraham Lincoln (Note: *The Gettysburg Address* is a CCSS exemplar text for grades 9 and 10.)

Art, Music, and Media:

Art:

- Alexander Gardner, *President Abraham Lincoln in the tent of General George B. McClellan After the Battle of Antietam* (October 3, 1862)

Music and Songs:

- Patrick S. Gilmore, "When Johnny Comes Marching Home" (1863)
- Julia Ward Howe, "The Battle Hymn of the Republic" (1861)
- Daniel Decatur Emmett, "Dixie" (1861)
- "Goober Peas"

Media:

□ Civil War photographs

Unit Five—“Exploration: Real and Imagined”

Essential Question: What do people, both real and imagined, learn from exploring their world?

Standards Specific to this Unit:

RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., a graphic novel, multimedia presentation of fiction, folktale, myth, [or] poem).

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

W.5.3: Write narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.5: With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL.5.2: Summarize a written text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit Five—“Exploration: Real and Imagined”

Essential Question: What do people, both real and imagined, learn from exploring their world?

Suggested Student Objectives

- Compare similarities and differences between two exemplar texts (e.g., *Alice in Wonderland* and *The Little Prince*).
- Respond to poetry, prose, and informational text in writing and in class discussion.
- Explain how poetry is used within prose.
- Discuss how illustrations in *Alice in Wonderland* and/or *The Little Prince* play a role in telling the story.
- Recite poetry for classmates—original and parody versions.
- Continue defining related words and identify their parts of speech (e.g., *exploration, explorer, exploratory; character, characterization, characterize*).
- Interpret figurative language, including similes and metaphors.
- Research and report on an explorer.
- Write an exploration story.

Key Vocabulary

Content-Specific

Metaphor
Nonsense literature
Paradox
Parody
Style
Symbol

Unit Five—“Exploration: Real and Imagined”

Essential Question: What do people, both real and imagined, learn from exploring their world?

Scott Foresman: Reading Street

Weslandia—(Fiction) pp. 396-409

Learning to Play the Game

Adventure to the New World

Cheaper, Faster, Better: Recent Technological Innovations

Talk with an Astronaut—(Interview) pp. 564-577

Aim High: Astronaut

Training Sailing the Stars

Astronauts and Cosmonauts

Journey to the Center of the Earth—(Science Fiction) pp. 586-599

Earth: The Inside Story

Journey Through the Earth

The Shaping of the

Continents

The Mystery of Saint Matthew Island—(Case Study) pp. 658-669

Saving an American Symbol

The Kudzu

Invasion Mixed-Up

Vegetables

Exploding Ants—(Expository Nonfiction) pp. 440-453

Surviving the Weather: Animals in Their Environments

Changing to Survive: Bird Adaptations

A Home for Humans in Outer Space: Is it Possible?

Suggested Supplemental Works

Literary Texts:

Stories

- Alice's Adventures in Wonderland* (Lewis Carroll)
- The Little Prince* (Antoine de Saint-Exupery)
- Down the Rabbit Hole: An Echo Falls Mystery* (Peter Abrahams)
- The Nursery "Alice"* (Lewis Carroll and John Tenniel)
- Alice in Wonderland* (Campfire Graphic Novel) (Lewis Carroll, adapted by Louis Helfand and Rajesh Nagulakonda)
- The End of the Beginning: Being the Adventure of a Small Snail (and an Even Smaller Ant)* (Avi and Tricia Tusa)

Poems:

- "Words Free as Confetti" by Pat Mora
- "Against Idleness and Mischief" (Isaac Watts)
- "The Star" (Ann and Jane Taylor)
- "The Spider and the Fly" (Mary Howitt)
- "Queen of Hearts" (Mother Goose, anonymous)
- "How Doth the Little Crocodile" (from *Alice's Adventures in Wonderland*) (Lewis Carroll)
- "The Mouse's Tale" (from *Alice's Adventures in Wonderland*) (Lewis Carroll)
- "Twinkle, Twinkle, Little Bat" (from *Alice's Adventures in Wonderland*) (Lewis Carroll)
- "Tis the Voice of the Lobster" ("Lobster Quadrile") (from *Alice's Adventures in Wonderland*) (Lewis Carroll)

Quotations:

- "Grown-ups never understand anything by themselves, and it is exhausting for children to have to provide explanations over and over again." (Antoine de Saint-Exupery, *The Little Prince*)
- "It is only with the heart that one can see rightly; what is essential is invisible to the eye." (Antoine de Saint-Exupery, *The Little Prince*)

Informational Texts:**Informational Books**

- My Librarian is a Camel: How Books are Brought to Children Around the World* (Margriet Ruurs)
- Camels* (Nature Watch) (Cherie Winner)
- Desert Mammals* (True Books) (Elaine Landau)
- Deserts* (True Books: Ecosystems) (Darlene R. Stille)
- Who Is Neil Armstrong?* (Roberta Edwards, Nancy Harrison, and Stephen Marchesi)
- Who Was Daniel Boone?* (Sydelle Kramer)
- Who Was Ferdinand Magellan?* (S.A. Kramer, Nancy Harrison, and Elizabeth Wolf)
- Who Was Marco Polo?* (Jean Holub, John O'Brien, and Nancy Harrison)
- Kids During the Age of Exploration* (Kids Throughout History) (Cynthia MacGregor)
- Women Explorers of North and South America* Series (Margo McLoon-Basta)
- State-by-State Guide* (United States of America) (Millie Miller and Cyndi Nelson)

Biographies:

- Rene Magritte* (Getting to Know the World's Greatest Artists) (Mike Venezia)
- Salvador Dali* (Artists in Their Time) (Robert Anderson)

Art, Music, and Media: Art:

- Salvador Dali, *The Persistence of Memory* (1931)
- Rene Magritte, *The False Mirror* (1928)
- Rene Magritte, *Time Transfixed* (1938)
- Marcel Duchamp, *Bicycle Wheel* (1913)
- Jean (Hans) Arp, *Mountain, Naval, Anchors, Table* (1925)

Illustrations:

- Sir John Tenniel, *Alice's Adventures in Wonderland*

Film:

- Stanley Donen, dir., *The Little Prince* (1974)
- Lewis Carroll's Alice in Wonderland* (Broadway Theater Archive) (1983)

Unit Six—“Coming of Age”

Essential Question: How can literature help us understand what it means to “grow up”?

Standards Specific to this Unit:

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.8: 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.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or theme.

L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3(a): Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3(b): Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Unit Six—“Coming of Age”

Essential Question: How can literature help us understand what it means to grow up?

Suggested Student Objectives

- Define the term *coming-of-age* novel.
- Compare the treatment of coming of age in a variety of novels.
- Compare and contrast how characters in a story respond to challenges and what they learn from their experiences.
- Compare and contrast the experiences of real people during different historical time periods.
- Generate interview questions; interview people who can serve as sources of information on a research topic; relate their answers to research questions.
- Research the steps that would be involved in turning a hobby or interest into a career; communicate findings.

Key Vocabulary

Content-Specific

Climax

Dialogue

Foreshadowing

Idioms such as

“act your age”,

“at the tender age of...”,

“ripe old age”

Imagery

Resolution

Style

Unit Six—“Coming of Age”

Essential Question: How can literature help us understand what it means to “grow up”?

Scott Foresman: Reading Street

Inside Out—(Realistic Fiction) pp. 144-157

Juan’s Journey

Using Special Talents

When the Disaster’s

Over

Stretching Ourselves—(Expository Nonfiction) pp. 416-431

A New Girl in Class

Everybody Wins!

Feel, Think, Move

The Stormi Giovanni Club—(Play) pp. 462-479

Moving

The New Kid at School

Nathaniel Comes to Town

The Gymnast—(Autobiography) pp. 488-499

Let the Games Begin: History of the

Olympics Strange Sports with Weird Gear

What Makes Great Athletes

At the Beach: Abuelito’s Story—(Realistic Fiction) pp. 638-651

Marine Life

Life in the Sea

Oceans of Resources

Suggested Supplemental Works

Literary Texts:

Stories

- Where the Mountain Meets the Moon* (Grace Lin)
- M. C. Higgins, the Great* (Virginia Hamilton)
- The Secret Garden* (Frances Hodgson Burnett)
- Tuck Everlasting* (Natalie Babbitt)
- Then Again, Maybe I Won't* (Judy Blume)
- Flying with the Eagle, Racing the Great Bear: Stories from Native America* (Joseph Bruchac)
- Cat with a Yellow Star: Coming of Age in Terezin* (Susan Goldman Rubin and Ela Weissberger)
- The Wall: Growing Up Behind the Iron Curtain* (Peter Sis)
- Blue Willow* (Doris Gates)
- Bud, Not Buddy* (Christopher Paul Curtis)
- Out of the Dust* (Karen Hesse)
- A Long Way From Chicago* (Richard Peck)
- A Year Down Yonder* (Richard Peck)
- The Journal of C. J. Jackson: A Dust Bowl Migrant, Oklahoma to California, 1935* (Dear America Series) (William Durbin)
- Rose's Journal: The Story of a Girl in the Great Depression* (Marissa Moss)
- Walk Two Moons* (Sharon Creech)
- Survival In the Storm: The Dust Bowl Diary of Grace Edwards, Dalhart, Texas, 1935* (Dear America Series) (Katelan Janke)
- Christmas After All: The Great Depression Diary of Minnie Swift, Indianapolis, Indiana, 1932* (Dear America Series) (Kathryn Lasky)

Poem:

- "Freedom" (William Stafford)
- "I'm Nobody! Who are you?" (Emily Dickinson)
- "Dreams" (Nikki Giovanni)

Informational Texts:**Informational Books**

- The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* (Steve Otfinsoki)
- Gorilla Doctors: Saving Endangered Great Apes* (Scientists in the Field) (Pamela S. Turner)
- Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* (Scientists in the Field) (Sy Montgomery and Nic Bishop)
- Setting Career Goals* (Stuart Schwartz and Craig Conley)
- Getting Ready for a Career As...* (Series)
- The Great Depression* (Cornerstones of Freedom) (Elaine Landau)
- Kids During the Great Depression* (Kids Throughout History) (Lisa A. Wroble)

Informational Books (Read Aloud)

- Children of the Great Depression* (Russell Freedman)
- Children of the Dust Bowl: The True Story of the School at Weedpath Camp* (Jerry Stanley)
- Dust to Eat: Drought and Depression in the 1930s* (Michael L. Cooper)

Art, Music, and Media:**Art:**

- Edward Hopper, *House by the Railroad* (1925)
- Dorothea Lange, *Migrant Mother* (1936)
- Hugo Gellert, *The Working Day, no. 37* (c. 1933)
- Conrad A. Albrizio, *The New Deal* (1934)
- Blanche Grambs, *No Work* (1935)
- Bernard Jospeh Steffen, *Dust Plowing* (c. 1939)

Music:

- Marsha Norman and Lucy Simon, *The Secret Garden* (musical) (1991)
- Artie Shaw and His New Music, "Whistle While You Work" (no date)
- Jack Yellen and Milton Ager, "Happy Days Are Here Again" (1929)
- E. Y. "Yip" Harburg and Jay Gorney, "Brother, Can You Spare a Dime?" (1931)
- Duke Ellington and Irving Mills, "It Don't Mean a Thing (If It Ain't Got That Swing)" (1931)
- Jerome Kern and George Gard "Buddy" DeSylva, "Look for the Silver Lining" (1920)

Film:

- Doug Atchison, dir., *Akeelah and the Bee* (2006)
- Robert Stevenson, dir., *Old Yeller* (1957)
- Victor Fleming, dir., *The Wizard of Oz* (1939)

5th Grade Exemplar Texts

Stories:

- Alice's Adventures in Wonderland* (Lewis Carroll) (MG, BL 7.4, Quiz #52290)
- The Secret Garden* (Frances Hodgson Burnett) (MG, BL 6.3, Quiz #78)
- The Little Prince* (Antoine de Saint-Exupery) (MG, BL 5.0, Quiz #123)
- Tuck Everlasting* (Natalie Babbitt) (MG, BL 5.0, Quiz #247)
- M. C. Higgins, the Great* (Virginia Hamilton) (MG, BL 4.4, Quiz #125)
- The Birchbark House* (Louise Erdrich) (MG, BL 6.1, Quiz #36398)
- Bud, Not Buddy* (Christopher Paul Curtis) (MG, BL 5.0, Quiz #29554)
- Where the Mountain Meets the Moon* (Grace Lin) (MG, BL 5.5, Quiz #131480)

Poetry:

- "The Echoing Green" (William Blake)
- "The New Colossus" (Emma Lazarus)
- "Little Red Riding Hood and the Wolf" (Roald Dahl)
- "Words Free As Confetti" (Pat Mora)

Informational Texts:

- Toys!: Amazing Stories Behind Some Great Inventions* (Don Wulffson) (MG, BL 6.8, Quiz #40671)
- About Time: A First Look at Time and Clocks* (Bruce Koscielniak) (LG, BL 6.7, Quiz #83519)
- A History of US* (Joy Hakim)
- My Librarian is a Camel: How Books Are Brought to Children Around the World* (Margriet Ruurs) (MG, BL 6.3, Quiz #100404)
- Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* (Sy Montgomery) (MG BL 5.3, Quiz #109814)
- We Are the Ship: The Story of Negro League Baseball* (Kadir Nelson) (MG, BL 5.9, Quiz #119912)

- “Telescopes” (Colin A. Ronan)
- “Underground Railroad” (Henrietta Buckmaster)

