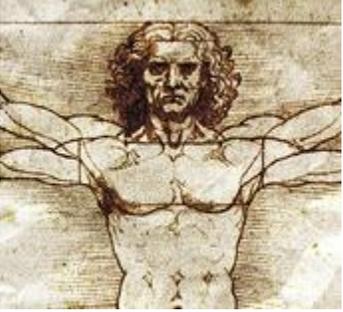


<b>5<sup>th</sup> Grade Units</b>		<b>Summary</b>	<b>Essential Questions</b>	<b>Exemplar Texts</b> From Appendix B of the Common Core State Standards
	<b>Unit 1</b> Playing with Words	<b>4 week unit</b>  This unit encourages students to experiment with language and to explore their personal writing style.	<i>Why (and how) do we play with language?</i>	<b>Poems</b> <i>“Casey at Bat”</i> , Earnest Lawrence Thayer <i>“The Echoing Green”</i> , William Blake <i>“Little Red Riding Hood and the Wolf”</i> , Roald Dahl
	<b>Unit 2</b> Renaissance Thinking	<b>6 week unit</b>  This 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.	<i>How does creativity change the world?</i>	<b>Informational Books</b> <i>Toys! Amazing Stoires Behind Some Great Inventions</i> , Wulffson & Keller <i>Telescopes</i> , Colin A. Ronan <i>About Time</i> , Bruce Kiscielniak
	<b>Unit 3</b> Clues to a Culture	<b>6 week unit</b>  This unit focuses on aspects of Native American nations/cultures as revealed through pairings of literature and informational text.	<i>How does literature provide insight into a culture?</i>	<b>Stories</b> <i>The Birchbark House</i> , Lousie Erdrich <b>Informational Books</b> <i>A History of US: The New Nation, 1789-1850</i> , Joy Hakim <i>A History of US: First Americans, Prehistory-1600</i> , Joy Hakim

<b>5<sup>th</sup> Grade Units</b>		<b>Summary</b>	<b>Essential Questions</b>	<b>Exemplar Texts</b> From Appendix B of the Common Core State Standards
	<b>Unit 4</b> America in Conflict	<b>9 week unit</b>  This unit focuses on the causes and consequences of the American Civil War, as revealed through literature and informational text.	<i>How are fictionalized characters and real people changed through conflict?</i>	<b>Poems</b> <i>"The New Colossus"</i> , Emma Lazarus <i>"I, Too, Sing America"</i> , Langston Hughes <b>Informational Books</b> <i>A History of US: War, Terrible War, 1855-1865</i> , Joy Hakim <i>Underground Railroad</i> , Henrietta Buckmaster
	<b>Unit 5</b> Exploration, Real and Imagined	<b>5 week unit</b>  This 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.	<i>What do people both real and imagined, learn from exploring their world?</i>	<b>Stories</b> <i>Alice's Adventures in Wonderland</i> , Lewis Carroll <i>The Little Prince</i> , Antoine de Saint-Exupery <b>Poems</b> <i>"Words Free as Confetti"</i> , Pat Mora <b>Informational Books</b> <i>My Librarian is a Camel</i> , Margriet Ruurs
	<b>Unit 6</b> Coming of Age	<b>6 week unit</b>  This unit focuses on the genre of the novel, and uses "coming of age" as a unifying theme.	<i>How can literature help us understand what it means to "grow up"?</i>	<b>Stories</b> <i>Where the Mountain Meets the Moon</i> , Grace Lin <i>M.C. Higgins, the Great</i> , Virginia Hamilton <i>The Secret Garden</i> , Frances Hodgson Burnett <i>Tuck Everlasting</i> , Natalie Babbitt <i>Bud, Not Buddy</i> , Christopher Paul Curtis <b>Informational Books</b> <i>The Kids' Guide to Money</i> , Steve Otfinsoki <i>Quest for the tree Kangaroo</i> , Montgomery & Bishop