

Stories of Hope and Human Rights

5th ELA Course Overview

[Example](#)

Module <i>Clarification: This is the name of the module for EL-ELA</i>	Stories of Hope and Human Rights - Linked to Unit Materials Throughout the module, students explore hope and human rights as they read narratives and nonfiction; engage in pair, small group, and whole-class discussions; and write narratives. The anchor text of the module is Esperanza Rising, a novel by Pam Muñoz Ryan, about her grandmother, a privileged Mexican girl whose life is changed by the death of her father and a sudden move to California with her mother. By focusing on key themes of the importance of family, hope, and determination, the unit helps students make sense of a story about severe challenges without reducing it to one of struggle. Students are guided to make connections between Esperanza Rising and the Universal Declaration of Human Rights in order to understand the rights everyone should be entitled to. They also read short stories from diverse perspectives on the topic of hope.		
Author	EL		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	In Unit 1, students begin reading the novel Esperanza Rising. As they read, students practice determining the meaning of unknown words and phrases. They engage in Language Dives to comprehend figurative language in the novel. They also determine themes from key details and write summaries. In the second half of the unit, students read the Universal Declaration of Human Rights (UDHR) and engage in collaborative discussions to make connections between the UDHR and Esperanza Rising. During discussions, students practice drawing on their notes, following discussion protocols, asking and answering questions, reviewing key ideas, and drawing conclusions.	In Unit 2, students continue to interpret figurative language, focusing on idioms, adages, and proverbs in Esperanza Rising. Students also write paragraphs to compare characters’ responses to events and determine themes from those responses. Students then read and analyze several short stories, explaining how chapters and scenes fit into and provide an overall structure. They also work across texts, comparing how the stories and Esperanza Rising approach similar themes around hope. Additionally, students practice their fluency skills as they finish the novel and read the short stories.	In Unit 3, students develop the writing skills they need to write an original narrative that conveys one of the common themes of the module texts. They begin by analyzing a model and practicing each writing skill by developing a collaborative narrative with a partner. Students learn to write a beginning, middle, and end event sequence, as well as include dialogue and descriptive details. In the second half of the unit, students revise and edit their narrative moment. Students use their analysis of a revised version of the model narrative, and their revision practice for their collaborative narrative, to guide them in planning how to revise and edit their independent narrative. The revising and editing skills include adding transition words and phrases, concrete words and sensory details, verb tense, and commas.
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>	Build Background Knowledge: Hope and Human Rights in Esperanza Rising 14 Lessons	Compare Stories of Hope and Human Rights 15 Lessons	Write Stories of Hope 11 Lessons
Topic(s) and driving questions <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>	What can stories teach us about hope and human rights? • We can read and write about the experiences of fictional characters to better understand the relationships between human rights and hope. • Communities support each other through the challenges and joys of life. • Hope and determination can give people strength to face challenges. • People can change and grow through their experiences.		
Heart/GX Focus <i>Clarification: These are the HEART agreements or dimensions of the GXs you plan to pay particular attention to.</i>			
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	Mid Unit RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative	Mid 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. 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).	Mid unit W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. End of Unit Same standard as mid unit

5th ELA Course Overview
[Example](#)

	language such as metaphors and similes. Literacy.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. End of Unit Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.	End of Unit Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Read authentic text accurately and with appropriate rate and expression	Performance Task Read authentic text accurately and with appropriate rate and expression
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	Mid Unit W Mid-Unit 1 Assessment: Determine Word Meanings and Wri... Write a summary of this part of the chapter with an introduction statement, two or more key events, two or more supporting details, and a concluding statement. Write in the literary present. Check your summary using the Criteria for an Effective Literary Summary Anchor Chart. End of Unit W End of Unit 1 Assessment: Discuss Living Conditions and S. Students engage in a Fishbowl discussion to make connections between <i>Esperanza Rising</i> by Pam Muñoz Ryan and Article 25, Section 1 of the Universal Declaration of Human Rights.	Mid Unit Write a paragraph that compares how Abuelita and Esperanza responded to the challenges they faced during their year apart. End of Unit Write a paragraph that compares how “Fancy Dancer” and Esperanza Rising develop a common theme. (RL.5.1, RL.5.9, W.5.10, L.5.1c) W End of Unit 2 Assessment, Part 2: Decode Words and Read ... Silently read pages 249–250 of <i>Esperanza Rising</i> from “And then she felt it . . .” to “. . . about rising above those who held her down.” As directed by your teacher, either write the gist below or tell the gist to your teacher. Then, when prompted by the teacher, read the excerpt aloud. (RF.5.4a, RF.5.4b, RF.5.4c)	Mid Unit Mid-Unit 3 Assessment: Write a Narrative Moment End of Unit Revise Narrative Moment Performance Task Students record a fluent read-aloud of their independent narrative, focusing on accuracy, rate, expression, self-correcting, and showing purpose and understanding. They share their recording with the public by posting online or sharing it with their community.
Link to Unit Clarification: This is the link to your unit plan.	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-1/unit-1/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-1/unit-2/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-1/unit-3/index.html

Investigative Journalism

5th ELA Course Overview

[Example](#)

Module <i>Clarification: This is the name of the module for EL-ELA</i>	Investigative Journalism: Techniques and Impact - Linked to Unit Materials Module 2-Explorer fosters engagement with investigative journalism and the investigative techniques that investigative journalists use to raise awareness and create impact surrounding important issues.		
Author	EL		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	In the first half of Unit 1, students read Nellie Bly and Investigative Journalism for Kids by Ellen Mahoney, which profiles Nellie Bly and other investigative journalists, and offers excerpts from Bly’s own writing. Students analyze these two points of view and their different accounts of Bly’s investigative journalism, as well as the use of formal and informal language, and write summaries. In the second half of the unit, students read and watch informative materials to learn about other investigative journalists. Students explain how the authors use reasons and evidence to support their points in these texts. Students also engage in Language Dives to explore how an author uses linking words and phrases to connect reasons and evidence.	In Unit 2, students work in groups to learn and practice research skills such as paraphrasing, summarizing, and directly quoting information about investigative journalism. Students collaboratively research the work and impact of investigative journalist Ida B. Wells. Students also independently research a journalist of their choice, Ida Tarbell or Jacob Riis, represented in the anchor text from Unit 1. In the second half of the unit, students draft an informative/explanatory essay about an investigative journalist. In each lesson leading up to the end of unit assessment, students collaboratively develop an informative/explanatory essay in preparation for the assessment by focusing on one paragraph at a time: the introduction, proof paragraphs, and conclusion. Then in the end of unit assessment, students draw on this modeling, practice, and planning in order to draft their independent explanatory essay on the investigative journalist of their choice.	In the first half of Unit 3, students revise their informative/explanatory essay. In the lessons leading up to the mid-unit assessment, students focus on one aspect of revising or editing: revising to use linking words effectively, revising to use precise and domain-specific language, and editing for conventions. Then, in the mid-unit assessment students draw on this modeling, practice, and planning to revise and edit their informative/explanatory essay on the investigative journalist they selected. Students then work in their research groups to develop and practice a presentation about their investigative journalist. They create a slide deck and give the presentation to the class as their end of unit assessment. The unit and module conclude with a performance task: Investigative Proposal. Students work in groups to research an issue previously investigated and propose a plan outlining how they would investigate it if they were an investigative journalist. They develop illustrations of investigative techniques and present their plan to their school and/or local community. Following their presentation, students will learn about how investigative journalists researched the same issue.
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>	Build Background Knowledge: Investigative Journalism 12 Lessons	Research to Build Knowledge: Investigative Journalists 14 Lessons	Write an Informative/Explanatory Essay and Deliver a Presentation: Investigative Journalist 15 Lessons
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>	What is the purpose of investigative journalism, and what do investigative journalists do? • The purpose of journalism is to share information with the public about what is going on in the world. • Journalists collect, write, and share information with the public. • Journalists report or share information in a variety of ways. How do investigative journalists investigate and raise awareness about issues in their communities and beyond? • Journalists use many techniques to investigate issues, including going undercover, documenting through photography, conducting research, and interviewing people. • Common ways that journalists raise awareness include publishing articles and books, giving speeches, and publicly sharing information with others. Why is investigative journalism important? • Investigative journalism uncovers problems in our society that may be unfair or wrong. • Sometimes, when we learn about a problem, we (or the people in power) can do things to change it.		
GX/HEART Focus			

5th ELA Course Overview
[Example](#)

Clarification: These are the dimensions of the GX's you plan to pay particular attention to.			
GP- Content Indicators Clarification: These are the performance indicators you will teach, assess and report on.	Mid Unit Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. End of Unit Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Mid Unit - Literacy.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. End of Unit Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Literacy.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.	Mid Unit 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) End of Unit 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. Performance Task 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.
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	Mid Unit W Mid-Unit 1 Assessment: Summarize After Listening ... - Choose one of the significant differences you selected in Part A. How do Bly's writing choices in Excerpt 5 show her point of view? Use evidence from the text to support your response. End of Unit W End of Unit 1 Assessment: Explain Points, Reasons,... - Write a summary of the points conveyed in the video, explaining how each point is supported by reasons and evidence.	Mid Unit W Mid-Unit 2 Assessment: Build Knowledge, Paraphr... - Summarize paragraph 3, using at least one relative pronoun. End of Unit W End of Unit 2 Assessment: Write an Informative/E... - Prompt: Write an informative/explanatory essay that responds to this focus question: - How did the investigative journalist (Jacob Riis or Ida Tarbell) investigate an issue, and what was the impact of their work?	Mid Unit W Mid-Unit 3 Assessment: Revise and Edit an Informative/E... Directions: Revise and edit your informative/explanatory essay. As you revise and edit: use transitional words, phrases, and clauses to link ideas; use precise and domain-specific vocabulary to explain the information; correctly use verb tense and voice; and spell correctly. End of Unit W End of Unit 3 Assessment: Investigative Journalist Presen... Deliver your portion of your research group's investigative journalist presentation, using your notes in your Investigative Journalist Presentation Planner. Performance Task W Performance Task Directions: Investigative Proposal-Stud... Now you will act as an investigative journalist making decisions about how to investigate a previously investigated issue, including techniques and expected impact.
Link to Unit Clarification: This is the link to your unit plan.	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-2e/unit-1/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-2e/unit-2/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-2e/unit-3/index.html

Athlete Leaders of Social Change

5th ELA Course Overview
[Example](#)

Module <i>Clarification: This is the name of the module for EL-ELA</i>	Module 3 Athlete Leaders of Social Change (Link to Materials)		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	In Unit 1, students begin to explore the module topic by reading, writing, and talking about Jackie Robinson’s life and legacy. They participate in close readings of the anchor text Promises to Keep, a biography of Robinson written by his daughter Sharon. As they encounter topics including the Negro Baseball League, the history of slavery and segregation, and the Civil Rights Movement in relation to Robinson’s story, they practice determining the main idea of a text and summarizing what they read. They also identify relationships between people and events based on specific information in the text, setting the stage for their work in the following units.	In Unit 2, students learn about the efforts of other athletes who have used their voices to impact our world. They read texts highlighting the social leadership of athletes facing many types of challenges related to their identities (race, gender, sexual orientation, etc.). In doing so, they analyze each athlete’s point of view and integrate information from multiple texts to identify common elements of the athletes’ experiences. Then, they use these skills to participate in a Fishbowl discussion devoted to exploring the athletes’ impacts on society.	In Unit 3, students write independent opinion essays in which they select an important habit of character that makes an athlete a leader of social change, then examine how two athletes they have studied exemplify this habit of character. In preparation, they examine a model opinion essay on that topic and write and revise collaborative opinion essays in pairs. Through this preparatory work, they develop their skills in opinion writing as well as using linking words and phrases, including conjunctions; expanding, combining, and reducing sentences; and using proper spelling and title formatting in their writing. The unit and module conclude with a performance task: Be a Leader of Social Change Poster. Students reflect on the habits of character that leaders demonstrate as they effect social change and create a poster for a display titled “Be a Leader of Social Change” to help other students understand the habits of character they need to effectively lead change, and to inspire other students to become leaders of change.
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>	Unit 1: Opportunities to Lead Change: Jackie Robinson 12 Lessons, Weeks 1–3	Unit 2: Analyze Athlete Leaders’ Points of View 12 Lessons, Weeks 3–5	Unit 3: Athlete Leaders: Using Power to Address Social Issues 13 Lessons, Weeks 5–8
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>	Why do athlete leaders address social issues? • Athlete leaders of social change care deeply about issues, so they work to address them. • Athletes have special talents that draw attention to their sports and social issues. • Athletes have many supporters who listen to what they say. • Athletes are leaders in sports and in life. How can athlete leaders effect social change? • Athlete leaders can break down barriers by fighting discrimination. • Athlete leaders can boycott competitions and events to protest unfair treatment. • Athlete leaders can lead by example to combat stigmas and prejudice. • Athlete leaders can give speeches to address a social issue. • Athlete leaders can create organizations that address a social issue. • Athlete leaders can work as activists and fundraisers to support a social issue. How do athlete leaders of social change demonstrate habits of character? • Athlete leaders demonstrate compassion and empathy when they care for themselves and others. • Athlete leaders demonstrate perseverance when they continue fighting for social change despite opposition or obstacles.		

5th ELA Course Overview

[Example](#)

	• Athlete leaders take initiative when they develop programs or found institutions to help others. • Athlete leaders demonstrate using their strengths to help others grow when they are activists. • Athlete leaders demonstrate integrity when they act on their values or strong beliefs even when it’s dangerous or difficult.		
GX Focus Clarification: These are the dimensions of the GX’s you plan to pay particular attention to.			
GP- Content Indicators Clarification: These are the performance indicators you will teach, assess and report on.	Mid Unit RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. End of Unit RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Mid Unit RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. End of Unit (SL.5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics and texts, building on others’ ideas and expressing their own clearly.	Mid Unit RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. End of Unit W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Performance Task RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	W Mid-Unit 1 Assessment: Determine Main Ideas and Write a... Write a summary of pages 22–27. Refer to Criteria for Summarizing an Informative/Explanatory Text. Remember to • write a topic sentence with the author, text title, and section of text; • include at least two main ideas and key details; and • correctly use verb tense to convey time and sequence. W End of Unit 1 Assessment: Explain Relationships and Sum... Directions: Submit your text to your teacher. Then, listen as your teacher reads aloud pages 58–63 of Promises to Keep. Write a summary of the text. Refer to the Criteria for an Effective Summary Anchor Chart. Remember to • write a topic sentence with the author, text title, and section of text; • include at least two main ideas and key details; and • correctly expand at least one sentence using an adverb phrase.	W Mid-Unit 2 Assessment: Analyze Points of View: Jim Abbot... Directions: Use the articles “Almost Impossible” and “Chantal Petitclerc Is More Than the Fastest Woman on Wheels” to respond to the question. Write a paragraph that analyzes the similarities and differences between Jim Abbott’s and Chantal Petitclerc’s points of view about being role models to young athletes with disabilities. Remember to include • an introductory sentence that states the athletes’ names and topic; • at least two similarities or differences, each with supporting evidence; • at least one set of correlative conjunctions (e.g., both _____ and _____); and • a concluding sentence. W End of Unit 2 Assessment: Fishbowl Discussion: Athlete Lea... Fishbowl Discussion For the End of Unit 2 Assessment, engage in a Fishbowl discussion of the unit texts to compare the ways in which these athletes have worked toward social change. Reflect on Discussion Directions: Write to reflect on your conclusions and learning from the discussion. Be sure to include in your response • information integrated from two or more texts; and • how athletes have impacted society. Explain by expanding sentences using an adverb phrase. Begin your adverb phrase with by	W Mid-Unit 3 Assessment: Write an Opinion Essay-Teacher.do... Write an opinion essay about two athlete leaders that responds to the prompt: What is a habit of character that makes an athlete a leader of social change? How do two athletes exemplify this habit of character? W End of Unit 3 Assessment: Revise and Edit an Opinion Essa... Revise and edit your opinion essay. As you revise and edit, use transitional words, phrases, and clauses to link opinions, reasons, and evidence; • expand, combine, or reduce sentences to improve meaning, interest, or style; • spell correctly; and • correctly format titles for your sources. W Performance Task Directions: Be a Leader of Social Chan... In this performance task, your group will create a poster that will focus on one habit of character to inspire other students to become leaders of change and help them understand a habit of character they need to effectively lead change. The posters will be for a display titled “Be a Leader of Social Change” and will include examples of how athletes who have been effective leaders of change have shown evidence of this habit of character.
Link to Unit	https://access.openupresources.org/curricula/el-k5-2025/grad		https://access.openupresources.org/curricula/el-k5-2025/grad

5th ELA Course Overview

[Example](#)

Clarification: This is the link to your unit plan.	e-5/module-lessons/module-3e/unit-1/index.html		e-5/module-lessons/module-3e/unit-3/index.html
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5th ELA Course Overview

[Example](#)

Module <i>Clarification: This is the name of the module for EL-ELA</i>	Stories of Hope and Human Rights - Linked to Unit Materials Throughout the module, students explore hope and human rights as they read narratives and nonfiction; engage in pair, small group, and whole-class discussions; and write narratives. The anchor text of the module is Esperanza Rising, a novel by Pam Muñoz Ryan, about her grandmother, a privileged Mexican girl whose life is changed by the death of her father and a sudden move to California with her mother. By focusing on key themes of the importance of family, hope, and determination, the unit helps students make sense of a story about severe challenges without reducing it to one of struggle. Students are guided to make connections between Esperanza Rising and the Universal Declaration of Human Rights in order to understand the rights everyone should be entitled to. They also read short stories from diverse perspectives on the topic of hope.		
Author	EL		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	In Unit 1, students begin reading the novel Esperanza Rising. As they read, students practice determining the meaning of unknown words and phrases. They engage in Language Dives to comprehend figurative language in the novel. They also determine themes from key details and write summaries. In the second half of the unit, students read the Universal Declaration of Human Rights (UDHR) and engage in collaborative discussions to make connections between the UDHR and Esperanza Rising. During discussions, students practice drawing on their notes, following discussion protocols, asking and answering questions, reviewing key ideas, and drawing conclusions.	In Unit 2, students continue to interpret figurative language, focusing on idioms, adages, and proverbs in Esperanza Rising. Students also write paragraphs to compare characters’ responses to events and determine themes from those responses. Students then read and analyze several short stories, explaining how chapters and scenes fit into and provide an overall structure. They also work across texts, comparing how the stories and Esperanza Rising approach similar themes around hope. Additionally, students practice their fluency skills as they finish the novel and read the short stories.	In Unit 3, students develop the writing skills they need to write an original narrative that conveys one of the common themes of the module texts. They begin by analyzing a model and practicing each writing skill by developing a collaborative narrative with a partner. Students learn to write a beginning, middle, and end event sequence, as well as include dialogue and descriptive details. In the second half of the unit, students revise and edit their narrative moment. Students use their analysis of a revised version of the model narrative, and their revision practice for their collaborative narrative, to guide them in planning how to revise and edit their independent narrative. The revising and editing skills include adding transition words and phrases, concrete words and sensory details, verb tense, and commas.
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>	Build Background Knowledge: Hope and Human Rights in Esperanza Rising 14 Lessons	Compare Stories of Hope and Human Rights 15 Lessons	Write Stories of Hope 11 Lessons
Topic(s) and driving questions <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>	What can stories teach us about hope and human rights? • We can read and write about the experiences of fictional characters to better understand the relationships between human rights and hope. • Communities support each other through the challenges and joys of life. • Hope and determination can give people strength to face challenges. • People can change and grow through their experiences.		
Heart/GX Focus Clarification: These are the HEART agreements or dimensions of the GXs you plan to pay particular attention to.			
GP- Content Indicators Clarification: These are the performance indicators you will teach, assess and report on.	Mid Unit Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-Literacy.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. Literacy.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	Mid unit Literacy.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. Literacy.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). End of Unit Literacy.RL.5.1 Quote accurately from a text when explaining what the text	Mid unit W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

5th ELA Course Overview
[Example](#)

	challenges or how the speaker in a poem reflects upon a topic; summarize the text. End of Unit Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.	says explicitly and when drawing inferences from the text.	CCSS.ELA-Literacy.W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS.ELA-Literacy.W.5.3.eProvide a conclusion that follows from the narrated experiences or events. End of Unit Same standard as mid unit Performance Task Note - this task does relate to a reading fluency standard, but it may be more appropriate to focus on producing high-quality work using this standard for a Celebration of Learning.
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	Mid Unit  Mid-Unit 1 Assessment: Determine Word Meanings and Write a Sum... Write a summary of this part of the chapter with an introduction statement, two or more key events, two or more supporting details, and a concluding statement. Write in the literary present. Check your summary using the Criteria for an Effective Literary Summary Anchor Chart. End of Unit  End of Unit 1 Assessment: Discuss Living Conditions and Social Servic... Students engage in a Fishbowl discussion to make connections between <i>Esperanza Rising</i> by Pam Muñoz Ryan and Article 25, Section 1 of the Universal Declaration of Human Rights.	Mid Unit Write a paragraph that compares how Abuelita and Esperanza responded to the challenges they faced during their year apart. End of Unit Write a paragraph that compares how “Fancy Dancer” and Esperanza Rising develop a common theme. (RL.5.1, RI.5.9, W.5.10, L.5.1c)	Mid Unit Mid-Unit 3 Assessment: Write a Narrative Moment End of Unit Revise Narrative Moment Performance Task Students record a fluent read-aloud of their independent narrative, focusing on accuracy, rate, expression, self-correcting, and showing purpose and understanding. They share their recording with the public by posting online or sharing with their community.
Link to Unit Clarification: This is the link to your unit plan.	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-1/unit-1/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-1/unit-2/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-1/unit-3/index.html

5th ELA Course Overview

[Example](#)

Module <i>Clarification: This is the name of the module for EL-ELA</i>	Investigative Journalism: Techniques and Impact - Linked to Unit Materials Module 2-Explorer fosters engagement with investigative journalism and the investigative techniques that investigative journalists use to raise awareness and create impact surrounding important issues.		
Author	EL		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	In the first half of Unit 1, students read Nellie Bly and Investigative Journalism for Kids by Ellen Mahoney, which profiles Nellie Bly and other investigative journalists, and offers excerpts from Bly’s own writing. Students analyze these two points of view and their different accounts of Bly’s investigative journalism, as well as the use of formal and informal language, and write summaries. In the second half of the unit, students read and watch informative materials to learn about other investigative journalists. Students explain how the authors use reasons and evidence to support their points in these texts. Students also engage in Language Dives to explore how an author uses linking words and phrases to connect reasons and evidence.	In Unit 2, students work in groups to learn and practice research skills such as paraphrasing, summarizing, and directly quoting information about investigative journalism. Students collaboratively research the work and impact of investigative journalist Ida B. Wells. Students also independently research a journalist of their choice, Ida Tarbell or Jacob Riis, represented in the anchor text from Unit 1. In the second half of the unit, students draft an informative/explanatory essay about an investigative journalist. In each lesson leading up to the end of unit assessment, students collaboratively develop an informative/explanatory essay in preparation for the assessment by focusing on one paragraph at a time: the introduction, proof paragraphs, and conclusion. Then in the end of unit assessment, students draw on this modeling, practice, and planning in order to draft their independent explanatory essay on the investigative journalist of their choice.	In the first half of Unit 3, students revise their informative/explanatory essay. In the lessons leading up to the mid-unit assessment, students focus on one aspect of revising or editing: revising to use linking words effectively, revising to use precise and domain-specific language, and editing for conventions. Then, in the mid-unit assessment students draw on this modeling, practice, and planning to revise and edit their informative/explanatory essay on the investigative journalist they selected. Students then work in their research groups to develop and practice a presentation about their investigative journalist. They create a slide deck and give the presentation to the class as their end of unit assessment. The unit and module conclude with a performance task: Investigative Proposal. Students work in groups to research an issue previously investigated and propose a plan outlining how they would investigate it if they were an investigative journalist. They develop illustrations of investigative techniques and present their plan to their school and/or local community. Following their presentation, students will learn about how investigative journalists researched the same issue.
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>	Build Background Knowledge: Investigative Journalism 12 Lessons	Research to Build Knowledge: Investigative Journalists 14 Lessons	Write an Informative/Explanatory Essay and Deliver a Presentation: Investigative Journalist 15 Lessons
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>	What is the purpose of investigative journalism, and what do investigative journalists do? • The purpose of journalism is to share information with the public about what is going on in the world. • Journalists collect, write, and share information with the public. • Journalists report or share information in a variety of ways. How do investigative journalists investigate and raise awareness about issues in their communities and beyond? • Journalists use many techniques to investigate issues, including going undercover, documenting through photography, conducting research, and interviewing people. • Common ways that journalists raise awareness include publishing articles and books, giving speeches, and publicly sharing information with others. Why is investigative journalism important? • Investigative journalism uncovers problems in our society that may be unfair or wrong. • Sometimes, when we learn about a problem, we (or the people in power) can do things to change it.		
GX/HEART Focus <i>Clarification: These are the dimensions of the GX’s you plan to pay particular attention to.</i>			
GP- Content Indicators	Mid Unit	Mid Unit	Mid Unit

5th ELA Course Overview
[Example](#)

Clarification: These are the performance indicators you will teach, assess and report on.	• Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. End of Unit • Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	• Literacy.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. End of Unit • Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Literacy.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.	Literacy.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) End of Unit Literacy.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. Performance Task Literacy.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.
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	Mid Unit • W Mid-Unit 1 Assessment: Summarize After Listening and Com... ○ Choose one of the significant differences you selected in Part A. How do Bly’s writing choices in Excerpt 5 show her point of view? Use evidence from the text to support your response. End of Unit • W End of Unit 1 Assessment: Explain Points, Reasons, and Evid... ○ Write a summary of the points conveyed in the video, explaining how each point is supported by reasons and evidence.	Mid Unit • W Mid-Unit 2 Assessment: Build Knowledge, Paraphrase, and ... ○ Summarize paragraph 3, using at least one relative pronoun. End of Unit • W End of Unit 2 Assessment: Write an Informative/Explanator... ○ Prompt: Write an informative/explanatory essay that responds to this focus question: ■ How did the investigative journalist (Jacob Riis or Ida Tarbell) investigate an issue, and what was the impact of their work?	Mid Unit W Mid-Unit 3 Assessment: Revise and Edit an Informative/Explanatory ... Directions: Revise and edit your informative/explanatory essay. As you revise and edit: use transitional words, phrases, and clauses to link ideas; use precise and domain-specific vocabulary to explain the information; correctly use verb tense and voice; and spell correctly. End of Unit W End of Unit 3 Assessment: Investigative Journalist Presentation-Teac... Deliver your portion of your research group’s investigative journalist presentation, using your notes in your Investigative Journalist Presentation Planner. Performance Task W Performance Task Directions: Investigative Proposal-Student.docx Now you will act as an investigative journalist making decisions about how to investigate a previously investigated issue, including techniques and expected impact.
Link to Unit Clarification: This is the link to your unit plan.	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-2e/unit-1/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-2e/unit-2/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-5/module-lessons/module-2e/unit-3/index.html

5th ELA Course Overview

[Example](#)

Module <i>Clarification: This is the name of the module for EL-ELA</i>			
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	•	•	•
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>			
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>			
GX Focus <i>Clarification: These are the dimensions of the GX’s you plan to pay particular attention to.</i>			
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	•	•	•
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.			
Link to Unit <i>Clarification: This is the link to your unit plan.</i>			

5th ELA Course Overview

[Example](#)

Module <i>Clarification: This is the name of the module for EL-ELA</i>			
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	•	•	•
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>			
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>			
GX Focus <i>Clarification: These are the dimensions of the GX’s you plan to pay particular attention to.</i>			
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>			
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.			
Link to Unit <i>Clarification: This is the link to your unit plan.</i>			

