

Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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Frameworks



THE DIOCESE
of ALEXANDRIA

HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

5th Grade – ELA



THE DIOCESE
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YEAR AT A GLANCE:

Unit	Unit Title	Unit Focus	Text Complexity
1	<i>The Making of a Scientist</i>	Students learn about the steps of scientific investigation. Students explore how various theories have changed over time by gaining knowledge through scientific investigation. They will begin to use evidence and read about peoples' findings to compare and contrast different theories. Students read literature to support their understanding of science.	Readily Accessible
2	<i>The Birchbark House</i> Louise Erdrich	Emphasizing the connections between English language arts and social studies, this unit teaches students how we learn about our past. Students explore various texts (literary and informational) to come to understand how Native Americans and global explorers laid the foundation for the United States. Students discuss why point of view is important for constructing meaning, as it changes the information that is given and how we perceive events.	Moderately Complex
3	<i>The Lion, The Witch, and The Wardrobe</i> C.S. Lewis	Students learn that even in the most fantastical settings, literature can teach us real lessons about life. Students explore the opposition of good and evil; the value in courage, adventure, forgiveness, and honesty; and the importance of maintaining the natural world. They begin to consider how authors convince readers to believe the impossible and discuss the history and use of special effects in movies to begin to see how imagination and creativity can inspire progress and change.	Very Complex
4	<i>Shutting Out the Sky</i> Deborah Hopkinson	Focused on immigrant life in the United States and how families sought the American dream, this unit offers students an understanding of how members of a culture meld into communities while trying to maintain cultural identity and honor their ancestors	Very Complex

Recommended anchor text selected are done so to support the teaching of targeted skills in each unit.

- 🍎 **Readily accessible text:** The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.
- 🍎 **Moderately complex text:** The language is at grade level and the content is suitable for the grade level.
- 🍎 **Very complex text:** The language is at or slightly above grade level and the content is significantly complex.

Units designated as interchangeable will require teachers to choose one of the two units identified. Priority standards selected as the basis of the unit assessment for will be the same regardless of which unit is selected. When selecting the interchangeable unit, teachers should consider text complexity and student readiness.

TEACHING
Tips

Teachers must create a *free* LearnZillion account to access Guidebook 2.0 Daily Activities

Student focus Areas

Essential Questions

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

Catholic School – ELA General Standards (CS.GS)

CS.GA.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GA.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GA.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.GA.4	Share how literature can contribute to strengthening one's moral character.

5th Grade - Grammar



THE DIOCESE
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Unit 1 (1 st 9 Weeks)	Unit 2 (2 nd 9 Weeks)	Unit 3 (3 rd 9 Weeks)	Unit 4 (4 th 9 Weeks)
<ul style="list-style-type: none"> • Complete Sentences • Kinds of sentences • Compound sentences • Common and Proper nouns • Singular and plural nouns • Verbs • Direct and indirect objects • Conjunctions • Complex sentences 	<ul style="list-style-type: none"> • Direct quotations • Interjections • Subject and object pronouns • Verb tenses • Regular and Irregular verbs • Commas in a series • Transitions • Adjectives • Adverbs • Prepositions and phrases 	<ul style="list-style-type: none"> • Pronouns • Proper mechanics and writing titles • The verbs be and have • Perfect tenses • Easily confused verbs • Making comparisons • Contractions • Possessive nouns • Titles and abbreviations 	<ul style="list-style-type: none"> • Commas in a sentence • More commas • Other punctuation • Review any skills that students have not yet mastered.

GRAMMAR GUIDE

Students should enter fifth grade being able to:

- Use parts of speech³ correctly (grades K-4)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1 and 3)
- Produce complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences (grades K-3)
- Use commas in a series to separate single words, contractions, quotation marks, and a comma before a coordinating conjunction in a compound sentence correctly (grades 1-4)
- Spell grade-level words correctly and consult reference materials to check spelling (grades 2-4)
- Choose words, phrases, and punctuation for effect and to convey ideas precisely (grades 3-4)
- Differentiate when to use formal and informal English (grade 4)

Students should build on this foundation throughout fifth grade.

- (1) *Reinforce the skills students gained in earlier grades.* When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.
- (2) *Expand student skills.* Explicitly teach students how to:
 - a. Use verb tense to convey various times, sequences, states, and conditions
 - b. Recognize and correct inappropriate shifts in verb tense
 - c. Use correlative conjunctions
 - d. Use commas in a series of phrases or clauses
 - e. Use a comma to separate an introductory element from the rest of the sentence
 - f. Use a comma to set off the words *yes* and *no* and an indirect address
 - g. Punctuate titles of works
 - h. Expand, combine, and reduce sentences for reader interest, meaning, and style

5th Grade - Fluency

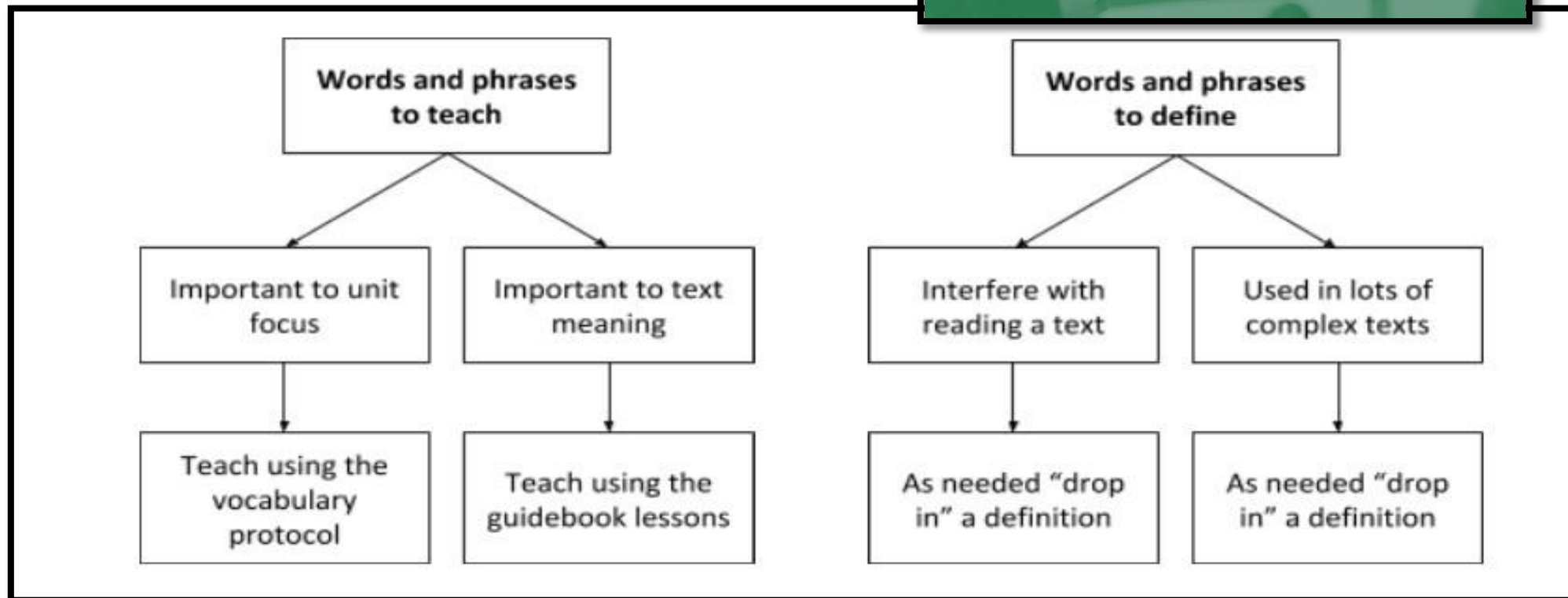
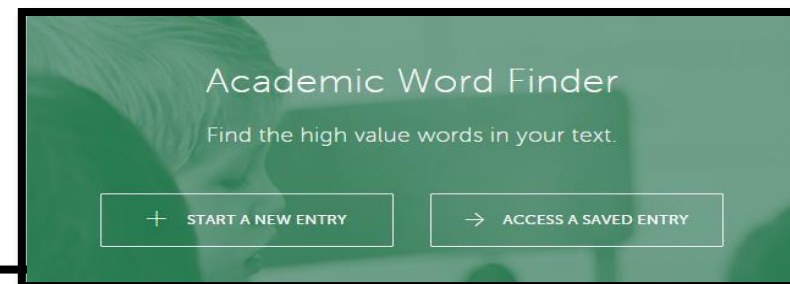


THE DIOCESE
of ALEXANDRIA

Unit 1 (1 st 9 Weeks)	Unit 2 (2 nd 9 Weeks)	Unit 3 (3 rd 9 Weeks)	Unit 4 (4 th 9 Weeks)
<ul style="list-style-type: none">• Expression• Accuracy• Intonation• Phrasing: pauses and punctuation• Stress• Adjust rate to purpose	<ul style="list-style-type: none">• Stress• Accuracy and self correction• Rate• Phrasing: pauses and punctuation• Expression• Intonation	<ul style="list-style-type: none">• Stress• Accuracy• Phrasing: pauses and punctuation• Rate• Expression• Accuracy and self correction	<ul style="list-style-type: none">• Adjust rate to purpose• Expression• Stress• Accuracy

There are two sets of words and phrases in the guidebook units:

- Words and phrases to teach
- Words and phrases to define



MENTOR SENTENCES

These language links focus on the study of 4 mentor sentences from the unit texts. Each language link should take around 10-15 minutes to conduct.

Each mentor sentence is used across five language links that each have a different purpose. The same five language links are then repeated with a new mentor sentence.

1. **What does this sentence mean?**
 - a. Purpose: Students make an initial interpretation of the mentor sentence's meaning.
2. **What do I notice about this sentence?**
 - a. Purpose: Students examine the meaning and structure of the mentor sentence.
3. **What do I know this sentence means?**
 - a. Purpose: Students demonstrate their understanding of the sentence's meaning.
4. **What is the structure of this sentence?**
 - a. Purpose: Students create a sentence frame based on the mentor sentence.
5. **Can I write a quality sentence?**
 - a. Purpose: Students emulate the structure of the mentor sentence in their own sentence.



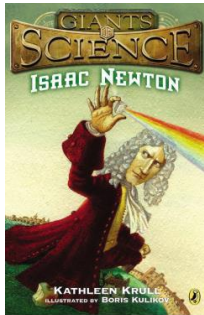
LearnZillion

Guidebook 2.0 Unit 1- The Making of a Scientist

Recommended Text



Anchor Text: 1 per student



Supporting Text: 1 per class

Unit 1 Goal:

Students read informational and literary texts to understand how different scientific theories have changed over time. They express their understanding about these theories and the process of scientific inquiry by gathering evidence and comparing and contrasting different theories.

Each unit assessment has three parts, which together measure the following:

🍎 Culminating Writing Task

Students write a multi-paragraph essay in response to the prompt: Consider the examples Richard Feynman points out in his memoir, specifically the birds and the wagon. What lesson was Feynman's father trying to teach Richard about science through one of these examples?

🍎 Extension Task

Students independently read *The Templeton Twins Have an Idea: Book 1*. Then students write an essay which identifies a theme of the text and compares details in the book to "The Making of a Scientist" by Richard Feynman. Finally, students engage in a group discussion about the book and their findings.

🍎 Cold Read Task

Students watch "Galileo: Sun-Centered System" and read "Quarter of Americans Convinced Sun Revolves Around Earth, Survey Finds." Then students answer a combination of questions.



Guidebook 2.0 Unit 1- The Making of a Scientist

Unit 1 - Diocese of Alexandria Standards

Lessons 1-5

Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.2	SL.5.1	L.5.4
RL.5.2	RI.5.2	W.5.9		
RL.5.4	RI.5.4			
RL.5.6	RI.5.8			
RL.5.10				

Lessons 6-11

Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.2	SL.5.1	L.5.4
RL.5.2	RI.5.2	W.5.9	SL.5.2	
RL.5.4	RI.5.3		SL.5.4	
RL.5.6	RI.5.4			
RL.5.10	RI.5.9			

Lessons 12-19

Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.2	SL.5.1	L.5.2
RL.5.2	RI.5.2	W.5.9	SL.5.2	L.5.4
RL.5.4	RI.5.4		SL.5.4	
RL.5.5	RI.5.6			
RL.5.10	RI.5.7			
	RI.5.9			

Lessons 20-23

Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1		SL.5.1	L.5.4
RL.5.2	RI.5.2			
RL.5.4	RI.5.3			
RL.5.5	RI.5.4			
RL.5.10	RI.5.5			
	RI.5.6			
	RI.5.7			
	RI.5.9			



Guidebook 2.0 Unit 1- The Making of a Scientist

Unit 1 - Diocese of Alexandria Standards

Lessons 24-26

Reading		Writing	Speaking & Listening	Language
RI.5.1	RI.5.7		SL.5.1	L.5.4
RI.5.2	RI.5.8			
RI.5.3	RI.5.9			
RI.5.4				

Lessons 27-29 Cold-Read Task)

Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.2		L.5.1
RL.5.2	RI.5.2			L.5.2
RL.5.4	RI.5.3			L.5.4
RL.5.5	RI.5.4			
RL.5.10	RI.5.6			
	RI.5.7			
	RI.5.8			
	RI.5.9			
	RI.5.10			

Lessons 30-33 (Culminating Writing Task)

Reading		Writing	Speaking & Listening	Language
RI.5.1		W.5.2		L.5.1
RI.5.3		W.5.5		L.5.2
		W.5.9		L.5.6

Lessons 34-35

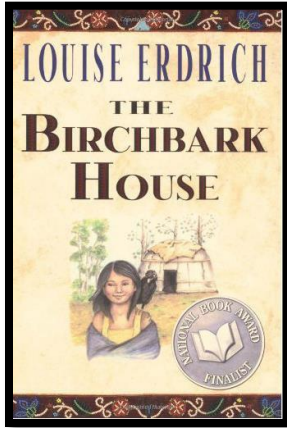
Reading		Writing	Speaking & Listening	Language
RI.5.1	RI.5.3			L.5.4
RI.5.2	RI.5.4			

Lessons 36-40 (Extension Task)

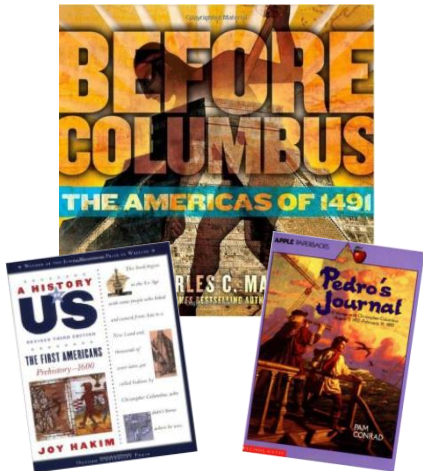
Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.2	SL.5.1	L.5.1
RL.5.2	RI.5.3	W.5.5		L.5.2
RL.5.3	RI.5.7	W.5.9		L.5.6
RL.5.4	RI.5.9			
RL.5.5				
RL.5.10				

Guidebook 2.0 Unit 2- The Birchbark House

Recommended Text



Anchor Text: 1 per student



Supporting Text: 1 per class

Unit 2 Goal:

Students read literary and informational texts about how Native Americans and global explorers laid the foundation for the United States.

Students understand and express their understanding of how we learn about our past and how that impacts who we are today by writing about character and theme development and discussing how point of view is important for constructing meaning.

Each unit assessment has three parts, which together measure the following:

Culminating Writing Task

Students write a multi-paragraph essay in response to the question: How do the main events of each season of The Birchbark House prepare Omakayas to gain strength and understand and accept her past?

Extension Task

Students read “A Letter to the Treasurer of Spain” and then conduct small group research to verify the letter and write a 2-page research-based essay in response to the question: Describe the changes as a result of Christopher Columbus’ arrival in the New World. What effect did Columbus have on the New World? Students also work collaboratively to create a presentation of their findings.

Cold Read Task

Students read Pedro’s Journal independently over the course of the unit and view “The Columbian Exchange.” Then students answer a combination of questions.



Guidebook 2.0 Unit 2- The Birchbark House

Unit 2- Diocese of Alexandria Standards

Lessons 1-5

Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.4	SL.5.1a-d	L.5.4a-c
RL.5.2	RI.5.2	W.5.8	SL.5.2	
RL.5.3	RI.5.4	W.5.9b	SL.5.3	
RL.5.4	RI.5.7	W.5.10	SL.5.6	
RF.5.3a	RI.5.8			
RF.5.4a-c	RI.5.9			
	RI.5.10			

Lessons 6-10

Reading		Writing	Speaking & Listening	Language
RL.5.1	RF.5.3a	W.5.4	SL.5.1a-d	L.5.4a-c
RL.5.2	RF.5.4a	W.5.8	SL.5.2	L.5.6
RL.5.4	RF.5.4c	W.5.9a-b	SL.5.3	
RL.5.5		W.5.10	SL.5.6	
RL.5.6				
RL.5.9				
RL.5.10				

Lessons 11-15

Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.4	SL.5.1a-d	L.5.4a-c
RL.5.4	RI.5.2	W.5.8	SL.5.2	L.5.5a-c
RL.5.5	RI.5.3	W.5.9a-b	SL.5.3	L.5.6
RL.5.6	RI.5.4	W.5.10	SL.5.6	
RL.5.9	RI.5.6			
RL.5.10	RI.5.7			
RF.5.3a	RI.5.8			
RF.5.4a-c	RI.5.9			
	RI.5.10			

Lessons 16-17 (Practice Cold-Read Task)

Reading		Writing	Speaking & Listening	Language
RL.5.1	RF.5.3a	W.5.3a		L.5.5a
RL.5.2	RF.5.4a-c	W.5.3e		
RL.5.3		W.5.4		
RL.5.4		W.5.10		



Guidebook 2.0 Unit 2- The Birchbark House

Unit 2- Diocese of Alexandria Standards

Lessons 18-22

Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.8	SL.5.1a-d	L.5.4a-c
RL.5.2	RI.5.2	W.5.9a-b	SL.5.2	L.5.5a-c
RL.5.3	RI.5.3	W.5.10	SL.5.3	L.5.6
RL.5.4	RI.5.4		SL.5.6	
RL.5.9	RI.5.6			
RL.5.10	RI.5.7			
RF.5.3a	RI.5.9			
RF.5.4a-c	RI.5.10			

Lessons 23-30

Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.1a-d	SL.5.1a-d	L.5.6
RL.5.2	RI.5.3	W.5.8	SL.5.2	
RL.5.3	RI.5.6	W.5.9b	SL.5.3	
RL.5.4	RI.5.7	W.5.10	SL.5.4	
RL.5.5	RI.5.8		SL.5.6	
RL.5.10	RI.5.9			
RF.5.3a	RI.5.10			
RF.5.4a				
RF.5.4c				

Lessons 32-35 (Extension Task)

Reading		Writing	Speaking & Listening	Language
RI.5.1	RF.5.3a	W.5.2a-e	SL.5.1a-d	L.5.6
RI.5.3	RF.5.4a	W.5.4	SL.5.2	
RI.5.4	RF.5.4c	W.5.5	SL.5.3	
RI.5.6		W.5.8	SL.5.6	
RI.5.7		W.5.9b		
RI.5.8		W.5.10		
RI.5.9				
RI.5.10				

Lessons 36-41 (Culminating Writing Task)

Reading		Writing	Speaking & Listening	Language
RL.5.1	RF.5.3a	W.5.2a-e	SL.5.1a-d	L.5.6
RL.5.2		W.5.4	SL.5.2	
RL.5.3		W.5.5	SL.5.4a-c	
RL.5.4		W.5.6		
RL.5.5		W.5.8		
RL.5.10		W.5.9a		
		W.5.10		



Guidebook 2.0 Unit 2- The Birchbark House

Unit 2- Diocese of Alexandria Standards

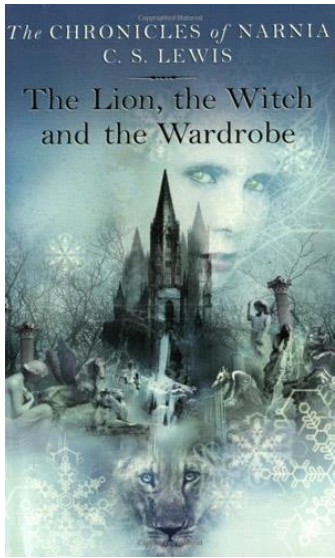
Lessons 42-43 (Cold-Read Task)

Reading		Writing	Speaking & Listening	Language
RL.5.1	RF.5.3a	W.5.3a		L.5.5a
RL.5.2	RF.5.4a-c	W.5.3e		L.5.6
RL.5.3		W.5.4		
RL.5.4		W.5.10		
RL.5.5				

Guidebook 2.0 Unit 3- The Lion, the Witch, and the Wardrobe

Recommended Text

Unit 3 Goal:



Anchor Text: 1 per student

Students read literary texts to understand that even in the most fantastical settings, literature can teach us real lessons about life.

Students explore the opposition of good vs. evil, the value in courage, adventure, forgiveness, and honesty. They begin to consider how authors convince readers to believe the impossible and discuss the history and use of special effects in movies to begin to see how imagination and creativity can inspire story-telling.

Students express their understanding of narrative point of view and the features of the fantasy genre by considering the stories from another perspective.

Each unit assessment has three parts, which together measure the following:

🍎 Culminating Writing Task

Students write a multi paragraph essay in response to the prompt: Rewrite a scene from *The Lion, the Witch, and the Wardrobe* from the point of view of Edmund, Aslan, or the White Witch.

🍎 Extension Task

Students work collaboratively to create a visual representation (print, non-print, recorded, or live action) of a selected scene from an assigned text from the unit. Then students write and present a group essay explaining how the visual representation enhances the assigned text.

🍎 Cold Read Task

Students read "The Legendary Kingdom of Shambhala." Then students answer a combination of questions.



Guidebook 2.0 Unit 3- The Lion, the Witch, and the Wardrobe

Unit 3- Diocese of Alexandria Standards

Lessons 1-7

Reading		Writing	Speaking & Listening	Language
RL.5.1	RF.5.4	W.5.4	SL.5.1	L.5.1a
RL.5.2		W.5.8	SL.5.2	L.5.3a
RL.5.3		W.5.9	SL.5.4	L.5.4
RL.5.4		W.5.10		
RL.5.9				
RL.5.10				

Lessons 8-12

Reading		Writing	Speaking & Listening	Language
RL.5.1	RF.5.4	W.5.4	SL.5.1	L.5.1a
RL.5.2		W.5.8		L.5.3a
RL.5.3		W.5.9		L.5.4
RL.5.4		W.5.10		L.5.5
RL.5.5				L.5.6
RL.5.10				

Lessons 13-16

Reading		Writing	Speaking & Listening	Language
RL.5.1		W.5.1a	SL.5.1	
RL.5.2		W.5.3a/b/d		
RL.5.3		W.5.4		
RL.5.6		W.5.5		
RL.5.9		W.5.8		
RL.5.10		W.5.9		
		W.5.10		

Lessons 17-18

Reading		Writing	Speaking & Listening	Language
RL.5.1		W.5.4	SL.5.1	
RL.5.2		W.5.8		
RL.5.3		W.5.9		
RL.5.6		W.5.10		
RL.5.9				
RL.5.10				



Guidebook 2.0 Unit 3- The Lion, the Witch, and the Wardrobe

Unit 3- Diocese of Alexandria Standards

Lessons 19-22

Reading	Writing	Speaking & Listening	Language
RL.5.1	W.5.1a/b		L.5.4a
RL.5.2	W.5.4		
RL.5.3	W.5.8		
RL.5.4	W.5.9		
RL.5.10	W.5.10		

Lessons 23-30

Reading	Writing	Speaking & Listening	Language
RL.5.1	W.5.1a/b		L.5.3b
RL.5.2	W.5.4		L.5.4
RL.5.3	W.5.8		L.5.5
RL.5.4	W.5.9		
RL.5.5	W.5.10		
RL.5.10			

Lessons 31-35

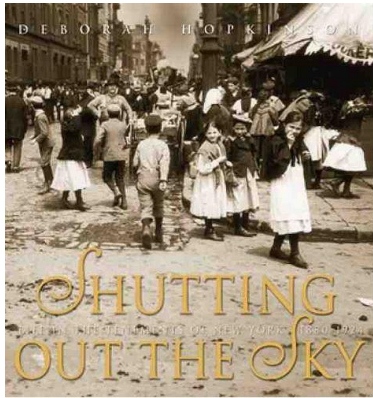
Reading	Writing	Speaking & Listening	Language
RL.5.6	W.5.3b/c		L.5.1
	W.5.4		L.5.2
	W.5.5		
	W.5.8		

Lessons 36-41

Reading	Writing	Speaking & Listening	Language
RI.5.1	W.5.2	SL.5.1	L.5.4
RI.5.2	W.5.4	SL.5.4	
RI.5.3	W.5.8	SL.5.5	
RI.5.9	W.5.9b		
RI.5.10	W.5.10		

Guidebook 2.0 Unit 4- Shutting Out the Sky

Recommended Text



Anchor Text: 1 per student



Supporting Text: 1 per class

Unit 4 Goal:

Students read literary and informational texts to understand how members of a culture meld into communities while trying to maintain cultural identity and honor their ancestors.

Students express their understanding of these ideas by explaining how the ideas are expressed and supported through the texts and by experiencing and documenting their own development of a classroom community.

Each unit assessment has three parts, which together measure the following:

🍎 Culminating Writing Task

Students write a multi-paragraph essay in response to the questions: What is the meaning of the title Shutting Out the Sky? How does the author introduce two main ideas related to the title and how are those ideas supported by key details in the text?

🍎 Extension Task

Students research different service learning projects and select and complete one as a class. During the project, students write a narrative consisting of journal entries to document their experiences. Then create a class collection of stories modeled after Seedfolks, and include visuals to enhance the narrative text.

🍎 Cold Read Task

Students read “Statue of Liberty Reopens after Sandy Damage” (adapted version on Newsela: “Throngs of People Visit Lady Liberty as the Statue Reopens on July 4th”) and view [“What ‘Lady Liberty’ and Ellis Island Mean Today.”](#) Then students answer a combination of questions.



Guidebook 2.0 Unit 4- Shutting Out the Sky

Unit 4- Diocese of Alexandria Standards

Lessons 1-3

Reading	Writing	Speaking & Listening	Language
RI.5.1	W.5.4	SL.5.1a-d	L.5.1c-e
RI.5.2	W.5.9b		L.5.2a/b/d/e
RI.5.3	W.5.10		L.5.4a-c
RI.5.4			L.5.5c L.5.6

Lessons 7-10

Reading	Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.3a-e	SL.5.1a-d
RL.5.7	RI.5.2	W.5.4	L.5.2a-e
	RI.5.10	W.5.5	L.5.4a
		W.5.9a-b	L.5.5a
		W.5.10	L.5.6

Lessons 4-6

Reading	Writing	Speaking & Listening	Language
RI.5.1	W.5.2	SL.5.1a-d	L.5.1c-e
RI.5.2	W.5.9	SL.5.2	L.5.2a/b/d/e
RI.5.3		SL.5.4	L.5.4a-c
RI.5.4		SL.5.6	L.5.5c
RI.5.6			L.5.6
RI.5.8			
RI.5.9			
RI.5.10			

Lessons 11-13

Reading	Writing	Speaking & Listening	Language
RI.5.1	W.5.2a-c,e	SL.5.1a-d	L.5.1a-d
RI.5.2	W.5.4		L.5.2a-e
RI.5.4	W.5.9		L.5.3a
RI.5.5	W.5.10		L.5.4a-c
RI.5.6			L.5.6
RI.5.8			
RI.5.9			



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Lessons 14-17

Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.1a	SL.5.1a-d	L.5.2a
RL.5.5	RI.5.5	W.5.2a-e	SL.5.2	L.5.3a
RL.5.6	RI.5.6	W.5.4	SL.5.3	L.5.6
RL.5.7	RI.5.8	W.5.9b	SL.5.4	
	RI.5.9		SL.5.6	

Lessons 18-21

Reading		Writing	Speaking & Listening	Language
RL.5.1		W.5.2c	SL.5.1a-d	L.5.1
RL.5.2		W.5.4	SL.5.2	L.5.3b
RL.5.3		W.5.10	SL.5.5	L.5.4
RL.5.5				L.5.6
RL.5.6				
RL.5.7				
RL.5.9				

Lessons 22-24

Reading		Writing	Speaking & Listening	Language
RI.5.1	RI.5.5	W.5.2	SL.5.1a-d	L.5.1
RI.5.2	RI.5.6	W.5.4	SL.5.4	L.5.2b/d/e
RI.5.3	RI.5.8	W.5.10	SL.5.5	L.5.3a
RI.5.4	RI.5.9			L.5.4a-c
				L.5.6

Lessons 25-29

Reading		Writing	Speaking & Listening	Language
RL.5.1	RI.5.1	W.5.1a-d	SL.5.1a-d	L.5.1a-d
RL.5.2	RI.5.2	W.5.4	SL.5.4	L.5.2d/e
RL.5.3	RI.5.3	W.5.5		L.5.3a
RL.5.4	RI.5.4			L.5.4a-c
RL.5.5	RI.5.6			L.5.6
RL.5.6				
RF.5.4				



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Lessons 30-32

Reading	Writing	Speaking & Listening	Language
RI.5.1	W.5.2a-e		L.5.1a/c/d
RI.5.2	W.5.4		L.5.2b
RI.5.8	W.5.9b W.5.10		L.5.3a-b L.5.6

Lessons 33-35

Reading	Writing	Speaking & Listening	Language
RI.5.1 RI.5.7	W.5.1a-d		L.5.1
RI.5.2 RI.5.8	W.5.2		L.5.2
RI.5.3 RI.5.9	W.5.4		L.5.3
RI.5.4 RI.5.10	W.5.9b W.5.10		L.5.5

Lessons 36-39

Reading	Writing	Speaking & Listening	Language
	W.5.3a-e	SL.5.4	L.5.1
	W.5.4	SL.5.6	L.5.2
	W.5.6		L.5.3
	W.5.7		L.5.6
	W.5.8		
	W.5.10		