Connecticut English Language Arts Model Curriculum Alignment

Resource Name: Imagine Learning EL Education

Alignment Grade 5				
Model Unit Name	**Model Unit Standards**	**Publisher's Resource**		
		Unit Numbers	**Lessons**	**Pacing**
This is the title of the unit in the ELA model curriculum.	*These are the Overarching, Priority, and Supporting Standards addressed in the unit.* *(Definitions for Standards)*	*These are the publisher's aligned units.*	*These are the lessons from the publisher's identified units that align with the priority standards within the model unit.*	*This is the publisher's expected number of days for instruction.*
Unit 1: Uncovering Meaning and Message in Literacy	**Overarching Standards:** 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. RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.4 Read with sufficient accuracy and fluency to support comprehension. 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 above.) W.5.5 With guidance and support from peers and adults, develop and strengthen writing		**Priority Standards:** RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Module 1, Unit 1, Lesson 2 - Establishing Reading Routines: Pages 1–3 of Esperanza Rising Module 1, Unit 1, Lesson 3 - Establishing Reading Routines: Esperanza Rising "Las Uvas" 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. Module 1, Unit 2, Lesson 4 - Metaphors in Esperanza Rising: "Las Papas" Module 1, Unit 2, Lesson 9 - Metaphors in Esperanza Rising: "Las Uvas"	

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 on pages 28 and 29.) 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.5.10 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.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Module 2, Unit 1, Lesson 4: Reading Informational Texts: Summarizing a Text about the Rainforest Module 3, Unit 2, Lesson 2: Summarizing the Points a Speaker Makes RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Module 1, Unit 3, Lesson 12 - Performance Task: Monologue Program Module 1, Unit 3. Lesson 13 - Performance Task: Monologue Performance 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. Module 1, Unit 3, Lesson 3 - Writing Narrative Texts: Planning the Middle of a Monologue Module 2, Unit 3, Lesson 3 - Writing Narrative Texts: Planning and Drafting the Middle of a First Person Narrative W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Module 2, Unit 3, Lesson 6 - Writing Narrative Texts: Pacing – Speeding Up Time Module 2, Unit 3, Lesson 11 - Performance Task: Rainforest Adventures E-book Author's Note	

	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. **Priority Standards:** RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 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. RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 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.		L.5.2.b Use a comma to separate an introductory element from the rest of the sentence. Module 2, Unit 3, Lesson 6 - Writing Narrative Texts: Pacing – Speeding Up Time Module 2, Unit 3, Lesson 7 - Writing Narrative Texts: Pacing – Slowing Down Time, Part I L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Module 2, Unit 3, Lesson 6 – Writing Narrative Texts: Pacing – Speeding Up Time	

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

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

Supporting Standards:
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).

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

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.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.

	SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles. L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
Unit 2: Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information	**Overarching Standards:** 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 and proficiently. RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.4 Read with sufficient accuracy and fluency to support comprehension. 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 above.) 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 on pages 28 and 29.) 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		**Priority Standards:** 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. Module 3, Unit 1, Lesson 4 - Reading Informational Texts: Summarizing a Text about Jackie Robinson Module 3, Unit 1, Lesson 6 - Reading Informational Texts: Identifying Factors for Success RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Module 1, Unit 1, Lesson 6 - Determining the Main Ideas and Summarizing Article 23 of the UDHR Module 1, Unit 1, Lesson 7 - Close Reading: Article 17 of the UDHR RF.5.4.a Read grade-level text with purpose and understanding. Module 1, Unit 3, Lesson 12 - Performance Task: Monologue Program Module 1, Unit 3. Lesson 13 - Performance Task: Monologue Performance	

keyboarding skills to type a minimum of two pages in a single sitting. W.5.10 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.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. **Priority Standards:** 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.		W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Module 1, Unit 2, Lesson 1 - Analyzing Character Reactions: Esperanza Rising: "Las Cebollas" Module 1, Unit 2, Lesson 3 - Analyzing Character Reactions: Esperanza Rising: "Las Ciruelas" 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. Module 1, Unit 2, Lesson 13 - Writing a Literary Essay: Introduction Module 1, Unit 2, Lesson 14 - Writing a Literary Essay: Proof Paragraphs W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Module 1, Unit 2, Lesson 14 - Writing a Literary Essay: Proof Paragraphs Module 1, Unit 2, Lesson 15 - Writing a Literary Essay: Conclusion W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). Module 2, Unit 2, Lesson 10 - Writing a Literary Analysis Essay: Proof Paragraph 2	

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.a Read grade-level text with purpose and understanding. W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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 related 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.		Module 2, Unit 2, Lesson 11 - Writing a Literary Analysis Essay: Conclusion W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. Module 2, Unit 2, Lesson 9 - Writing a Literary Analysis Essay: Proof Paragraph 1 Module 2, Unit 2, Lesson 10 - Writing a Literary Analysis Essay: Proof Paragraph 2 W.5.2.e Provide a concluding statement or section related to the information or explanation presented. Module 1, Unit 2, Lesson 15 - Writing a Literary Essay: Conclusion Module 2, Unit 2, Lesson 11 - Writing a Literary Analysis Essay: Conclusion SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Module 3, Unit 1, Lesson 6 - Reading Informational Texts: Identifying Factors for Success Module 3, Unit 1, Lesson 7 - Reading Informational Texts: Explaining Factors for Success 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*). Module 1, Unit 1, Lesson 4 - Introducing the Universal Declaration of Human Rights

	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 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*). **Supporting Standards:** 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. SL.5.1.a Come to discussions 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.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. L.5.1.b Form and use the perfect (e.g., *I had walked; I have walked; I will have walked)* verb tenses.		[Module 1, Unit 1, Lesson 5 - Close Reading: Esperanza Rising "Las Papayas" and Article 23 of UDHR](#)	
Unit 3: Analyzing Reasons and	**Overarching Standards:** RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical		**Priority Standards:** RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identify which reasons and evidence support which point(s).	

| Evidence in Informational Texts | texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

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

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

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 above.)

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 on pages 28 and 29.)

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.5.10 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. | | Module 4, Unit 1, Lesson 4 - Close Read: How Well is Your Community Prepared?

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

Module 1, Unit 1, Lesson 8 - Close Reading: "Las Guayabas" and Article 2 of the UDHR

Module 3, Unit 2, Lesson 7 - Preparing for a Text-Based Discussion: Stating and Supporting an Opinion

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

Module 3, Unit 2, Lesson 10 - Writing an Opinion Essay: Planning

Module 3, Unit 2, Lesson 12 - Writing an Opinion Essay: Drafting Proof Paragraph 1

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

Module 4, Unit 3, Lesson 4 - Writing an Opinion Essay: Drafting Proof Paragraphs

Module 4, Unit 3, Lesson 5 - Writing an Opinion Essay: Drafting the Conclusion

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 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. **Priority Standards:** RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identify which reasons and evidence support which point(s). RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. W.5.1.b Provide logically ordered reasons that are supported by facts and details.		Module 1, Unit 1, Lesson 10 - Text-Based Discussion: Evidence of Threats to Human Rights in Chapters 1–3 of Esperanza Rising Module 2, Unit 1, Lesson 10 - Text-Based Discussion: Science Talk about Why Scientists Study the Rainforest SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Module 3, Unit 2, Lesson 2 - Listening Closely: Summarizing the Points a Speaker Makes Module 3, Unit 2, Lesson 3 - Close Read: "This I Believe: Free Minds and Hearts at Work" 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. Module 3, Unit 3, Lesson 8 - Planning a Presentation Module 3, Unit 3, Lesson 9 - Creating and Practicing a Presentation, Part 1 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. Module 3, Unit 3, Lesson 8 - Planning a Presentation Module 3, Unit 3, Lesson 9 - Creating and Practicing a Presentation, Part 1	

	W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). 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.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 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. 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. L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **Supporting Standards:** RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Module 2, Unit 3,Lesson 3 - Writing Narrative Texts: Planning and Drafting the Middle of a First Person Narrative Module 2, Unit 3, Lesson 7 - Writing Narrative Texts: Pacing – Slowing Down Time, Part I L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. Module 4, Unit 2, Lesson 1 - Reading Literature about Natural Disasters: Understanding Human Impact through an Analysis of Eight Days: A Story of Haiti Module 4, Unit 2, Lesson 3 - Reading Literature about Natural Disasters: Understanding Human Impact through an Analysis of "In the Water Where the City Ends"	

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. W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.d Provide a concluding statement or section related to the opinion presented. *consequently*, *specifically*). 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]"). L.5.2.c Use a comma to set off the words *yes* and *no 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.5.6 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 4: Expressing Ourselves Aloud and The Power of Biography	**Overarching Standards:** 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 and proficiently. RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.4 Read with sufficient accuracy and fluency to support comprehension. 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 above.) 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 on pages 28 and 29.) 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.		**Priority Standards:** 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. Module 2, Unit 1, Lesson 2 - Reading Informational Texts: Describing Text Structure Module 2, Unit 1, Lesson 3 - Close Read: Pages 11–12 of The Most Beautiful Roof in the World RF.5.4.a Read on-level text with purpose and understanding. Module 2, Unit 2, Lesson 8 - Writing a Literary Analysis Essay: Introduction Module 2, Unit 2, Lesson 9 - Writing a Literary Analysis Essay: Proof Paragraph 1 W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. Module 2, Unit 2, Lesson 9 - Writing a Literary Analysis Essay: Proof Paragraph 1 Module 2, Unit 2, Lesson 10 - Writing a Literary Analysis Essay: Proof Paragraph 2 W.5.2.e Provide a concluding statement or section related to the information or explanation presented. Module 1, Unit 2, Lesson 15 - Writing a Literary Essay: Conclusion	

	W.5.10 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.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. **Priority Standards:** 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.		Module 2, Unit 2, Lesson 11 - Writing a Literary Analysis Essay: Conclusion L.5.1.c Use verb tense to convey various times, sequences, states, and conditions. Module 3, Unit 1, Lesson 2 - Reading Informational Texts: Determining Main Ideas L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works. Module 3, Unit 1, Lesson 3 - Reading Informational Texts: Summarizing a Text about Jackie Robinson Module 2, Unit 2, Lesson 3: Reading Literary Texts: Comparing Figurative Language 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*). Module 1, Unit 1, Lesson 7 - Close Reading: Article 17 of the UDHR Module 1, Unit 1, Lesson 8 - Close Reading: "Las Guayabas" and Article 2 of the UDHR	

| | RF.5.4.a Read on-level text with purpose and understanding.

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.

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

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

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*).

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

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

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.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.			
Unit 5: Examining Language and Aesthetic Element; Poetry and Drama	**Overarching Standards:** 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. RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.4 Read with sufficient accuracy and fluency to support comprehension. 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 above.) 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 on pages 28 and 29.) 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.		**Priority Standards:** 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. Module 1, Unit 3, Lesson 1 - Preparing to Write: Determining Characteristics of the Format Module 2, Unit 2, Lesson 1 - Reading Literary Texts: Describing the Influence of Point of View 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. Module 1, Unit 1, Lesson 2 - Establishing Reading Routines: Pages 1–3 of Esperanza Rising Module 1, Unit 1, Lesson 3 - Establishing Reading Routines: Esperanza Rising "Las Uvas" 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). Module 4, Unit 2, Lesson 2 - Reading Literature about Natural Disasters: Analyzing How Visuals Contribute to the Meaning, Tone, and Beauty of Eight Days: A Story of Haiti Module 4, Unit 2, Lesson 3 - Reading Literature about Natural Disasters: Understanding Human Impact through an Analysis of "In the Water Where the City Ends"	

	W.5.10 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.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. **Priority Standards:** 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		RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Module 1, Unit 3, Lesson 12 - Performance Task: Monologue Program Module 1, Unit 3. Lesson 13 - Performance Task: Monologue Performance 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. Module 1, Unit 3, Lesson 3 - Writing Narrative Texts: Planning the Middle of a Monologue Module 2, Unit 3, Lesson 3 - Writing Narrative Texts: Planning and Drafting the Middle of a First Person Narrative W.5.3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Module 2, Unit 3, Lesson 6 - Writing Narrative Texts: Pacing – Speeding Up Time Module 2, Unit 3, Lesson 11 - Performance Task: Rainforest Adventures E-book Author's Note L.5.1.d Recognize and correct inappropriate shifts in verb tense. Module 3, Unit 1, Lesson 3 - Reading Informational Texts: Summarizing a Text about Jackie Robinson L.5.5.a Interpret figurative language, including similes and metaphors, in context.	

	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). RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 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. L.5.1.d Recognize and correct inappropriate shifts in verb tense. L.5.5.a Interpret figurative language, including similes and metaphors, in context. **Supporting Standard:** RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. 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.		Module 1, Unit 2, Lesson 2 - Metaphors in Esperanza Rising: "Las Almendras" Module 1, Unit 2, Lesson 4 - Metaphors in Esperanza Rising: "Las Papas"	

	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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. L.5.1.b Form and use the perfect (e.g., *I had walked; I have walked; I will have walked) verb tenses.* L.5.1.e Use correlative conjunctions (e.g., *either/or, neither/nor*). L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			
Unit 6: Studying the Craft of Research	**Overarching Standards:** 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 and proficiently. RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.4 Read with sufficient accuracy and fluency to support comprehension. W.5.4 Produce clear and coherent writing in which the development and organization are		**Priority Standards:** 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. Module 3, Unit 1, Lesson 7 - Reading Informational Texts: Explaining Factors for Success Module 3, Unit 1, Lesson 8 - Close Read: Pages 38–41 of Promises to Keep RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	

appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		Module 3, Unit 2, Lesson 1 - Reading Informational Texts: Determining an Author's Point of View	

appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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 on pages 28 and 29.)

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.5.10 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.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

Module 3, Unit 2, Lesson 1 - Reading Informational Texts: Determining an Author's Point of View

Module 3, Unit 2, Lesson 3 - Close Read: "This I Believe: Free Minds and Hearts at Work"

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.

Module 1, Unit 1,Lesson 1 - Discovering Our Topic: Human Rights

Module 1, Unit 3, Lesson 8 - Performance Task: Determining Characteristics of the Format of a Program

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

Module 1, Unit 1, Lesson 10 - Text-Based Discussion: Evidence of Threats to Human Rights in Chapters 1–3 of Esperanza Rising

Module 1, Unit 1, Lesson 11 - Preparing for a Text-Based Discussion: Evidence of Threats to Human Rights in Chapters 4–6 of Esperanza Rising

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.

Module 3, Unit 2, Lesson 8-Text-Based Discussion: Most Important Factors for Jackie Robinson's Success in Leading Change

Module 4, Unit 1, Lesson 7- Text-Based Discussion: Science Talk about Natural Disasters

	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. **Priority Standards:** 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.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 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. 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.		L.5.2.a Use punctuation to separate items in a series. * Module 4, Unit 1, Lesson 4 - Close Read: How Well is Your Community Prepared? Module 4, Unit 1, Lesson 10 - Writing a PSA: Drafting the Body and Conclusion L.5.5.a Interpret figurative language, including similes and metaphors, in context. Module 1, Unit 2, Lesson 9 - Metaphors in Esperanza Rising: "Las Uvas" Module 2, Unit 2, Lesson 2 - Reading Literary Texts: Interpreting Figurative Language	

	L.5.2.a Use punctuation to separate items in a series. * L.5.5.a Interpret figurative language, including similes and metaphors, in context. **Supporting Standards:** RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.) 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. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			

Scope and Sequence

If a district uses this resource to implement the state model curriculum for Grade 5, the following scope and sequence should be used to ensure alignment and attention to the progressions of English Language Arts.

Order	Unit Number/Title and Lessons	Lesson Objectives	# of days	Number of weeks
1	**Module 1- Stories of Human Rights**	*** The bullet points below offer a high-level summary of content, concepts and skills taught within the module. Detailed Learning Targets are provided in the slides of each lesson and are in the form of "I Can" statements.**		8 Weeks
	Unit 1- Stories of Human Rights	**Unit 1:** • Launch independent reading, vocabulary logs, and collaborative discussion norms. • Begin reading literary text *Esperanza Rising* to analyze how each chapter fits into the overall structure of the novel. • Closely read articles of the Universal Declaration of Human rights to determine the main idea and summarize the text. • Make connections between threats to human rights in *Esperanza Rising* and the Universal Declaration of Human Rights for a text-based discussion. • Prepare for and practice having a text-based discussion.		2 Weeks
	Unit 2- Writing to Inform: Threats to Human Rights in Esperanza Rising	**Unit 2:** • Finish reading *Esperanza Rising*. • Interpret metaphors and identify themes in *Esperanza Rising*. • Analyze character reactions to events in *Esperanza Rising* and compare and contrast those reactions. • Analyze model literary analysis essay.		4 Weeks

		• Write a literary analysis essay comparing and contrasting the reactions of two characters to the same event in *Esperanza Rising*. • Revise and edit literary essay.		2 Weeks
	Unit 3- Using Writing to Raise Awareness: Human Rights	**Unit 3:** • Analyze model monologue. • Plan original monologue. • Write original monologue. • Revise monologue for word and phrase choice, and punctuation for effect. • Revise monologues for perfect verb tense and narrative voice. • Analyze model Directors' Note. • Gather evidence for Directors' Note. • Write Directors' Note. • Create programs. • Reading fluency practice.		
2	**Module 2- Researching to Build Knowledge and Teach Others: Biodiversity in the Rainforest**			8 Weeks
	Unit 1- Building Background Knowledge: Why Scientists Study the Rainforest	**Unit 1:** • Building background through close reading: biodiversity in the rainforest and rainforest destruction • Identifying and comparing text structures • Writing summaries • Building background knowledge through web research: what we can do to help the rainforest • Preparing for and participating in a Science Talk		3 Weeks
	Unit 2- Using Writing to Inform	**Unit 2:** • Reading and analyzing literary texts, focusing on how point of view influences how the events in the text are described		2 Weeks

		• Reading and analyzing literary texts, focusing on how descriptive language helps a reader to understand the text • Analyzing the use of concrete and sensory language in *The Most Beautiful Roof in the World* • Writing a literary analysis essay • Reading aloud excerpts of *The Most Beautiful Roof in the World*			
	Unit 3- Using Writing to Entertain	**Unit 3:** • Planning and drafting a first person narrative in pairs • Revising partner narrative with a focus on pacing		3 Weeks	
3	**Module 3- Athlete Leaders of Social Change**			8 Weeks	
	Unit 1- Opportunities to Lead Change: Case Study: Jackie Robinson	**Unit 1:** • Closely read informational texts about Jackie Robinson to determine the main idea and key details, and summarize the text. • Closely listen to and read informational texts about Jackie Robinson to explain the relationship between people and events that led to his success, and to summarize text read aloud.		2 Weeks	
	Unit 2- Opportunities to Lead Change: The Most Important Factors in Jackie Robinson's Success	**Unit 2:** • Closely read informational texts and watch videos to analyze and compare multiple accounts about which factor was most important in Jackie Robinson's success. • Listen to a speaker and watch videos, taking running notes and using these notes to summarize the points made. • Plan for and participate in a text-based discussion stating an opinion about which factor was most		4 Weeks	

		important in Jackie Robinson's success in leading social change. • Write a four-paragraph essay stating an opinion about which factor was most important in Jackie Robinson's success in leading social change.			
	Unit 3- Opportunities to Lead Change: Common Factors that Contribute to Success in Leading Social Change	**Unit 3:** • Research an athlete leader of social change in expert groups. • Write a four-paragraph essay comparing and contrasting the factors that contributed to the success of the researched athlete with those of Jackie Robinson.		2 Weeks	
4	**Module 4- The Impact of Natural Disasters**			8 Weeks	
	Unit 1- Researching Natural Disasters- Physical Impact	**Unit 1:** • Expert group research about natural disasters: How do natural disasters affect the people and places that experience them? • Planning, writing, and recording a PSA		2 Weeks	
	Unit 2- Analyzing Literature about Natural Disasters- Human Impact	**Unit 2:** • Analyzing how visuals such as illustrations and video contribute to the meaning, tone, and beauty of a text. • Using synonyms, antonyms, and homographs to gain a deeper understanding of the meaning of words. • Analyzing how a narrator's or speaker's point of view influences how events are described. • Comparing varieties of English		3 Weeks	

	Unit 3- Taking Action: Preparing for Natural Disasters	**Unit 3:** • Researching online to identify supplies for an emergency preparedness kit. • Writing an opinion essay about the most important supplies to include in an emergency preparedness kit. • Preparing for a presentation: creating prompt cards, creating an informational leaflet, and practicing. • Presenting to a live audience.		3 Weeks

Supports for Diversity, Equity, and Inclusion

Supports for culturally responsive and inclusive educational experiences.

Please use the following login information to access our program:

URL: https://review-CT.ilclassroom.com

Username: CT@example.com

Password: teacher

Imagine Learning EL Education is committed to creating environments that value all learners, give real opportunities for achievement, and prepare students for the future. The curriculum is built from texts and tasks that honor the knowledge, language, beliefs, and skills that exist in the cultures and backgrounds of students and their families. The cultural supports in the curriculum are intended to suggest the infinite possibilities of different student experience, not to essentialize or label any single student or group. Teachers are encouraged to discuss and understand varied perspectives and students are asked to reflect on how their own experiences connect to the content.

Throughout the modules, students read high-quality literary and informational texts by diverse authors, featuring diverse time periods and characters with the aim of as many students as possible seeing their background and cultural experiences reflected in the texts. Module texts represent a wide range of multicultural voices and perspectives that reflect the rich diversity of the world at large. Authors represent a broad spectrum of contemporary and historical cultural perspectives, and the texts concurrently develop student knowledge of global diversity and human equality. Actively increasing the diversity of stories and realities to which students have access is a cornerstone of our belief in how education can act as an agent of cultural change.

A key component is to make diversity of voice and authorship as important in the text selection process as diversity of genre and topic. This includes texts that focus on issues of the past and those pertinent today, including gender roles, working conditions, the refugee experience, and access to schooling and education around the world. The representation of diverse characters means that students see themselves in the texts they read. As they do so, students are prompted to consider the **Habits of Character** they have learned and how they are (or are not) demonstrated by the characters in the texts they read. The texts highlight diverse cultures and perspectives from around the world but are relevant and have meaning to all students. The EL Education curriculum uses authentic texts to teach content and develop literacy skills. As students read module texts, the materials prompt them to connect to their own lives and share these connections with others if they choose.

High-leverage strategies that research shows are beneficial for instruction for multilingual learners/English learners.

The basic design of the curriculum is inherently and intentionally supportive of ELLs, incorporating many oral and literacy approaches that support their learning needs. These approaches are critical to language development and establishing equity.

ELL instruction is seamlessly integrated into the main body of the lessons for the K-8 curriculum. Language proficiency standards, lesson highlights, and levels of support are provided at the beginning of each lesson in the **Supporting English Language Learners** section. Lesson-specific ELL supports are also added to **Meeting Students' Needs** sections.

The ELL instructional approaches are critical to language development and help establish equity: Teachers and students unlock the "secret code" behind how language works, giving students more power in our society. Materials that that support language and content learning include:

- **Content-based language and literacy instruction** - Allow ELLs to engage with interesting and cognitively challenging materials as they learn English. Content-based language learning is considered one of the best ways for students to learn a language (Tedick & Wesley, 2015; Walqui & Van Lier, 2010; Bunch et al., 2005). To ensure that ELLs of different abilities receive appropriate scaffolding, the curriculum includes additional and specific approaches and strategies at two levels: units and lessons.
- **Language Dives** - Empower students to analyze, understand, and use the language of academic sentences, which is critical to college and career—but which often seems opaque to students. During a Language Dive (1), the teacher and students slow down for 10–20 minutes to have a conversation about the meaning, purpose, and structure of a compelling sentence from a complex text. These structures can include the purposes for communicating, syntactical constructions, collocations, and idiomatic expressions. The classroom becomes a space in which students are assisted to figure out why the author chose a particular phrase. Language Dives are not meant to be grammar lectures; nor do they follow the initiate-response-evaluate pattern typical of most teacher-student interactions. Rather, they are "wonderings' about the ways in which language is used to convey particular meanings, and students are encouraged to grapple with the meanings, supporting EL Education's general philosophy of building perseverance and self-efficacy.
- **Conversation Cues** - Engage ELLs and their peers in thoughtful and extended, academically oriented conversations about the materials they are learning through the use of Conversation Cues. Conversation Cues are questions teachers can ask students to promote productive and equitable conversation, helping to gauge students' thinking. The questions can encourage students to have productive discussions and generate new ideas before they begin writing tasks. Conversation Cues are based on four goals that encourage each student to:
  - Goal 1: Talk and be understood (e.g., "I'll give you time to think and sketch or discuss this with a partner." and "Can you say more about that?").
  - Goal 2: Listen carefully to one another and seek to understand (e.g., "Who can repeat what your classmate said?").
  - Goal 3: Deepen their thinking (e.g., "Can you figure out why the author wrote that phrase?").
  - Goal 4: Think with others to expand the conversation (e.g., "Who can explain why your classmate came up with that response?")
- **Levels of Language Support** - Teachers are sensitive to students' varying language proficiency levels and focus on moving them beyond the middle ranges of language proficiency. The curriculum honors and supports ELLs at lower and higher proficiency levels. Heavier and lighter levels of support are provided for different activities within each lesson to support learners at any language proficiency level in accessing content. Examples:
  - For heavier support: For students who are new to English, the curriculum provides sentence frames the students can use both orally and in writing, as well as suggested word and phrase banks and manipulatives to help students begin to construct their own sentences.

- o For lighter support: For students who have moved beyond intermediate levels, the curriculum suggests strategic grouping, inviting students with more language proficiency to create sentence frames for students who need heavier support.
- **Vocabulary** - Teachers introduce vocabulary and phrases in context and ask students to use new words to discuss or write about the material they are learning. Students learn and practice an unfamiliar word as it is commonly used with other words—in collocation. They discuss the meaning of observations in sentences and then observe school communities through some mystery pictures. Afterward, students talk about what they observed before they write about it. ELLs can also compare shades of meaning (observe, see, notice, spot) and use sentence frames to describe what they observe ("I see _____. One thing I observe is _____.") and contrasting the observing and noticing process to the inquiring, evaluating, and wondering process. All students use a Word Wall to track and learn selected vocabulary.
- **Language Usage**: Celebration and Error Correction - Teachers and students explicitly and compassionately point out effective communication, especially that aligned to standards, and attend to language errors, as part of the path to establishing equity and building content knowledge. Students can benefit from discussions as to why their communication is effective, or why their communication is inaccurate or incomprehensible, especially during the writing process. At times, it can be helpful for students to discuss an error that is common to the group. At other times, giving one-on-one, individual feedback may be more respectful. Consider identifying, logging, and categorizing errors as follows, and practice correcting them over time (Ferris and Hedgcock, 2013).

Supports for differentiated instruction for a variety of learners, including students with a specific learning disability.

The curriculum developers believe all learners benefit from differentiated support. This ensures that all students have access to rigorous standards-based instruction that promotes college and career success. Students with Disabilities and Gifted and Talented students deserve the same rich, compelling, and challenging curriculum that other students receive. Varying levels of support such as extending instruction and making accommodations are effective differentiation. Teachers have opportunities to highly personalize in-class experiences as evidenced through experiences, independent work, and opportunities to adjust curriculum based on assessment results.

The curriculum provides a recommended text list for each module that contains a list of topic related texts, containing Lexiles significantly below and above grade level, for students to read independently on the topic at their specific level. In addition, differentiated instruction supports are available.

The Imagine Learning EL Education curriculum uses authentic texts. Authentic texts allow students to dig deeply into academic topics that matter and help them make connections between their academic learning and the real world. The curriculum provides additional and specific approaches and strategies at two levels: units and lessons to provide appropriate scaffolding.

The curriculum includes a range of differentiated supports for students reading below-grade level, on-grade level, and above-grade level. The Universal Design for Learning (UDL) framework is utilized in the curriculum as a basis for design to ensure multiple access points for all students. These core instruction scaffolds can also be incorporated into Tier 2 and Tier 3 intervention targeted to content and skills for which students have documented weaknesses in core instruction during additional instructional time.

The curriculum provides support and resources for differentiation where needed, within the Module Lessons, Labs, ALL Block and Skills Block. The lessons are designed with guidance to ensure that all students are receiving differentiated support. In the Module Lessons Teaching Notes, Meeting Students' Needs sections provide specific recommendations. Some places where differentiation occurs within K-5 Module Lessons include:

- Partner work during module lessons (with strategic pairings)
- Group work during module lessons (with strategic groupings)
- Independent work during module lessons

In 3-5 ALL Block, teacher guided activities are differentiated based on student need. Four levels are targeted: below-grade level, on-grade level, above-grade level and ELL. Groups are not static and are intended to be adjusted at the start of every week based upon student need.

Imagine Learning's unique technology enables teachers to adjust lessons, while maintaining a link to the original content. This enables teachers to ensure their students' needs are met, while still benefiting from enhancements and updates to the curriculum. IL Classroom customization tools to support diverse learning needs including accommodations required for students with disabilities and opportunities for extension. Teachers can easily add or revise student-facing instructional or assessment materials. Teachers can easily add scaffolds to existing content, such as images or voiceovers. The format of digital items can be adapted to support individual student needs (i.e. changing a written response to a recorded audio response).

For more information, please visit the "How do the material support all learners?" page in the Curriculum Guide.