



Grade 5

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Hello, Educator!

Your time is important, so Amplify created the Amplify CKLA Teacher Planner to assist you in planning daily, weekly, and unit-level instruction. The Teacher Planner brings together several resources, including year-long pacing guides, individual lessons and objectives, standards alignments and checklists, and much more. This planner was designed with you in mind—to ensure that your planning is easy and efficient.

Each page in the Lesson Planning Pages includes five days of Amplify CKLA instruction, listing brief lesson objectives, formative assessment objectives, and lesson standards. In each two-page spread, you will see two weeks' of lessons. There is space in each lesson for your own notes. Another feature on the lesson pages is a chart from the Year-Long Pacing Guide to help keep you on track during the school year.

Below is a list of the resources in the planner:

- Year-long Pacing Guide
- Lesson Planning Pages

Additional Resources:

- Spelling Word List
- Master Supply List
- Standards Alignments
- Standards Checklist
- 4-Year Calendar
- Contacts
- Notes

Lesson Planning

PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All About Me	Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales	Classic Tales	Personal Narratives	Personal Narratives
Families and Communities	The Five Senses	The Human Body	Early Asian Civilizations	Animal Classification	Empires in the Middle Ages	Early American Civilizations
Animals	Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	The Human Body: Systems and Senses	Poetry	Poetry
Plants	Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Eureka! Student Inventor	Adventures of Don Quixote
Habitats	Farms	Early American Civilizations	The War of 1812	Light and Sound	Geology	The Renaissance
Classic Tales	Native Americans	Astronomy	Cycles in Nature	The Viking Age	Contemporary Fiction: <i>The House on Mango Street</i>	The Reformation
Important People in American History	Kings and Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	American Revolution	<i>A Midsummer Night's Dream</i>
	Seasons and Weather	Animals and Habitats	Insects	Native Americans: Regions and Cultures	<i>Treasure Island</i>	Native Americans
	Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	Early Explorations of North America		Chemical Matter
	Colonial Towns and Townspeople	A New Nation: American Independence	Human Body: Building Blocks and Nutrition	Colonial America		
	Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
	Presidents and American Symbols		Fighting for a Cause			

Grade 5 Pacing Guide

Week 1					Week 2					Week 3					Week 4					Week 5					Week 6														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Unit 1: Personal Narratives										BOY					PP					Unit 2: Early American Civilizations																			
																				* The Robot Quest: Unit 1																			
Week 7					Week 8					Week 9					Week 10					Week 11					Week 12														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Unit 2					PP					Unit 3: Poetry										PP					Unit 4														
										* The Robot Quest: Unit 2																				* The Robot Quest: Unit 3									
Week 13					Week 14					Week 15					Week 16					Week 17					Week 18														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Unit 4: Adventures of Don Quixote										PP					Unit 5: Renaissance																								
										* The Robot Quest: Unit 4																													
Week 19					Week 20					Week 21					Week 22					Week 23					Week 24														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Unit 5					PP					Unit 6: The Reformation										MOY					PP					Unit 7									
Week 25					Week 26					Week 27					Week 28					Week 29					Week 30														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Unit 7: William Shakespeare's <i>A Midsummer Night's Dream</i>										Unit 8: Native Americans										PP					Unit 9														
Week 31					Week 32					Week 33					Week 34																								
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5																				
Unit 9: Chemical Matter										EOY					PP																								

* Please note that The Robot Quest is represented at the end of units 1–4. We recommend completing the Quest units by the time they are listed on the Pacing Guide. Do not wait until the end of a unit to begin the Quest; it is designed for integration into instructional time throughout the core units as best suits individual classes.

WEEK ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W1			Unit 1		
W2			Unit 1		
W3			Unit 1		
W4	BOY		Unit 1 Quest: Unit 1		
W5	Unit 1 Quest: Unit 1		Unit 2		
W6			Unit 2		

Unit 1: Personal Narratives

Beginning-of-Year Assessment

Unit 2: Early American Civilizations

1 Unit 1

Lesson 1 Introduction to Personal Narratives

- Compare personal narrative to other forms of writing
- Write narrative about first-time experience
- Engage in collaborative discussion

Formative Assessment: Teacher Resources, AP 1.3

SL.5.1b, W.5.3

2 Unit 1

Lesson 2 Strong Verbs and Adjectives

- Quote from text to describe plot, make inferences
- Write sentences using verbs and adjectives
- Provide feedback on classmates' narratives

Formative Assessment: AP 2.2, AP 2.3, AP 2.4, Teacher Resources

RI.5.1, L.5.5c, SL.5.1b

3 Unit 1

Lesson 3 Personification and Breaking Down a Moment

- Write using personification
- Quote from text when identifying and describing personification
- Write narrative about a moment

Formative Assessment: AP 3.2, AP 3.3, AP 3.5

L.5.5, RI.5.1, W.5.3

4 Unit 1

Lesson 4 Dialogue

- Use correct punctuation and capitalization when writing dialogue
- Analyze characters and their relationships to one another
- Write narrative that includes dialogue

Formative Assessment: Teacher Resources, AP 4.3, AP 4.4, AP 4.5

L.5.2, RI.5.3, W.5.3

5 Unit 1

Lesson 5 Theme in "The First Real San Giving Day"

- Analyze and describe theme in text
- Free write a paragraph

Formative Assessment: AP 5.1, AP 5.3, AP 5.4

RI.5.3, W.5.4, W.5.5

WEEK TWO

1 Unit 1

Lesson 6 Reading and Writing About Names

- Quote from text when stating facts, making inferences
- Describe how graphics enhance text
- Draft narrative about name

Formative Assessment: AP 6.1, AP 6.2, Teacher Resources, AP 6.6

RI.5.1, SL.5.1b, W.5.3

2 Unit 1

Lesson 7 Point of View, Part 1

- Compare and contrast author's points of view
- Describe events, complete drafting narrative

Formative Assessment: AP 7.1, AP 7.2, AP 6.6

RI.5.1, W.5.3, W.5.4

3 Unit 1

Lesson 8 Evidence to Support a Point of View

- Identify evidence Rosa Parks brings to support segregation being unjust
- Present Name Narrative and display graphic
- Write narratives supporting point of view

Formative Assessment: AP 8.1, Teacher Resources

RI.5.8, SL.5.5, W.5.3

4 Unit 1

Lesson 9 Tone

- Define tone, write in multiple tones
- Compare and contrast tones of two texts
- Present Name Narratives with images; respond with feedback

Formative Assessment: AP 9.2, AP 9.4, Teacher Resources

W.5.4, RI.5.6, SL.5.5

5 Unit 1

Lesson 10 Event Sequences and Similes and Metaphors

- Plan personal narrative by outlining sequence of events
- Identify and use similes and metaphors
- Describe music using similes and metaphors

Formative Assessment: AP 10.2, AP 10.3, AP 10.4

W.5.5, L.5.5, W.5.4

WEEK THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W3	Unit 1		Unit 1		
W4	BOY		Unit 1 Quest: Unit 1		
W5	Unit 1 Quest: Unit 1		Unit 2		
W6	Unit 2		Unit 2		
W7	Unit 2		Unit 2		
W8	Unit 2		Unit 2 Quest: Unit 2		

Unit 1: Personal Narratives

Beginning-of-Year Assessment

Unit 2: Early American Civilizations

1 Unit 1

Lesson 11 Close Reading

- Explain why author included certain details in narrative
- Deliver brief oral reports
- Begin writing Surprise Narrative

Formative Assessment: AP 11.1, Teacher Resources, AP 11.5

RI.5.1, SL.5.1b, W.5.3

2 Unit 1

Lesson 12 Sensory Description and Context Clues

- Write paragraph with multiple sensory descriptions
- Determine meaning of unknown words and phrases
- Continue writing Surprise Narrative

Formative Assessment: AP 12.2, AP 12.3, AP 11.5

W.5.3d, RI.5.4, L.5.4a, W.5.3

3 Unit 1

Lesson 13 Point of View, Part 2

- Explain author's point of view
- Revise narrative based on feedback

Formative Assessment: AP 13.1, AP 13.2, AP 13.3

RI.5.1, W.5.5

4 Unit 1

Lesson 14 Showing (Not Telling) Emotions

- Describe emotions by showing behavior
- Track author's emotions using quotes from text
- Listen to narratives, provide feedback

Formative Assessment: AP 14.1, AP 14.2, AP 14.3, Teacher Resources

W.5.4, RI.5.1, SL.5.1

5 Unit 1

Lesson 15 Creating Strong Images Through Showing

- Describe how language creates mental images
- Add details to classmates' sentences
- Listen to narratives, provide feedback

Formative Assessment: AP 15.2, AP 15.3, AP 15.4, Teacher Resources

L.5.5, W.5.4, SL.5.1

WEEK FOUR

1 Unit 1
Beginning-of-Year Assessment Day 1

2 Unit 1
Beginning-of-Year Assessment Day 2

3 Unit 1
Beginning-of-Year Assessment Day 3

4 Unit 1
Pausing Point Day 1
The Robot Quest Unit 1

5 Unit 1
Pausing Point Day 2
The Robot Quest Unit 1

- _____
- _____
- _____
- _____
- _____

WEEK FIVE

	Day 1	Day 2	Day 3	Day 4	Day 5
W5	Unit 1 Quest: Unit 1		Unit 2		
W6			Unit 2		
W7			Unit 2		
W8			Unit 2 Quest: Unit 2		
W9	Unit 2 Q: U2		Unit 3		
W10			Unit 3		

Unit 1: Personal Narratives

Unit 2: Early American Civilizations

Unit 3: Poetry

1 Unit 1

Pausing Point Day 3

The Robot Quest Unit 1

2 Unit 1

Pausing Point Day 4

The Robot Quest Unit 1

3 Unit 2

Lesson 1 The Maya, Aztec, and Inca Civilizations

- Describe components of civilization, identify present-day regions of ancient civilizations
- Describe, compare, contrast geographical features of Maya, Aztec, Inca civilizations

Formative Assessment: AP 1.1, AP 1.3, AP 1.4

SL.5.3, RI.5.1, RI.5.2, RI.5.3

4 Unit 2

Lesson 2 Maya Adaptations

- Describe organizational structure of Maya, explain adaptations to regions
- Identify subjects and predicates, differentiate between action verbs and linking verbs
- Distinguish between root words and words with prefixes *il-*, *ir-*
- Gather facts about geographical features of Mesoamerica, paraphrase

Formative Assessment: AP 2.2, AP 2.3, AP 2.4

RI.5.1, RI.5.2, SL.5.1d, SL.5.2, L.5.1, RF.5.3, L.5.4b, W.5.8

5 Unit 2

Lesson 3 Organization of the Maya Civilization

- Describe organizational structure of Maya, explain adaptations to regions
- Compose sentences from notes, construct logical paragraph

Formative Assessment: AP 3.1

RI.5.1, RI.5.2, SL.5.1d, SL.5.2, W.5.2a

WEEK SIX

1 Unit 2

Lesson 4 Ancient Hieroglyphics

- Describe importance of Maya writing, mathematical systems, reasons for decline
- Identify subjects and predicates, identify and rewrite run-on sentences
- Distinguish between and correctly use root words and words with prefixes *il-*, *ir-*
- Revise, edit, rewrite paragraph

Formative Assessment: AP 4.2, AP 4.3, AP 4.4, AP 4.5

RI.5.2, SL.5.2, L.5.3, W.5.5, L.5.4b

2 Unit 2

Lesson 5 Myths of the Maya

- Explain purpose of ancient Maya myths, summarize creation of world myth
- Identify and paraphrase key information for Codex project

Formative Assessment: AP 5.2, AP 5.3

RL.5.2, W.5.8

3 Unit 2

Lesson 6 The Creation of Earth and Its People

- Determine theme in myth as explanation of Earth's creation and its people
- Identify words and phrases in sentences, develop comparing and contrasting sentences
- Explain how adding a prefix changes root word
- Correctly spell targeted words

Formative Assessment: AP 6.1, AP 6.2, AP 6.3, AP 6.4, AP 6.5

RL.5.2, W.5.2c, L.5.4b, RF.5.3

4 Unit 2

Lesson 7 Tenochtitlán: Center of the Aztec Empire

- Determine main ideas and key details, compare and contrast Maya and Aztec
- Develop paraphrased information into logical paragraph

Formative Assessment: AP 7.2

RI.5.2, RI.5.3, W.5.2a

5 Unit 2

Lesson 8 The Success of Tenochtitlán

- Summarize how Tenochtitlán was organized, identify factors of success
- Compose reference list and write caption for selected image

Formative Assessment: AP 8.1

RI.5.1, RL.5.2, W.5.8, W.5.2a

WEEK SEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W7			Unit 2		
W8			Unit 2		
W9	Unit 2 Q: U2		Unit 3		
W10			Unit 3		
W11			Unit 3	Quest: Unit 3	
W12	Unit 3 Q: U3		Unit 4		

Unit 2: Early American Civilizations

Unit 3: Poetry

Unit 4: Adventures of Don Quixote

1 Unit 2

Lesson 9 Fall of the Aztec Empire

- Identify factors for decline of Aztec civilization, summarize role of Hernán Cortés
- Compare and contrast Maya and Aztec
- Distinguish between root words and words with prefix *inter-*
- Decode and encode spelling words

Formative Assessment: AP 9.2, AP 9.4, AP 9.5, AP 9.6

RI.5.1, RI.5.2, W.5.9, L.5.4b, RF.5.3a

2 Unit 2

Lesson 10 Rise of the Inca Empire

- Correctly spell targeted words
- Identify key details about Inca Empire, summarize how Inca Empire grew
- Select words that reflect relationship between cultures, use words in writing

Formative Assessment: AP 10.1, AP 10.3, AP 10.4

RF.5.3, RI.5.2, W.5.2c

3 Unit 2

Lesson 11 Understanding Literary Devices

- Determine meaning of words and phrases, explain how they support main ideas
- Differentiate between verbs, use verbs to write sentences
- Use root *tract* to determine meaning of words
- Spell and determine meaning, part of speech of words

Formative Assessment: AP 11.1, AP 11.2, AP 11.3, AP 11.4

RL.5.4, RI.5.2, L.5.5a, L.5.1, L.5.4b, L.5.2e, RF.5.3

4 Unit 2

Lesson 12 The Decline of the Inca Empire

- Summarize reasons for decline of Inca Empire, explain role of Francisco Pizarro
- Compose paragraphs about relationship between Codex topic and Inca

Formative Assessment: AP 12.2, AP 12.3

RI.5.1, RI.5.2, W.5.2

5 Unit 2

Lesson 13 Myths of the Aztec and Inca

- Identify and explain similarities and differences between creation myths
- Edit paragraph for Codex Project

Formative Assessment: AP 13.2

RL.5.9, W.5.5

WEEK EIGHT

1 Unit 2

Lesson 14 Comparing and Contrasting Myths

- Identify and explain similarities and differences between creation myths
- Differentiate and identify between verbs
- Complete sentences with correct root word *tract*
- Decode and encode targeted words

Formative Assessment: AP 14.1, AP 14.2, AP 14.3, AP 14.4

RL.5.9, L.5.1, L.5.4b, RF.5.3

2 Unit 2

Lesson 15 Unit 2 Assessment

3 Unit 2

Pausing Point Day 1

The Robot Quest Unit 2

4 Unit 2

Pausing Point Day 2

The Robot Quest Unit 2

5 Unit 2

Pausing Point Day 3

The Robot Quest Unit 2

- _____
- _____
- _____
- _____
- _____

WEEK NINE

	Day 1	Day 2	Day 3	Day 4	Day 5
W9	Unit 2 Q: U2		Unit 3		
W10			Unit 3		
W11			Unit 3	Quest: Unit 3	
W12	Unit 3 Q: U3		Unit 4		
W13			Unit 4		
W14			Unit 4		

Unit 2: Early American Civilizations

Unit 3: Poetry

Unit 4: Adventures of Don Quixote

1 Unit 2

Pausing Point Day 4

The Robot Quest Unit 2

2 Unit 3

Lesson 1 “To the Snake”

- Identify and define basic elements of a poem, discuss poetic devices
- Compose apostrophe poem

Formative Assessment: PJ 1.1, PJ 1.2

RL.5.2, W.5.3b

3 Unit 3

Lesson 2 “This Is Just to Say” and from “Variations on a Theme by William Carlos Williams”

- Identify tone of poem, discuss poem’s overall message
- Compose own poems presenting two different tones

Formative Assessment: PJ 2.1, PJ 2.2

RL.5.2, W.5.3b

4 Unit 3

Lesson 3 “When I Heard the Learn’d Astronomer”

- Identify *anaphora* explain how its use affects a poem’s meaning
- Use *anaphora* to create personal poem

Formative Assessment: PJ 3.1, PJ 3.2

RL.5.1, RL.5.2, W.5.3b

5 Unit 3

Lesson 4 “The Copper Beech” and “My Father and the Figtree”

- Identify and make inferences about figurative language
- Compare and contrast characters in a poem

Formative Assessment: PJ 4.1, PJ 4.2, PJ 4.3, PJ 4.4

RL.5.1, RL.5.4, W.5.9a

WEEK TEN

1 Unit 3

Lesson 5 "Snow Dust"

- Identify and label different rhyme schemes
- Write and share original rhyming poems

Formative Assessment: PJ 5.1, PJ 5.2, PJ 5.3

RF.5.3a, RL.5.2, W.5.3b, SL.5.1c

2 Unit 3

Lesson 6 "#359"

- Summarize poem's message, analyze figurative language affects meaning
- Create similes and metaphors describing animal movement

Formative Assessment: PJ 6.1, PJ 6.2

RL.5.4, W.5.3b

3 Unit 3

Lesson 7 "Advice"

- Define and identify implied metaphors
- Revise previously written metaphors, incorporate them in poem

Formative Assessment: PJ 7.1, PJ 7.2, PJ 7.3

RL.5.4, W.5.3b, W.5.3d, W.5.5

4 Unit 3

Lesson 8 "Travelling"

- Identify allusions, analyze character's actions and poem's setting
- Create original list poems, peer-edit poems
- Read poems aloud, offer feedback

Formative Assessment: PJ 8.1, PJ 8.2

RL.5.4, RL.5.2, W.5.3b, W.5.3d, W.5.5, SL.5.1c

5 Unit 3

Lesson 9 "One Art"

- Identify and define characteristics of villanelle poetry form
- Compose villanelles, incorporate personally created motto/slogan

Formative Assessment: PJ 9.1, PJ 9.2, PJ 9.3, PJ 9.4

RL.5.2, RL.5.1, W.5.3b, W.5.3d

WEEK ELEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W11			Unit 3		Quest: Unit 3
W12	Unit 3 Q: U3		Unit 4		
W13			Unit 4		
W14			Unit 4		
W15			Unit 4		Quest: Unit 4
W16			Unit 5		

Unit 3: Poetry

Unit 4: Adventures of Don Quixote

Unit 5: The Renaissance

1 Unit 3

Lesson 10 "Strange Patterns"

- Identify parallel structure in poetry, analyze use to compare and contrast scenes
- Create and share original poem utilizing parallel structure
- Read poem aloud, offer feedback

Formative Assessment: PJ 10.1, PJ 10.2, PJ 10.3

RL.5.3, W.5.3b, W.5.9a, SL.5.1c

2 Unit 3

Lesson 11 "Isla"

- Compare and contrast characters' reactions in a poem
- Compose original poem

Formative Assessment: PJ 11.1, PJ 11.2, PJ 11.3

RL.5.1, RL.5.3, W.5.3b, W.5.9a

3 Unit 3

Lesson 12 "Constantly Risking Absurdity (#15)"

- Analyze poem, identify poetic devices
- Apply poetry skills to compose final, original, ars poetica

Formative Assessment: PJ 12.1, PJ 12.2

RL.5.1, RL.5.2, W.5.3b

4 Unit 3

Lesson 13 Poetry, Final Unit Assessment

The Robot Quest: Unit 3

5 Unit 3

Pausing Point Day 1

The Robot Quest: Unit 3

WEEK TWELVE

1 Unit 3

Pausing Point Day 2

The Robot Quest: Unit 3

2 Unit 4

Lesson 1 The Life of a Knight

- Identify and explain important aspects of a knight's life
- Identify beginning stages of story's plot, make inferences about character's personality

Formative Assessment: AP 1.1, AP 1.2, AP 1.3, AP 1.4

RI.5.8, RI.5.10, RL.5.5, RL.5.1

3 Unit 4

Lesson 2 Don Quixote's Journey to Knighthood

- Compare and contrast Don Quixote's process for becoming a knight
- Identify and form sentences in present tense
- Distinguish between root words and words with suffix *-ness*
- Distinguish fact from opinion

Formative Assessment: AP 2.1, AP 2.2, AP 2.3

RL.5.3, L.5.1d, L.5.4b, W.5.1a, W.5.1b

4 Unit 4

Lesson 3 Quixotic Behavior

- Identify and explain author's word choice and use of language affect text
- Identify structure and parts of persuasive essay

Formative Assessment: AP 3.1, AP 3.2, AP 3.3, AP 3.4

RL.5.5, SL.5.1a, L.5.5b, W.5.1a, W.5.1b, W.5.1d

5 Unit 4

Lesson 4 Characterizing Don Quixote

- Make inferences about character's personality, summarize key events
- Identify and form present-tense sentences containing verbs
- Identify meanings of and correctly use words with suffix *-ness*
- Write opinion statements

Formative Assessment: AP 4.1, AP 4.2, AP 4.3, AP 4.4, AP 4.5, AP 4.6

RL.5.5, RL.5.1, L.5.1d, L.5.4b, W.5.1a, W.5.1b

WEEK THIRTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W13			Unit 4		
W14			Unit 4		
W15			Unit 4		
W16			Unit 5		
W17			Unit 5		
W18			Unit 5		

Unit 4: Adventures of Don Quixote

Unit 5: The Renaissance

1 Unit 4

Lesson 5 Don Quixote and Sancho's Obstacles

- Identify plot details and obstacles encountered
- Identify importance of supporting evidence

Formative Assessment: AP 5.1, AP 5.2, AP 5.3, AP 5.4

RL.5.3, W.5.1a, W.5.1b

2 Unit 4

Lesson 6 The Many Traits of Don Quixote and Sancho Panza

- Use evidence to describe various character traits
- Write present-tense sentences
- Identify meaning of words using Latin root *vac*, use correctly in sentences
- Practice spelling words

Formative Assessment: AP 6.1, AP 6.2, AP 6.3, AP 6.4, AP 6.5

RL.5.1, L.5.3, L.5.4b, RF.5.3

3 Unit 4

Lesson 7 Ironic Adventures

- Identify types of irony
- Draft persuasive essay

Formative Assessment: AP 7.1, AP 7.2, AP 7.3

L.5.5a, W.5.4

4 Unit 4

Lesson 8 Another Don Quixote Adaptation

- Examine author's word choice and writing style
- Support opinions in persuasive essay

Formative Assessment: AP 8.1, AP 8.2, AP 8.3

RL.5.6, W.5.9b

5 Unit 4

Lesson 9 An Idealistic Sancho?

- Compare and contrast character traits
- Form present-tense sentences; subject-verb agreement
- Form complete sentences with root *vac*
- Practice spelling words

Formative Assessment: AP 9.1, AP 9.2, AP 9.3, AP 9.4, AP 9.5, AP 9.6

RL.5.3, L.5.3a, L.5.4b, L.5.2e

WEEK FOURTEEN

1 Unit 4

Lesson 10 A Realistic Don Quixote?

- Correctly spell targeted words
- Provide textual evidence about character traits
- Draft paragraphs for persuasive essay

Formative Assessment: AP 10.1, AP 10.2, AP 10.3

L.5.2e, RL.5.3, W.5.1c

2 Unit 4

Lesson 11 The Successful Governor

- Explain and describe Sancho's experience as governor
- Create sentences that compare and contrast
- Use specific prefixes, suffixes, and roots
- Practice spelling words

Formative Assessment: AP 11.1, AP 11.2, AP 11.3, AP 11.4, AP 11.5, AP 11.6

RL.5.2, L.5.6, L.5.4b, L.5.2e

3 Unit 4

Lesson 12 Revisiting Sancho's Success

- Explain and describe Sancho's experiences as governor
- Draft concluding paragraph for essay

Formative Assessment: AP 12.1, AP 12.2, AP 12.3

RL.5.2, W.5.9b

4 Unit 4

Lesson 13 The Reunion

- Identify and discuss use of figurative language
- Peer-edit essays

Formative Assessment: AP 13.1, AP 13.2, AP 13.3

RL.5.4, W.5.5

5 Unit 4

Lesson 14 The Return of Alonso Quixano

- Use textual evidence to support final characterization
- Correctly use commas
- Correctly use certain prefixes, suffixes, and roots
- Practice spelling words

Formative Assessment: AP 14.1, AP 14.2, AP 14.3, AP 14.4, AP 14.5, AP 14.6

RL.5.1, W.5.9a, L.5.2a, L.5.4b, L.5.2e

WEEK FIFTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W15			Unit 4		
		Quest: Unit 4			
W16			Unit 5		
W17			Unit 5		
W18			Unit 5		
W19			Unit 5		
W20		Unit 5		Unit 6	

Unit 4: Adventures of Don Quixote

Unit 5: The Renaissance

Unit 6: The Reformation

1 Unit 4

Lesson 15 Unit Assessment

2 Unit 4

Pausing Point Day 1

The Robot Quest: Unit 4

3 Unit 4

Pausing Point Day 2

The Robot Quest: Unit 4

4 Unit 4

Pausing Point Day 3

The Robot Quest: Unit 4

5 Unit 4

Pausing Point Day 4

The Robot Quest: Unit 4

WEEK SIXTEEN

1 Unit 5

Lesson 1 Discovering the Topic: The Renaissance

- Make inferences about civilizations and time periods that led to Renaissance
- Explain relationship between factors that inspired Renaissance movement

Formative Assessment: AP 1.1, Factors that Inspired the Renaissance Chart

RI.5.1, RI.5.3

2 Unit 5

Lesson 2 Reading Informational Texts for Details: "The Early Renaissance"

- Describe Renaissance art and architecture
- Paraphrase information about art and architecture
- Use past tense to convey various times, sequences, states, conditions
- Read words with prefixes *im-*, *in-*

Formative Assessment: Techniques and Features of Renaissance Art and Architecture, AP 2.2, Oral Reading Check-In

RI.5.1, W.5.8, L.5.1c, RF.5.3a

3 Unit 5

Lesson 3 Making Inferences: Leonardo da Vinci's Ideas and Accomplishments

- Make inferences about Leonardo da Vinci's ideas and accomplishments
- Plan informational paragraph about da Vinci's ideas and accomplishments

Formative Assessment: AP 3.2, Informational Paragraph Plan

RI.5.1, W.5.2a, W.5.2b

4 Unit 5

Lesson 4 Writing Informational Texts: Leonardo da Vinci's Ideas and Accomplishments

- Identify how da Vinci's ideas and accomplishments represented spirit of Renaissance
- Write informational paragraph about da Vinci
- Correct inappropriate shifts in verb tense
- Use prefixed *im-*, *in-*

Formative Assessment: Informational Paragraph Plan, AP 4.1, AP 4.2

RI.5.3, W.5.2a, W.5.2b, L.5.1c, L.5.1d, L.5.4b

5 Unit 5

Lesson 5 Making Inferences: Michelangelo's and Raphael's Artistic Achievements

- Identify artistic achievements of Michelangelo and Raphael
- Draft informational paragraph about Raphael's artistic achievements

Formative Assessment: AP 5.2, Informational Paragraph Plan, Informational Paragraph

RI.5.1, W.5.3, SL.5.2, W.5.2a, W.5.2b

WEEK SEVENTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W17			Unit 5		
W18			Unit 5		
W19			Unit 5		
W20		Unit 5		Unit 6	
W21			Unit 6		
W22		Unit 6		MOY	

Unit 5: The Renaissance

Unit 6: The Reformation

1 Unit 5

Lesson 6 Making Inferences: Michelangelo's and Raphael's Artistic Achievements

- Identify how Michelangelo's and Raphael's art represent spirit of Renaissance
- Identify and explain function of prepositions and prepositional phrases
- Read words with prefix ex-
- Correctly spell targeted words

Formative Assessment: AP 6.1, AP 6.3

RI.5.3, L.5.1a, RF.5.3a, L.5.2e

2 Unit 5

Lesson 7 Reading Informational Texts for Supporting Reasons and Evidence

- Identify main ideas and how they are supported by key details
- Identify and explain how classmates' point is supported by reasons and evidence

Formative Assessment: Identifying Main Ideas and Supporting Details Graphic Organizer, AP 7.3

RI.5.2, W.5.8, SL.5.3

3 Unit 5

Lesson 8 Reading Informational Texts for Supporting Reasons and Evidence

- Identify main ideas, explain how they are supported by key details
- Plan informational piece about person from Renaissance

Formative Assessment: AP 8.2, AP 8.4

RI.5.2, W.5.2a, W.5.2b, W.5.7

4 Unit 5

Lesson 9 Synthesizing Text Details to Make Inferences

- Analyze relationship between words and phrases
- Use and explain function of prepositions and prepositional phrases
- Use prefix ex- to determine meaning of words
- Correctly spell targeted words

Formative Assessment: AP 9.2, Practice Prefix ex- Chart

RI.5.4, L.5.5c, L.5.1a, L.5.4b, L.5.2e

5 Unit 5

Lesson 10 Reading and Writing Informational Texts: Making Inferences

- Spell words correctly
- Identify opportunities women had during Renaissance
- Plan informational piece about person from Renaissance

Formative Assessment: AP 10.1, AP 10.3, AP 8.4

L.5.2e, RI.5.1, RI.5.9, W.5.2a, W.5.2b, W.5.7

WEEK EIGHTEEN

1 Unit 5

Lesson 11 Making Inferences: Women in the Renaissance

- Describe ways women challenged cultural norms
- Use correlative conjunctions
- Use root *serv* as clue to determine meaning of words
- Spell targeted words correctly

Formative Assessment: AP 11.1, AP 11.2

RI.5.3, L.5.1e, L.5.4b, L.5.2e

2 Unit 5

Lesson 12 Reading and Writing Informational Texts: Making Inferences

- Describe relationship between different artists
- Draft informational piece about person from Renaissance

Formative Assessment: AP 12.2, AP 8.4

RI.5.3, W.5.2a, W.5.2b, W.5.8, RI.5.9

3 Unit 5

Lesson 13 Reading and Writing Informational Texts: Linking Points and Reasons

- Explain reasons identified support points author makes
- Revise informational piece

Formative Assessment: Linking Points with Reasons Graphic Organizer, Biography Revisions

RI.5.8, W.5.2a, W.5.2c

4 Unit 5

Lesson 14 Closely Reading Informational Text: Idioms and Adages

- Interpret and explain meaning of unknown words, common idioms and adages
- Use correlative conjunctions
- Use and spell words with root *serv*
- Correctly spell targeted words

Formative Assessment: AP 14.1, AP 14.2, AP 14.3

L.5.5b, L.5.1e, L.5.2e

5 Unit 5

Lesson 15 Unit Assessment

WEEK NINETEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W19			Unit 5		
W20		Unit 5		Unit 6	
W21			Unit 6		
W22		Unit 6		MOY	
W23		Unit 6			Unit 7
W24			Unit 7		

Unit 5: The Renaissance

Unit 6: The Reformation

Middle-of-Year Assessment

Unit 7: A Midsummer Night's Dream

1 Unit 5

Lesson 16 Writing Narrative Texts:
Historical Fiction

- Plan and draft historical fiction narrative

Formative Assessment: AP 16.1, Diary Entry Draft

W.5.3a, W.5.3d

2 Unit 5

Lesson 17 Writing Informational Texts:
Developing the Topic

- Revise informational piece

Formative Assessment: AP 17.1, AP 17.2

W.5.2b, W.5.2d

3 Unit 5

Lesson 18 Writing Informational Texts:
Editing for Conventions

- Edit informational piece

Formative Assessment: AP SR.6

W.5.5, L.5.2

4 Unit 5

Lesson 19 Presenting on a Topic:
Renaissance Artist Biographies

- Report on an artist from Renaissance

Formative Assessment: Biography Presentation

SL.5.4

5 Unit 5

Pausing Point Day 1

WEEK TWENTY

1 Unit 5

Pausing Point Day 2

2 Unit 5

Pausing Point Day 3

3 Unit 5

Pausing Point Day 4

4 Unit 6

Lesson 1 The Power of Shared Ideas

- Identify setting and chronology of time periods, explain significance of the Church
- Compare Reformation with earlier time periods, explain influence of Gutenberg press

Formative Assessment: Timeline, Three-Column Chart, Reading Wrap-Up Discussion

RI.5.2, RI.5.3, SL.5.4, RI.5.1, SL.5.2

5 Unit 6

Lesson 2 Changes in Everyday Life

- Describe printing process and how it changed everyday lives
- Identify, describe, and use interjections
- Distinguish between root words and words with prefix *-en*
- Identify structure and purpose of friendly letter

Formative Assessment: AP 2.2, AP 2.3, AP 2.4, AP 2.5, AP 2.6

RL.5.1, RL.5.2, RL.5.3, RL.5.6, L.5.1, L.5.1a, L.5.4, L.5.4b, RL.5.4, RL.5.5, RL.5.6

WEEK TWENTY-ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W21			Unit 6		
W22		Unit 6		MOY	
W23		Unit 6			Unit 7
W24			Unit 7		
W25			Unit 7		
W26		Unit 7			Unit 8

Unit 6: The Reformation

Middle-of-Year Assessment

Unit 7: A Midsummer Night's Dream

1 Unit 6

Lesson 3 The Influence and Practices of the Church

- Describe Church's influence and practice and why reform was wanted
- Plan friendly letter from Jacques's point of view

Formative Assessment: Reading Discussion Wrap-Up, AP 3.2, AP 3.3

RI.5.1, RI.5.2, RI.5.3, SL.5.2, RL.5.2, RL.5.3, RL.5.6, W.5.4, W.5.5, W.5.10

2 Unit 6

Lesson 4 The Influence and Practices of the Church: A Closer Look

- Examine author's words, phrases, devices used to describe the Church's influence
- Review how to make subjects and linking verbs agree
- Distinguish between root words and words with prefix *en-*
- Replace weak verbs with strong verbs

Formative Assessment: Reading Wrap-Up Discussion, AP 4.1, AP 4.2, AP 4.3

RI.5.8, SL.5.4, L.5.5, L.5.1c, L.5.1d, L.5.4b, W.5.2d, L.5.3, L.5.3a

3 Unit 6

Lesson 5 The Rise of Reformers

- Identify and describe key events and people of Reformation
- Draft friendly letter from Jacques's point of view

Formative Assessment: AP 5.2, AP 5.3

RI.5.1, RI.5.2, RI.5.3, RL.5.2, RL.5.3, RL.5.6, W.5.4, W.5.5, W.5.10

4 Unit 6

Lesson 6 The Rise of Reformers: A Closer Look

- Review key events and summarize motives of the Reformation
- Review prepositions and prepositional phrases
- Distinguish between root words and suffix *-ist*
- Spell words correctly, review definitions and parts of speech

Formative Assessment: AP 6.1, AP 6.2, AP 6.3, AP 6.5

RI.5.1, RI.5.2, RI.5.3, SL.5.2, L.5.1a, L.5.4b, L.5.2e, L.5.4

5 Unit 6

Lesson 7 Revolutionary Thinking

- Describe and summarize scientific theories and the Church
- Plan slide presentation about the Reformation

Formative Assessment: AP 7.2, AP 7.3, AP 7.4

RI.5.1, RI.5.2, RI.5.3, W.5.2, W.5.4, W.5.5

WEEK TWENTY-TWO

1 Unit 6

Lesson 8 Revolutionary Thinking:
A Closer Look

- Examine details used to describe scientists and the Church
- Create slide presentation about the Reformation

Formative Assessment: Reading Wrap-Up Discussion, AP 7.4

RI.5.8, SL.5.4, L.5.5, SL.5.5, W.5.2, W.5.4, W.5.5

2 Unit 6

Lesson 9 Changes in the Church and Beyond

- Explain how Catholic Church responded to Protestant Reformation
- Review and use correlative conjunctions
- Distinguish between root words and words with suffix *-ist*
- Practice spelling words

Formative Assessment: AP 9.2, AP 9.4, AP 9.5, AP 9.6

RI.5.1, RI.5.2, RI.5.3, L.5.1e, SL.5.1, SL.5.1c, L.5.4b, L.5.2, L.5.2e, L.5.4

3 Unit 6

Lesson 10 Unit Assessment

4 Unit 6

Middle-of-Year Assessment Day 1

5 Unit 6

Middle-of-Year Assessment Day 2

WEEK TWENTY-THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W23	Unit 6				Unit 7
W24			Unit 7		
W25			Unit 7		
W26	Unit 7				Unit 8
W27			Unit 8		
W28			Unit 8		

Unit 6: The Reformation

Middle-of-Year Assessment

Unit 7: A Midsummer Night's Dream

Unit 8: Native Americans

1 Unit 6

Pausing Point Day 1

2 Unit 6

Pausing Point Day 2

3 Unit 6

Pausing Point Day 3

4 Unit 6

Pausing Point Day 4

5 Unit 7

Lesson 1 Shakespeare's Life and Language

- Demonstrate understanding of Renaissance period
- Exchange key information about Shakespeare's life

Formative Assessment: AP 1.1, AP 1.2

RI.5.1, SL.5.1a

WEEK TWENTY-FOUR

1 Unit 7

Lesson 2 Exploring Character Relationships and Motivation

- Compare characters from *A Midsummer Night's Dream*
- Describe relationship between characters, identify primary motivation

Formative Assessment: AP 2.1, Sound Off, Sound On, AP 2.3

RL.5.3, SL.5.1

2 Unit 7

Lesson 3 Understanding Shakespeare's Language

- Make statements about challenges characters face
- Examine and discuss Shakespeare's work

Formative Assessment: AP 3.1, AP 3.2

RL.5.2, SL.5.1

3 Unit 7

Lesson 4 Bottom, Quince, and Company

- Compare characters
- Describe relationship between characters, identify motivation

Formative Assessment: Predictions, AP 4.1, AP 4.2

RL.5.3, SL.5.1

4 Unit 7

Lesson 5 Bottom and Quince

- Answer questions and make inferences about characters

Formative Assessment: AP 5.1, AP 5.2, Turn and Talk

RL.5.10

5 Unit 7

Lesson 6 Upper Class, Workmen, and Fairies

- Compare characters using evidence from text
- Write about a character, use descriptive details

Formative Assessment: AP 6.1, AP 6.2, AP 6.3

RL.5.3, W.5.3

WEEK TWENTY-FIVE

	Day 1	Day 2	Day 3	Day 4	Day 5
W25			Unit 7		
W26		Unit 7			Unit 8
W27			Unit 8		
W28			Unit 8		
W29			Unit 8		
W30		Unit 8		Unit 9	

Unit 7: A Midsummer Night's Dream

Unit 8: Native Americans

Unit 9: Chemical Matter

1 Unit 7

Lesson 7 Monologue, Dialogue, and Soliloquy

- Identify main ideas in text
- Present project from previous lesson

Formative Assessment: Pair, Share, AP 7.2, AP 7.3

RL.5.10, SL.5.4

2 Unit 7

Lesson 8 Puck

- Compare characters
- Describe character in modern-day life

Formative Assessment: AP 8.1, AP 8.2

RL.5.3, W.5.3

3 Unit 7

Lesson 9 Living Character Map

- Answer questions and make inferences about characters

Formative Assessment: Reciting the Word, AP 9.2

RL.5.10

4 Unit 7

Lesson 10 Order and Rules

- Compare characters using evidence from text
- Write about setting of woods

Formative Assessment: AP 10.1, AP 10.2, AP 10.4

RL.5.3, W.5.3

5 Unit 7

Lesson 11 Performing Shakespeare's Work

- Identify main ideas in text
- Perform scenes, using appropriate gestures

Formative Assessment: AP 11.1, Performance, AP 11.2

RL.5.10, SL.5.4

WEEK TWENTY-SIX

1 Unit 7

Lesson 12 Comedy or Tragedy

- Memorize Puck's speech, develop gestures to physicalize key words
- Write journal entry from perspective of a character

Formative Assessment: Puck's Speech, AP 12.1

SL.5.4, W.5.3

2 Unit 7

Lesson 13 Dramatic Indignation and Slapstick Comedy

- Identify main ideas in text
- Recite Puck's speech in varying tones

Formative Assessment: Puck's Speech, AP 13.1, AP 13.2

RL.5.10, SL.5.4

3 Unit 7

Lesson 14 Bottom's Dream

- Respond to interview questions from character's perspective
- Recite Puck's speech with speed and accuracy

Formative Assessment: AP 14.1, Puck's Speech
RL.5.2, SL.5.4

4 Unit 7

Lesson 15 Celebrating the Work

- Perform Shakespeare's work

Formative Assessment: Performance, Group Performance, Option A: AP 15.1, Group Performance Option B: Pantomime

SL.5.4

5 Unit 8

Lesson 1 A Changing World

- Use meaning of words and phrases to identify regions of Native American tribes
- Identify impact European settlers and explorers had on lives of Native Americans

Formative Assessment: AP 1.3, Word Sort

RI.5.4, RI.5.1

WEEK TWENTY-SEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W27			Unit 8		
W28			Unit 8		
W29			Unit 8		
W30		Unit 8		Unit 9	
W31			Unit 9		
W32			Unit 9		

Unit 8: Native Americans

Unit 9: Chemical Matter

1 Unit 8

Lesson 2 Conflicting Beliefs

- Describe interactions between Native American tribes and European settlers
- Correct inappropriate shifts in verb tense
- Distinguish between root words and words with suffix *-tion*, *-sion*
- Identify structure, purpose of persuasive essay

Formative Assessment: T-chart

RI.5.3, L.5.1d, L.5.4b, W.5.4

2 Unit 8

Lesson 3 Native American Storytelling

- Compare and contrast characters
- Identify argument and supporting evidence in persuasive essay

Formative Assessment: AP 3.3

RL.5.3, W.5.1a

3 Unit 8

Lesson 4 Spanish and European Impact on Native American Life

- Use text to explain details of Native American life
- Correct inappropriate shifts in verb tense
- Correctly distinguish between roots words and words with suffix *-tion*, *-sion*
- Evaluate model persuasive essay

Formative Assessment: AP 4.2, AP 4.5

RI.5.1, L.5.1d, L.5.4b, W.5.4

4 Unit 8

Lesson 5 Pacific Northwest Climate Influences Native American Tribes

- Examine how author uses text to make particular points
- Choose image for persuasive essay

Formative Assessment: AP 5.1, AP 5.3

RI.5.8, W.5.8

5 Unit 8

Lesson 6 Native Americans' Connection with Nature

- Understand how habitat influenced daily life and culture of Native Americans
- Identify and use transitional words or phrases to convey times and events
- Identify root *mem*
- Spell suffixes *-tion*, *-sion* and root *mem*

Formative Assessment: AP 6.2, AP 6.7

RI.5.1, L.5.1c, L.5.4b, RF.5.3

WEEK TWENTY-EIGHT

1 Unit 8

Lesson 7 Native American Myths

- Compare myths, explain how Native Americans' stories reflect values
- Plan persuasive essay, draft introduction

Formative Assessment: AP 7.2, Draft an Introduction

RL.5.9, W.5.1a

2 Unit 8

Lesson 8 Severing Ties

- Explain relationships between Native Americans, Europeans, US government
- Draft first body of paragraph of persuasive essay

Formative Assessment: AP 8.2, AP 8.3

RI.5.3, W.5.1b

3 Unit 8

Lesson 9 Land Ownership

- Note differing perspectives of land ownership by Native Americans and pioneers
- Use transitional words, phrases, clauses
- Identify words with root *mem*
- Apply word analysis skills to spell suffixes *-tion*, *-sion* and root *mem*

Formative Assessment: AP 9.1, AP 9.2, AP 9.3

RI.5.6, L.5.1c, L.5.4b, RF.5.3

4 Unit 8

Lesson 10 Luther Standing Bear

- Apply word analysis skills to correctly spell words
- Analyze and note differences between points of view
- Draft second and third body paragraphs of persuasive essay

Formative Assessment: AP 10.1, AP 10.3

RF.5.3, RI.5.6, W.5.1b, W.5.1c

5 Unit 8

Lesson 11 Battle of the Little Bighorn

- Explain importance of Battle of the Little Bighorn
- Demonstrate use of comma to set off *yes*, *no* in sentence
- Identify root words and words with prefix *fore-*
- Apply word analysis skills to spell words

Formative Assessment: AP 11.2, AP 11.6, Fluency Supplement

RI.5.3, L.5.2c, L.5.4b, RF.5.3

WEEK TWENTY-NINE

	Day 1	Day 2	Day 3	Day 4	Day 5
W29			Unit 8		
W30		Unit 8		Unit 9	
W31			Unit 9		
W32			Unit 9		
W33		Unit 9		EOY	
W34	EOY		Unit 9		

Unit 8: Native Americans

Unit 9: Chemical Matter

End-of-Year Assessment

1 Unit 8

Lesson 12 Conflict Between Native Americans and US Government

- Explain importance of Battle of the Little Bighorn
- Draft third body paragraph and conclusion of persuasive essay

Formative Assessment: Writing Journals, AP 12.1

RI.5.3, W.5.1d

2 Unit 8

Lesson 13 Separation of Native American Tribes

- Explain different perspectives of land ownership
- Develop and strengthen persuasive essays

Formative Assessment: AP 13.2, Persuasive Essays

RI.5.6, W.5.5

3 Unit 8

Lesson 14 The Ghost Dance

- Explain relationship between US government and Lakota people
- Demonstrate use of underlining, quotation marks, italics to indicate titles
- Identify root words and words with prefix *fore-*
- Apply word analysis skills

Formative Assessment: AP 14.2, AP 14.4

RI.5.3, L.5.2d, L.5.4b, RF.5.3

4 Unit 8

Lesson 15 Unit Assessment

5 Unit 8

Pausing Point Day 1

WEEK THIRTY

1 Unit 8

Pausing Point Day 2

2 Unit 8

Pausing Point Day 3

3 Unit 8

Pausing Point Day 4

4 Unit 9

Lesson 1 Entering the Badlands

- Explain setting and scientific content
- Write detailed descriptions of physical properties of objects
- Discuss presentation of content in different texts

Formative Assessment: AP 1.1, AP 1.2, AP 1.3

RI.5.1, RL.5.1, W.5.2, SL.5.1

5 Unit 9

Lesson 2 Scientific Stories

- Compare and contrast scientific content in different texts
- Present factual information in narrative form
- Understand how to expand sentences
- Understand how to use suffix *-ment*
- Analyze a new text

Formative Assessment: AP 2.1, AP 2.2, AP 2.3, AP 2.4, AP 2.5

RI.5.5, W.5.4, W.5.3, L.5.3, RF.5.3, L.5.4, RI.5.1

WEEK THIRTY-ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W31	Unit 9		Unit 9		
W32	Unit 9		Unit 9		
W33	Unit 9		EOY		
W34	EOY	Unit 9			

Unit 9: Chemical Matter
End-of-Year Assessment

1 Unit 9

Lesson 3 Scientists and Detectives, Part 1

- Explain concept of chemical states
- Organize information to track character development

Formative Assessment: AP 3.2, AP 3.3

RI.5.7, RI.5.9, W.5.2, W.5.4

2 Unit 9

Lesson 4 Finding Evidence

- Classify objects as metals or nonmetals
- Understand how to reduce and combine sentences
- Summarize information from the text

Formative Assessment: AP 4.2, AP 4.3, AP 4.4

RI.5.7, L.5.3, RI.5.1, W.5.8

3 Unit 9

Lesson 5 Call in the Sheriff?

- Create police report, revise in response to peer feedback
- Debate whether sheriff should investigate missing fossil

Formative Assessment: AP 5.1, AP 5.4

W.5.4, W.5.5, W.5.8, SL.5.4

4 Unit 9

Lesson 6 Scientists and Detectives, Part 2

- Track character development
- Explain compounds and elements
- Understand how to use commas in range of contexts
- Understand how to use root *mit/mis*

Formative Assessment: AP 3.3, AP 6.4, AP 6.5

RL.5.3, RI.5.7, RI.5.9, L.5.2b, L.5.4b

5 Unit 9

Lesson 7 Solutions

- Distinguish between mixtures, solutions, compounds; organize writing
- Report on fossil creation

Formative Assessment: AP 7.2, AP 7.4

RI.5.1, W.5.2, W.5.4, SL.5.2, SL.5.4, SL.5.5

WEEK THIRTY-TWO

1 Unit 9

Lesson 8 Leaving Tracks?

- Use text to track character development
- Analyze how Amy's point of view influences character description

Formative Assessment: AP 3.3, AP 8.2

RL.5.1, RL.5.3, RL.5.6, W.5.1, W.5.9

2 Unit 9

Lesson 9 Reactions

- Summarize evidence on character, offer opinions about validity
- Distinguish between physical and chemical reaction, organize writing

Formative Assessment: AP 9.2, AP 9.4

SL.5.2, SL.5.4, RI.5.1, W.5.2, W.5.4

3 Unit 9

Lesson 10 To Catch A Thief

- Identify textual evidence used by characters
- Explain Amy's plan to Sheriff
- Understand how to use commas in a range or contexts and roots *mit/mis*

Formative Assessment: AP 10.1, AP 10.2, AP 10.3, AP 10.4

RI.5.1, RI.5.8, W.5.2, W.5.4, L.5.2b, L.5.4b

4 Unit 9

Lesson 11 Connecting the Clues

- Organize evidence boards
- Use evidence collected to make accusation

Formative Assessment: Evidence Boards, AP 11.1

W.5.4, RL.5.6, SL.5.4

5 Unit 9

Lesson 12 Aftermath

- Explain how plot lines are resolved
- Form and use perfect verb tense
- Use words with range of affixes and clues for word meaning

Formative Assessment: AP 12.3, AP 12.4

RL.5.5, L.5.1, L.5.4b

WEEK THIRTY-THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W33	Unit 9			MOY	
W34	EOY	Unit 9			

Unit 9: Chemical Matter
End-of-Year Assessment

1 Unit 9

Lesson 13 Round and Round

- Explain recycling as chemical process
- Form and use perfect verb tense
- Describe plot resolution for two characters

Formative Assessment: AP 13.1, AP 13.2, AP 13.3, AP 13.4

RI.5.7, RI.5.9, L.5.1, W.5.1, W.5.4

2 Unit 9

Lesson 14 The Next Case

- Create narrative, revise in response to peer feedback

Formative Assessment: AP 14.2

W.5.3, W.5.5

3 Unit 9

Lesson 15 Unit Assessment

4 Unit 9

End-of-Year Assessment Day 1

5 Unit 9

End-of-Year Assessment Day 2

WEEK THIRTY-FOUR

1

Unit 9

End-of-Year Assessment Day 3

2

Unit 9

Pausing Point Day 1

3

Unit 9

Pausing Point Day 2

4

Unit 9

Pausing Point Day 3

5

Unit 9

Pausing Point Day 4

Additional Resources

In this section

- Spelling List
- Master Supply List
- Standards Alignment
- Standards Checklist
- 4-year Calendar
- Contacts
- Notes

Grade 5 Spelling Lists

Lesson numbers show the lesson in which the words are assessed.

Unit 2

Lesson 10

temple
monument
rainforest
peninsula
tropical
pyramid
population
indigenous
empire
civilization

Lesson 15

interaction
irresponsible
intercept
intercede
irreplaceable
illegal
international
irrational
illegible
irregular
illogical
intersection

Unit 4

Lesson 10

adventure
armor
courage
disguise
enchanted
imagination
knighthood
nonsense
ordinary
squire

Lesson 15

drowsiness
friendliness
greatness
steadiness
attract
distract
extract
tractor
evacuate
vacancy
vacuum

Unit 5

Lesson 10

rebirth
invention
imagine
achievement
create
culture
literature
architect
sculptor
movement

Lesson 15

harmony
conventional
stunning
democracy
extraordinary
apprentice
mundane
rivalry
expert
tyranny

Unit 6

Lesson 10

exclude
independent
incorrect
impatient
excavate
exterior
incomplete
immobile
export
immeasurable
indefinite
impossible

Unit 8

Lesson 10

memorize

cancellation

revision

commemorate

extension

subtraction

memorial

decision

discussion

prevention

direction

memento

Lesson 15

reservation

landscape

ceremony

heritage

lifestyle

generation

spiritual

assimilate

survive

immigrant

CKLA Supply List

Grade 5 Materials

The general items list provides a list of items that are used throughout units. Some of these items may already be in your classroom; others may need to be purchased or gathered.

Please refer to your Teacher Guide for details.

- chart paper
- drawing tools for each student (pencils, colored pencils, markers, etc.)
- glue
- index cards
- lined writing paper
- notebooks or journals (one per student)
- scissors (one pair per student)
- sticky notes
- transparent tape
- U.S. map
- world map

CKLA Supply List

Grade 5 Materials

Below is a list of specific materials beyond common classroom materials that can be used in each unit. Some materials are listed as optional because they are a part of Universal Access or a Pausing Point. **Please refer to your Teacher Guide for details.**

Materials	Units								
	1	2	3	4	5	6	7	8	9
<input type="checkbox"/> arts-and-crafts supplies – see Lesson 11							○		
<input type="checkbox"/> atlas or globe			○						
<input type="checkbox"/> ball or beanbag							✓		
<input type="checkbox"/> book (any)					✓				
<input type="checkbox"/> camera							○		
<input type="checkbox"/> cardboard – large pieces									○
<input type="checkbox"/> chocolate			○						
<input type="checkbox"/> colored pencils, including red, yellow, blue		✓	✓				○		
<input type="checkbox"/> costumes and props						○			
<input type="checkbox"/> dictionary							✓		
<input type="checkbox"/> dry erase markers – three colors				✓					
<input type="checkbox"/> envelopes or containers (one per student)							✓		
<input type="checkbox"/> glue or tape		✓							
<input type="checkbox"/> hat			✓						
<input type="checkbox"/> highlighters			○	○					
<input type="checkbox"/> highlighters or sticky notes in five colors						✓			
<input type="checkbox"/> images of castles				✓					
<input type="checkbox"/> image of Charlie Chaplin			○						
<input type="checkbox"/> images of codices		○							
<input type="checkbox"/> images of medieval paintings					○				
<input type="checkbox"/> image or video clip of acrobats, tightrope walkers			○						

○ = optional ✓ = needed for unit

Materials	Units								
	1	2	3	4	5	6	7	8	9
<input type="checkbox"/> images related to the Reformation time period						✓			
<input type="checkbox"/> index cards or individual white boards			✓	✓					
<input type="checkbox"/> index cards/notecards							✓		
<input type="checkbox"/> musical recordings	✓								
<input type="checkbox"/> resources on dinosaurs and fossils									○
<input type="checkbox"/> samples of different types of work (book, art, movie, poem, etc.)								✓	✓
<input type="checkbox"/> scissors		✓							
<input type="checkbox"/> sensory field trip materials	○								
<input type="checkbox"/> sentence strips or index cards						✓			
<input type="checkbox"/> sticky notes					○		✓		
<input type="checkbox"/> stopwatch/timer					✓			✓	✓
<input type="checkbox"/> thesauruses	○								
<input type="checkbox"/> video clip of knights jousting				○					
<input type="checkbox"/> world map		○			○				
<input type="checkbox"/> journals or notebooks		○			✓			✓	✓

○ = optional ✓ = needed for unit

Common Core Alignment

READING STANDARDS - LITERATURE

Key Ideas and Details										
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]										
Unit	1	2	3	4	5	6	7	8	9	
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.5.2]										
Unit	1	2	3	4	5	6	7	8	9	
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [RL.5.3]										
Unit	1	2	3	4	5	6	7	8	9	

Craft and Structure										
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [RL.5.4]										
Unit	1	2	3	4	5	6	7	8	9	
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5]										
Unit	1	2	3	4	5	6	7	8	9	
Describe how a narrator’s or speaker’s point of view influences how events are described. [RL.5.6]										
Unit	1	2	3	4	5	6	7	8	9	

Integration of Knowledge and Ideas

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

Unit	1	2	3	4	5	6	7	8	9
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(Not applicable to literature) **[RL.5.8]**

Unit	1	2	3	4	5	6	7	8	9
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Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **[RL.5.9]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. **[RL.5.10]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas and Details

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

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8	9
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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.5.3]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

Craft and Structure

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

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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. [RI.5.5]

Unit	1	2	3	4	5	6	7	8	9
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Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. [RI.5.6]

Unit	1	2	3	4	5	6	7	8	9
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Integration of Knowledge and Ideas

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. [RI.5.7]

Unit	1	2	3	4	5	6	7	8	9
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Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

Range of Reading and Level of Text Complexity

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. [RI.5.10]

Unit	1	2	3	4	5	6	7	8	9
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READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition

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

Unit	1	2	3	4	5	6	7	8	9
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Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a]

Unit	1	2	3	4	5	6	7	8	9
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Fluency

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

Unit	1	2	3	4	5	6	7	8	9
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Read grade-level text with purpose and understanding. [RF.5.4a]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b]

Unit	1	2	3	4	5	6	7	8	9
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Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]

Unit	1	2	3	4	5	6	7	8	9
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WRITING STANDARDS

Text Types and Purposes

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

Unit	1	2	3	4	5	6	7	8	9
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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.5.1a]**

Unit	1	2	3	4	5	6	7	8	9
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Provide logically ordered reasons that are supported by facts and details. **[W.5.1b]**

Unit	1	2	3	4	5	6	7	8	9
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Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). **[W.5.1c]**

Unit	1	2	3	4	5	6	7	8	9
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Provide a concluding statement or section related to the opinion presented. **[W.5.1d]**

Unit	1	2	3	4	5	6	7	8	9
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Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **[W.5.2]**

Unit	1	2	3	4	5	6	7	8	9
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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.5.2a]**

Unit	1	2	3	4	5	6	7	8	9
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Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[W.5.2b]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8	9
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Use precise language and domain-specific vocabulary to inform about or explain the topic. **[W.5.2d]**

Unit	1	2	3	4	5	6	7	8	9
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Provide a concluding statement or section related to the information or explanation presented. **[W.5.2e]**

Unit	1	2	3	4	5	6	7	8	9
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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.5.3]**

Unit	1	2	3	4	5	6	7	8	9
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Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.5.3a]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8	9
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Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.5.3d]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

Provide a conclusion that follows from the narrated experiences or events. **[W.5.3e]**

Unit	1	2	3	4	5	6	7	8	9
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Production and Distribution of Writing

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.5.4]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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.) **[W.5.5]**

Unit	1	2	3	4	5	6	7	8	9
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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.5.6]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

Research to Build and Present Knowledge

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

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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.5.8]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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.5.9a]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8	9
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Range of Writing

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. [W.5.10]

Unit	1	2	3	4	5	6	7	8	9
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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

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. **[SL.5.1]**

Unit	1	2	3	4	5	6	7	8	9
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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.5.1a]**

Unit	1	2	3	4	5	6	7	8	9
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Follow agreed-upon rules for discussions and carry out assigned roles. **[SL.5.1b]**

Unit	1	2	3	4	5	6	7	8	9
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Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **[SL.5.1c]**

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **[SL.5.1d]**

Unit	1	2	3	4	5	6	7	8	9
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Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[SL.5.2]**

Unit	1	2	3	4	5	6	7	8	9
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Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **[SL.5.3]**

Unit	1	2	3	4	5	6	7	8	9
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Presentation of Knowledge and Ideas

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.5.4]

Unit	1	2	3	4	5	6	7	8	9
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Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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 here for specific expectations.) [SL.5.6]

Unit	1	2	3	4	5	6	7	8	9
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LANGUAGE STANDARDS

Conventions of Standard English

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

Unit	1	2	3	4	5	6	7	8	9
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Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [L.5.1a]

Unit	1	2	3	4	5	6	7	8	9
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Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. [L.5.1b]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8	9
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Recognize and correct inappropriate shifts in verb tense. [L.5.1d]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8	9
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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.5.2]

Unit	1	2	3	4	5	6	7	8	9
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Use punctuation to separate items in a series. [L.5.2a]

Unit	1	2	3	4	5	6	7	8	9
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Use a comma to separate an introductory element from the rest of the sentence. [L.5.2b]

Unit	1	2	3	4	5	6	7	8	9
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Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). [L.5.2c]

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8	9
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Knowledge of Language

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

Unit	1	2	3	4	5	6	7	8	9
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Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. [L.5.3a]

Unit	1	2	3	4	5	6	7	8	9
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Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems. [L.5.3b]

Unit	1	2	3	4	5	6	7	8	9
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Vocabulary Acquisition and Use

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

Unit	1	2	3	4	5	6	7	8	9
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Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **[L.5.4a]**

Unit	1	2	3	4	5	6	7	8	9
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Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). **[L.5.4b]**

Unit	1	2	3	4	5	6	7	8	9
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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.5.4c]**

Unit	1	2	3	4	5	6	7	8	9
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Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **[L.5.5]**

Unit	1	2	3	4	5	6	7	8	9
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Interpret figurative language, including similes and metaphors, in context. **[L.5.5a]**

Unit	1	2	3	4	5	6	7	8	9
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Recognize and explain the meaning of common idioms, adages, and proverbs. **[L.5.5b]**

Unit	1	2	3	4	5	6	7	8	9
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Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **[L.5.5c]**

Unit	1	2	3	4	5	6	7	8	9
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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*). **[L.5.6]**

Unit	1	2	3	4	5	6	7	8	9
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Standards Checklist

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Reading Standards - Literature				
Key Ideas and Details				
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.				
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).				
Craft and Structure				
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.				
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.				
Integration of Knowledge and Ideas				
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).				
RL.5.8 (Not applicable to literature)				
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.				
Range of Reading and Level of Text Complexity				
RL.5.10 By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.				
Reading Standards - Informational Text				
Key Ideas and Details				
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.				
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.				
Craft and Structure				
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .				
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.				
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Integration of Knowledge and Ideas				
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.				
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				
Range of Reading and Level of Text Complexity				
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.				
Reading Standards - Foundational Skills				
Phonics and Word Recognition				
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.				
Fluency				
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.				
RF.5.4a Read grade-level text with purpose and understanding.				
RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.				
RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
Writing Standards				
Text Types and Purposes				
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
W.5.1a 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.5.1b Provide logically ordered reasons that are supported by facts and details.				
W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).				
W.5.1d Provide a concluding statement or section related to the opinion presented.				
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly..				
W.5.2a 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.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).				
W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.				
W.5.2e Provide a concluding statement or section related to the information or explanation presented.				
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				
W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.				
W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.				
W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.				
W.5.3e Provide a conclusion that follows from the narrated experiences or events.				
Production and Distribution of Writing				
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 here.)				
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.				
Research to Build and Present Knowledge				
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.				
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.				
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.5.9a Apply <i>grade 5 Reading standards</i> 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.5.9b Apply <i>grade 5 Reading standards</i> 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]”).				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Range of Writing				
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.				
Speaking and Listening Standards				
Comprehension and Collaboration				
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.				
SL.5.1a 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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.				
SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.				
SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.				
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.				
Presentation of Knowledge and Ideas				
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.				
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 here for specific expectations.)				
Language Standards				
Conventions of Standard English				
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				
L.5.1b Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.				
L.5.1c Use verb tense to convey various times, sequences, states, and conditions.				
L.5.1d Recognize and correct inappropriate shifts in verb tense.				
L.5.1e Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).				

Standard		Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.5.2a	Use punctuation to separate items in a series.				
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.				
L.5.2c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).				
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.				
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.				
Knowledge of Language					
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				
L.5.3b	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.				
Vocabulary Acquisition and Use					
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.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.				
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).				
L.5.4c	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.				
L.5.5a	Interpret figurative language, including similes and metaphors, in context.				
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.				
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.				
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).				

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Core Knowledge Language Arts

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