

LA Curriculum Calendar

Grade 5

| Weeks 1-9 | Phonemic Awareness/Phonics | Comprehension/Fluency | Vocabulary | Language/Writing |
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| Priority Indicators----addressed and assessed | | | | |
| <p><u>Week 1 – 3</u> <i>Figurative Language</i></p> <p><u>Week 4 – 6</u> <i>Unit 2:</i> Sequence of Events</p> <p><u>Week 7 – 9</u> <i>Unit 5:</i> Compare and Contrast</p> | <p>5.1.5 Understand and explain the figurative use of words in similes and metaphors.</p> | <p>5.2.2 Analyze text that is organized in sequential or chronological order.</p> <p>5.2.6 Follow multiple-step instructions in a basic technical manual.</p> | <p>5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <p>5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> | <p>5.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> - present important ideas or events in sequence or in chronological order. - provide details and transitions to link paragraphs. -offer a concluding paragraph that summarizes important ideas and details. <p>5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.</p> <p>5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.</p> <p>5.6.6 Use correct capitalization.</p> <p>5.5.2 Write responses to literature that: demonstrate an understanding of a literary work, support statements with evidence from the text, and develop interpretations that exhibit careful reading and understanding.</p> <p>5.7.11 Deliver oral responses to literature that: summarize important events and details and demonstrate an understanding of several ideas or images communicated by the literary work. use examples from the work to support conclusions.</p> |
| Supporting Indicators----addressed (not necessarily assessed) | | | | |
| | <p>5.1.1 Read aloud grade-level appropriate</p> | | | <p>5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> |

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| | <p>narrative text and expository text fluently and accurately and with appropriate timing, changes in voice, and expression.</p> <p>5.1.2 Use word origins to determine the meaning of unknown words.</p> <p>5.1.6 Understand context clues, understand unknown words using word, sentence, and paragraph clues to determine meaning.</p> | | | <p>5.4.7 Use a thesaurus to identify alternative word choices and meanings.</p> <p>5.5.5 Use varied word choices to make writing interesting.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> <p>5.6.3 Identify and correctly use appropriate tense</p> <p>5.6.5 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions</p> <p>5.4.8 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> <p>5.4.9 Proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> |
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Review and Maintenance---

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| <p><u>Weeks 1-9</u> Previous Year Acuity and ISTEP Data</p> | <p>5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i>: <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>)</p> | <p>5.2.3 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> | <p>5.5.2 Write responses to literature that: demonstrate an understanding of a literary work, support statements with evidence from the text, and develop interpretations that exhibit careful reading and understanding.</p> | <p>5.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>5.4.9 Proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging.</p> <p>5.7.11 Deliver oral responses to literature that: summarize important events and details and demonstrate an understanding of several ideas or images communicated by the literary work. Use examples from the work to support conclusions.</p> |
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| Weeks 10-18 | Phonemic Awareness/Phonics | Comprehension/Fluency | Vocabulary | Language/Writing |
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| Priority Indicators----addressed and assessed | | | | |
| <p><u>Week 10 – 12</u> <i>Unit 1:</i> Main Idea and Supporting Details</p> <p><u>Week 13 – 15</u> <i>Unit 6:</i> Cause and Effect</p> <p><u>Week 16 – 18</u> <i>Unit 3:</i> Make Inferences</p> | | <p>5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge</p> | <p>5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> | <p>5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details</p> <p>*5.5.1 Write narratives that: establish a plot, point of view, setting, and conflict. Show, rather than tell, the events of the story.</p> <p>*5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.</p> <p>*5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.</p> <p>*5.5.4 Write persuasive letters or compositions that: state a clear position in support of a proposal and support a position with relevant evidence and effective emotional appeals.</p> <p>5.5.2 Write responses to literature that: demonstrate an understanding of a literary work, support statements with evidence from the text, and develop interpretations that exhibit careful reading and understanding.</p> <p>5.7.11 Deliver oral responses to literature that: summarize important events and details and demonstrate an understanding of several ideas or images communicated by the literary work. use examples from the work to support conclusions.</p> |

| Supporting Indicators----addressed (not necessarily assessed) | | | | |
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| | <p>5.1.1 Read aloud grade-level appropriate narrative text and expository text fluently and accurately and with appropriate timing, changes in voice, and expression.</p> <p>5.1.2 Use word origins to determine the meaning of unknown words.</p> <p>5.1.4 Know less common roots and word parts from Greek and Latin and use this knowledge to analyze the meaning of complex words.</p> <p>5.1.6 Understand context clues, understand unknown words using word, sentence, and paragraph clues to determine meaning.</p> | | | <p>5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.</p> <p>5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.</p> <p>5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.</p> <p>5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.</p> <p>5.4.8 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> <p>5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> <p>5.6.3 Identify and correctly use appropriate tense</p> <p>5.6.1 Identify and correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.</p> |

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| Review and Maintenance--- | | | | |
| <u>Weeks 10-18</u> Acuity A | 5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i> : <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>) | 5.2.3 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. | 5.5.2 Write responses to literature that: demonstrate an understanding of a literary work, support statements with evidence from the text, and develop interpretations that exhibit careful reading and understanding. | 5.4.8 Review, evaluate, and revise writing for meaning and clarity. 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors. 5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging. 5.7.11 Deliver oral responses to literature that: summarize important events and details and demonstrate an understanding of several ideas or images communicated by the literary work. Use examples from the work to support conclusions. |

| Weeks 19-27 | Phonemic Awareness/Phonics | Comprehension/Fluency | Vocabulary | Language/Writing |
|--|----------------------------|--|--|--|
| Priority Indicators----addressed and assessed | | | | |
| <p><u>Week 19 – 21</u> <i>Unit 7:</i> Drawing Conclusions</p> <p><u>Week 22 - 24</u> <i>Unit 4:</i> Summarize</p> <p><u>Week 25 - 27</u> <i>Unit 8:</i> Evaluate Author’s Purpose</p> | | <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> | <p>5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p> <p>5.3.7 Evaluate the author’s use of various techniques to influence readers’ perspectives.</p> | <p>5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.</p> <p>5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate</p> <p>5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.</p> <p>5.5.4 Write persuasive letters or compositions that: state a clear position in support of a proposal and support a position with relevant evidence and effective emotional appeals.</p> <p>5.5.2 Write responses to literature that: demonstrate an understanding of a literary work, support statements with evidence from the text, and develop interpretations that exhibit careful reading and understanding.</p> <p>5.7.11 Deliver oral responses to literature that: summarize important events and details and demonstrate an understanding of several ideas or images communicated by the literary work. use examples from the work to support conclusions.</p> |

| | Supporting Indicators----addressed (not necessarily assessed) | | |
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| | <p>5.1.1 Read aloud grade-level appropriate narrative text and expository text fluently and accurately and with appropriate timing, changes in voice, and expression.</p> <p>5.1.2 Use word origins to determine the meaning of unknown words.</p> <p>5.1.4 Know less common roots and word parts from Greek and Latin and use this knowledge to analyze the meaning of complex words.</p> <p>5.1.6 Understand context clues, understand unknown words using word, sentence, and paragraph clues to determine meaning.</p> | | <p>5.5.1 Write narratives that: establish a plot, point of view, setting, and conflict. show, rather than tell, the events of the story.</p> <p>5.7.9 Deliver narrative (story) presentations that: establish a situation, plot, point of view, and setting with descriptive words and phrases and show, rather than tell, the listener what happens.</p> <p>5.5.5 Use varied word choices to make writing interesting.</p> <p>5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p> <p>5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.</p> <p>5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.</p> <p>5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p> <p>5.4.8 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> <p>5.4.9 Proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> <p>5.6.2 Use transitions and conjunctions to connect ideas.</p> <p>5.6.8 Use simple sentences and compound sentences in writing.</p> |

| Review and Maintenance--- | | | | |
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| <p><u>Weeks 19-27</u> Acuity B</p> | <p>5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i>: <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>)</p> | <p>5.2.3 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> | <p>5.5.2 Write responses to literature that: demonstrate an understanding of a literary work, support statements with evidence from the text, and develop interpretations that exhibit careful reading and understanding.</p> | <p>5.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging.</p> <p>5.7.11 Deliver oral responses to literature that: summarize important events and details and demonstrate an understanding of several ideas or images communicated by the literary work. Use examples from the work to support conclusions.</p> |

| Weeks 28-36 | Phonemic Awareness/Phonics | Comprehension/Fluency | Vocabulary | Language/Writing |
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| Priority Indicators----addressed and assessed | | | | |
| <p><u>Week 28 - 30</u> <i>Unit 9:</i> Fact and Opinion</p> <p><u>Week 31 - 33</u> <i>Unit 10:</i> Making Judgements</p> <p><u>Week 34 - 36</u> <i>Research and Oral Presentations</i></p> | | <p>5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> | | <p>5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.</p> <p>5.4.5 Use note-taking skills when completing research for writing.</p> <p>5.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers</p> <p>5.7.10 Deliver informative presentations about an important idea, issue, or event.</p> <p>5.7.4 Select a focus, organizational structure, and point of view for an oral presentation</p> <p>5.7.5 Clarify and support spoken ideas with evidence and examples.</p> <p>5.7.6 Use volume, phrasing, timing.</p> <p>5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.</p> <p>5.7.11 Deliver oral responses to literature that: summarize important events and details and demonstrate an understanding of several ideas or images communicated by the literary work. use examples from the work to support conclusions.</p> |

| Supporting Indicators----addressed (not necessarily assessed) | | | |
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| <p>5.1.1 Read aloud grade-level appropriate narrative text and expository text fluently and accurately and with appropriate timing, changes in voice, and expression.</p> <p>5.1.2 Use word origins to determine the meaning of unknown words.</p> <p>5.1.4 Know less common roots and word parts from Greek and Latin and use this knowledge to analyze the meaning of complex words.</p> <p>5.1.6 Understand context clues, understand unknown words using word, sentence, and paragraph clues to determine meaning.</p> | | | <p>5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.</p> <p>5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.</p> <p>5.4.7 Use a thesaurus to identify alternate word choices and meanings.</p> <p>5.4.8 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> <p>5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</p> <p>5.5.2 Write responses to literature that: demonstrate an understanding of a literary work, support statements with evidence from the text, and develop interpretations that exhibit careful reading and understanding.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> <p>5.6.8 Use simple sentences and compound sentences in writing.</p> <p>5.6.7 Spell roots or bases of words, prefixes, suffixes, contractions, and syllable constructions correctly.</p> |

| Review and Maintenance--- | | | | |
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| <p><u>Weeks 28-36</u> Acuity C</p> | <p>5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i>: <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>)</p> | <p>5.2.3 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> | <p>5.5.2 Write responses to literature that: demonstrate an understanding of a literary work, support statements with evidence from the text, and develop interpretations that exhibit careful reading and understanding.</p> | <p>5.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging.</p> <p>5.7.11 Deliver oral responses to literature that: summarize important events and details and demonstrate an understanding of several ideas or images communicated by the literary work. Use examples from the work to support conclusions.</p> |