

Fifth Grade 2022-2023 Instructional Calendar

Quarter 1: Units 1 and 2

Q1: Unit 1 Literary Reading AKS	Q1: Unit 1 Narrative Writing AKS
<p>5LA.A.1: quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>5LA.A.2: determine themes of stories, dramas, or poems by referring to details in texts, including how characters respond to challenges or how narrators reflect upon topics; summarize texts, including the most important details</p> <p>5LA.A.3: compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g., how characters interact and change)</p> <p>5LA.A.4: determine the meaning of words and phrases, including figurative and connotative language; describe the impact of the word choice on meaning and tone</p> <p>5LA.A.5: explain how a series of chapters, scenes, or stanzas fit into the overall structure of a particular story, drama, or poem and describe the effect of structure on meanings of texts</p> <p>5LA.A.6: describe how a narrator's or speaker's point of view and perspective influence how detailed events are described</p> <p>5LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5</p>	<p>5LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p>5LA.D.24.a: write an introduction that orients the reader to the story by establishing the characters, setting, and situation as well as clues to what will become the problem for the main character</p> <p>5LA.D.24.b: use a variety of transitional words, phrases, and clauses to manage the sequence of elaborate events (e.g., simultaneous events, flashbacks, flash-forwards)</p> <p>5LA.D.24.c: provide a conclusion that follows from the narrated experiences or events, connects back to the main part of the story, and communicates resolution for the character</p> <p>5LA.D.24.d: organize an event sequence that unfolds naturally by using paragraphs to separate changes in time and place throughout the story</p> <p>5LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>5LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults</p> <p>5LA.D.32: expand and elaborate writing appropriate to the type of writing</p> <p>5LA.D.32.c: in narrative writing, write with carefully selected, well thought out details that relate to the internal and external parts of the story and character and convey a deeper meaning; use literary devices to highlight important messages in stories; use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to the situation</p>

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Q1: Unit 2 Informational Reading AKS

5LA.B.10: quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text

5LA.B.12: analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text using evidence from the text to support analysis

5LA.B.13: determine the meaning of academic and domain-specific words and phrases in a text relevant to a grade 5 topic/subject area

5LA.B.14: compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts and describe how that structure contributes to the overall meaning of the texts

5LA.B.15: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and use evidence from the texts as support

5LA.B.19: read and comprehend informational texts at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5

Q1: Unit 2 Informational Writing AKS

5LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly

5LA.D.23.a: introduce a topic or text 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

5LA.D.23.b: link ideas within and across categories of information using words, phrases, and clauses (e.g., especially, for instance, in contrast)

5LA.D.23.c: provide a concluding statement or section related to the information or explanation presented

5LA.D.23.d: organize writing into a sequence of separate sections, including heading and subheadings, to highlight separate sections

5LA.D.23.e: construct each section using an organizational plan guided by the genre

5LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

5LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults

5LA.D.28: conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

5LA.D.28.a: include and elaborate on information from outside sources such as quotes, facts, or statistics

5LA.D.29: 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

5LA.D.32: expand and elaborate writing appropriate to the type of writing

5LA.D.32.b: in informational writing, include details that support the topic and various subtopics; explain why the details are important (e.g., use prompts such as 'in other words', 'what this really means is', 'this shows', and 'all of this is important because') and explain what is meant using textual evidence; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; use documents to clarify details or support claims

## Fifth Grade 2022-2023 Instructional Calendar

### Q1: Reading Foundations AKS

- 5LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words
- 5LA.C.20.a: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots) to read accurately unfamiliar multi-syllabic words in context and out of context
- 5LA.C.21: read with sufficient accuracy and fluency to support comprehension
- 5LA.C.21.a: read on-level text with purpose and understanding
- 5LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- 5LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

### Q1: Language AKS

- 5LA.F.40.a: write legibly in cursive, leaving spaces between letters in a word and between words in a sentence
- 5LA.F.40.b: explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- 5LA.F.41.a: use punctuation to separate items in a series
- 5LA.F.41.c: 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?)
- 5LA.F.41.e: use underlining, quotation marks, or italics to indicate titles of works
- 5LA.F.41.f: spell grade-appropriate words correctly, consulting references as needed
- 5LA.F.43.a: use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
- 5LA.F.43.b: use common, grade-appropriate Greek and Latin roots (e.g., prefixes, bases, suffixes) as clues to the meanings of words (e.g., photograph, photosynthesis)
- 5LA.F.43.c: consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meanings of key words and phrases
- 5LA.F.44.a: interpret figurative language, including similes and metaphors, in context
- 5LA.F.44.b: recognize and explain the meaning of common idioms, adages/proverbs, and playful uses of language (e.g., puns, jokes, palindromes)
- 5LA.F.44.c: use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

### Q1: Speaking and Listening AKS

- 5LA.E.34: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly
- 5LA.E.34.b: follow agreed-upon rules for discussions and carry out assigned roles
- 5LA.E.34.c: pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- 5LA.E.34.d: review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
- 5LA.E.35: summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- 5LA.E.35.a: explain the difference between summarizing, paraphrasing, and plagiarizing

Fifth Grade 2022-2023 Instructional Calendar

Quarter 2: Units 3 and 4

Q2: Unit 3 Literary Reading AKS	Q2: Unit 3 Opinion Writing AKS
<p>5LA.A.1: quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>5LA.A.2: determine themes of stories, dramas, or poems by referring to details in texts, including how characters respond to challenges or how narrators reflect upon topics; summarize texts, including the most important details</p> <p>5LA.A.3: compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g., how characters interact and change)</p> <p>5LA.A.4: determine the meaning of words and phrases, including figurative and connotative language; describe the impact of the word choice on meaning and tone</p> <p>5LA.A.6: describe how a narrator's or speaker's point of view and perspective influence how detailed events are described</p> <p>5LA.A.8: compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and topics</p> <p>5LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5</p>	<p>5LA.D.22: write opinion/argumentative pieces on topics or texts, supporting a point of view with reasons and information</p> <p>5LA.D.22.a: introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose</p> <p>5LA.D.22.b: link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</p> <p>5LA.D.22.c: provide a concluding statement or section related to the opinion presented that refers back to the claim and offers or restates possible action steps including solutions or responses</p> <p>5LA.D.22.d: organize information and related ideas into paragraphs that support the purpose of the argumentative writing piece, claim, and reasons</p> <p>5LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>5LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults</p> <p>5LA.D.30.a: apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]")</p> <p>5LA.D.31: 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</p> <p>5LA.D.32.a: in opinion writing, provide support for logically ordered reasons stated to strengthen the argumentative piece drawing upon textual evidence including facts and details that will sway the audience; relate support provided to the claim and anticipate a critic's counterarguments</p> <p>5LA.D.33: produce writing that reflects the author's voice and perspective</p>

Fifth Grade 2022-2023 Instructional Calendar

Q2: Unit 4 Informational Reading AKS	Q2: Unit 4 Informational Writing AKS
<p>5LA.B.10: quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>5LA.B.11: determine the relationship between two or more main ideas/central messages of a text and explain how they are supported by key details, referring to the text; provide an objective summary of the text</p> <p>5LA.B.13: determine the meaning of academic and domain-specific words and phrases in a text relevant to a grade 5 topic/subject area</p> <p>5LA.B.15: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and use evidence from the texts as support</p> <p>5LA.B.16: draw on evidence from information in different media formats to make inferences, answer questions quickly, or solve a problem efficiently</p> <p>5LA.B.17: explain how an author uses reasons and evidence to support particular points in a text and analyze the strength of the reasons and evidence the author uses to support particular points in a text</p> <p>5LA.B.18: integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>5LA.B.19: read and comprehend informational texts at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5</p>	<p>5LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>5LA.D.23.a: introduce a topic or text 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</p> <p>5LA.D.23.b: link ideas within and across categories of information using words, phrases, and clauses (e.g., especially, for instance, in contrast)</p> <p>5LA.D.23.c: provide a concluding statement or section related to the information or explanation presented</p> <p>5LA.D.23.d: organize writing into a sequence of separate sections, including heading and subheadings, to highlight separate sections</p> <p>5LA.D.23.e: construct each section using an organizational plan guided by the genre</p> <p>5LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>5LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults</p> <p>5LA.D.30.b: apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]")</p> <p>5LA.D.32.b: in informational writing, include details that support the topic and various subtopics; explain why the details are important (e.g., use prompts such as 'in other words', 'what this really means is', 'this shows', and 'all of this is important because') and explain what is meant using textual evidence; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; use documents to clarify details or support claims</p> <p>5LA.D.33: produce writing that reflects the author's voice and perspective</p> <p>5LA.D.33.a: in informational writing, use precise language and domain-specific vocabulary to inform about or explain the topic</p>

## Fifth Grade 2022-2023 Instructional Calendar

### Q2: Reading Foundations AKS

5LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words

5LA.C.20.a: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots) to read accurately unfamiliar multi-syllabic words in context and out of context

5LA.C.21: read with sufficient accuracy and fluency to support comprehension

5LA.C.21.a: read on-level text with purpose and understanding

5LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

5LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

### Q2: Language AKS

5LA.F.40.c: form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspect

5LA.F.40.d: use verb tense and aspect to convey various times, sequences, states, and conditions

5LA.F.40.e: recognize and correct inappropriate shifts in verb tense and aspect

5LA.F.40.f: use correlative conjunctions (e.g., either/or, neither/nor)

5LA.F.41.f: spell grade-appropriate words correctly, consulting references as needed

5LA.F.42.a: expand, combine, and reduce sentences for meaning, reader/listener interest, and style

5LA.F.42.b: compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

5LA.F.43: 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

5LA.F.44: demonstrate understanding of figurative language, word relationships, and nuances in word meanings

### Q2: Speaking and Listening AKS

5LA.E.34: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly

5LA.E.34.a: come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

5LA.E.35: summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

5LA.E.36: summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

5LA.E.39: adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

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Quarter 3: Units 5 and 6

Q3: Unit 5 Literary Reading AKS	Q3: Unit 5 Narrative Writing AKS
<p>5LA.A.1: quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>5LA.A.2: determine themes of stories, dramas, or poems by referring to details in texts, including how characters respond to challenges or how narrators reflect upon topics; summarize texts, including the most important details</p> <p>5LA.A.3: compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g., how characters interact and change)</p> <p>5LA.A.4: determine the meaning of words and phrases, including figurative and connotative language; describe the impact of the word choice on meaning and tone</p> <p>5LA.A.5: explain how a series of chapters, scenes, or stanzas fit into the overall structure of a particular story, drama, or poem and describe the effect of structure on meanings of texts</p> <p>5LA.A.6: describe how a narrator's or speaker's point of view and perspective influence how detailed events are described</p> <p>5LA.A.7: explain how visual and multimedia elements contribute to meaning, tone, or beauty of texts (e.g., graphic novels, multimedia presentations or fiction, folktales, myths, poems)</p> <p>5LA.A.8: compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and topics</p> <p>5LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5</p>	<p>5LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p>5LA.D.24.a: write an introduction that orients the reader to the story by establishing the characters, setting, and situation as well as clues to what will become the problem for the main character</p> <p>5LA.D.24.b: use a variety of transitional words, phrases, and clauses to manage the sequence of elaborate events (e.g., simultaneous events, flashbacks, flash-forwards)</p> <p>5LA.D.24.c: provide a conclusion that follows from the narrated experiences or events, connects back to the main part of the story, and communicates resolution for the character</p> <p>5LA.D.24.d: organize an event sequence that unfolds naturally by using paragraphs to separate changes in time and place throughout the story</p> <p>5LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults</p> <p>5LA.D.27: 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, with some guidance and support from adults</p> <p>5LA.D.31: 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</p> <p>5LA.D.32.c: in narrative writing, write with carefully selected, well thought out details that relate to the internal and external parts of the story and character and convey a deeper meaning; use literary devices to highlight important messages in stories; use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to the situation</p> <p>5LA.D.33: produce writing that reflects the author's voice and perspective</p>



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Q3: Unit 6 Informational Reading AKS	Q3: Unit 6 Opinion Writing AKS
<p>5LA.B.10: quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>5LA.B.11: determine the relationship between two or more main ideas/central messages of a text and explain how they are supported by key details, referring to the text; provide an objective summary of the text</p> <p>5LA.B.12: analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text using evidence from the text to support analysis</p> <p>5LA.B.13: determine the meaning of academic and domain-specific words and phrases in a text relevant to a grade 5 topic/subject area</p> <p>5LA.B.14: compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts and describe how that structure contributes to the overall meaning of the texts</p> <p>5LA.B.15: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and use evidence from the texts as support</p> <p>5LA.B.16: draw on evidence from information in different media formats to make inferences, answer questions quickly, or solve a problem efficiently</p> <p>5LA.B.17: explain how an author uses reasons and evidence to support particular points in a text and analyze the strength of the reasons and evidence the author uses to support particular points in a text</p> <p>5LA.B.18: integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>5LA.B.19: read and comprehend informational texts at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5</p>	<p>5LA.D.22: write opinion/argumentative pieces on topics or texts, supporting a point of view with reasons and information</p> <p>5LA.D.22.a: introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose</p> <p>5LA.D.22.b: link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</p> <p>5LA.D.22.c: provide a concluding statement or section related to the opinion presented that refers back to the claim and offers or restates possible action steps including solutions or responses</p> <p>5LA.D.22.d: organize information and related ideas into paragraphs that support the purpose of the argumentative writing piece, claim, and reasons</p> <p>and organization are appropriate to task, purpose, and audience</p> <p>5LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults</p> <p>5LA.D.27: 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, with some guidance and support from adults</p> <p>5LA.D.28: conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>5LA.D.31: 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</p> <p>5LA.D.32.a: in opinion writing, provide support for logically ordered reasons stated to strengthen the argumentative piece drawing upon textual evidence including facts and details that will sway the audience; relate support provided to the claim and anticipate a critic's counterarguments</p> <p>5LA.D.33: produce writing that reflects the author's voice and perspective</p> <p>5LA.D.33.b: in narrative writing, use concrete words and phrases and figurative language to convey experiences, events, and tone precisely</p>



## Fifth Grade 2022-2023 Instructional Calendar

### Quarter 3: Units 5 and 6

#### Q3: Reading Foundations AKS

5LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words

5LA.C.20.a: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots) to read accurately unfamiliar multi-syllabic words in context and out of context

5LA.C.21: read with sufficient accuracy and fluency to support comprehension

5LA.C.21.a: read on-level text with purpose and understanding

5LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

5LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

#### Q3: Language AKS

5LA.F.40: demonstrate command of the conventions of standard English grammar and usage when writing or speaking

5LA.F.41.b: use a comma to separate an introductory element from the rest of the sentence and to punctuate a compound, complex, or compound-complex sentence

5LA.F.41.d: use a semicolon to punctuate a compound sentence

5LA.F.41.f: spell grade-appropriate words correctly, consulting references as needed

5LA.F.42.a: expand, combine, and reduce sentences for meaning, reader/listener interest, and style

5LA.F.43: 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

5LA.F.44: demonstrate understanding of figurative language, word relationships, and nuances in word meanings

5LA.F.45: acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, vocabulary, including that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

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Q3: Speaking and Listening AKS

- 5LA.E.34: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly
- 5LA.E.35: summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- 5LA.E.36: summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
- 5LA.E.37: 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
- 5LA.E.38: include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
- 5LA.E.39: adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

Quarter 4: Units 7 and 8

Q4: Unit 7 Literary Reading AKS	Q4: Unit 7 Writing AKS
<p>5LA.A.1: quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>5LA.A.2: determine themes of stories, dramas, or poems by referring to details in texts, including how characters respond to challenges or how narrators reflect upon topics; summarize texts, including the most important details</p> <p>5LA.A.3: compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g., how characters interact and change)</p> <p>5LA.A.4: determine the meaning of words and phrases, including figurative and connotative language; describe the impact of the word choice on meaning and tone</p> <p>5LA.A.5: explain how a series of chapters, scenes, or stanzas fit into the overall structure of a particular story, drama, or poem and describe the effect of structure on meanings of texts</p> <p>5LA.A.6: describe how a narrator's or speaker's point of view and perspective influence how detailed events are described</p> <p>5LA.A.7: explain how visual and multimedia elements contribute to meaning, tone, or beauty of texts (e.g., graphic novels, multimedia</p>	<p>5LA.D.22: write opinion/argumentative pieces on topics or texts, supporting a point of view with reasons and information</p> <p>5LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>5LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p>5LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>5LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults</p> <p>5LA.D.27: 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, with some guidance and support from adults</p> <p>5LA.D.29: 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</p>

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<p>presentations or fiction, folktales, myths, poems)                      5LA.A.8: compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and topics                      5LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5</p>	<p>5LA.D.30: draw evidence from literary or informational texts to support analysis, reflection, and research                      5LA.D.31: 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                      5LA.D.32: expand and elaborate writing appropriate to the type of writing                      5LA.D.33: produce writing that reflects the author's voice and perspective</p>
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Q4: Unit 8 Informational Reading AKS	Q4: Unit 8 Writing AKS
<p>5LA.B.10: quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text                      5LA.B.11: determine the relationship between two or more main ideas/central messages of a text and explain how they are supported by key details, referring to the text; provide an objective summary of the text                      5LA.B.12: analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text using evidence from the text to support analysis                      5LA.B.13: determine the meaning of academic and domain-specific words and phrases in a text relevant to a grade 5 topic/subject area                      5LA.B.14: compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts and describe how that structure contributes to the overall meaning of the texts                      5LA.B.15: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and use evidence from the texts as support                      5LA.B.16: draw on evidence from information in different media formats to make inferences, answer questions quickly, or solve a problem efficiently                      5LA.B.17: explain how an author uses reasons and evidence to support particular points in a text and analyze the strength of the reasons and evidence the author uses to support particular points in a text</p>	<p>5LA.D.22: write opinion/argumentative pieces on topics or texts, supporting a point of view with reasons and information                      5LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly                      5LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences                      5LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience                      5LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults                      5LA.D.28: conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic                      5LA.D.29: 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                      5LA.D.32: expand and elaborate writing appropriate to the type of writing                      5LA.D.33: produce writing that reflects the author's voice and perspective</p>

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5LA.B.18: integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

5LA.B.19: read and comprehend informational texts at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5

## Fifth Grade 2022-2023 Instructional Calendar

### Q4: Reading Foundations AKS

5LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words

5LA.C.20.a: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots) to read accurately unfamiliar multi-syllabic words in context and out of context

5LA.C.21: read with sufficient accuracy and fluency to support comprehension

5LA.C.21.a: read on-level text with purpose and understanding

5LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

5LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

### Q4: Language AKS

5LA.F.40: demonstrate command of the conventions of standard English grammar and usage when writing or speaking

5LA.F.41: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

5LA.F.42: use knowledge of language and its conventions when writing, speaking, reading, or listening

5LA.F.43: 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

5LA.F.44: demonstrate understanding of figurative language, word relationships, and nuances in word meanings

5LA.F.45: acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, vocabulary, including that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

### Q4: Speaking and Listening AKS

5LA.E.34: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly

5LA.E.35: summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

5LA.E.36: summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

5LA.E.37: 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

5LA.E.38: include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes

5LA.E.39: adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation