



Grade 5

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AmplifyCKLA

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Hello, Tennessee 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 yearly 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. In specific lessons you will see icons (described below) to indicate where multimedia and/or reading resources can be used to enhance learning. These resources are located on the Amplify CKLA Teacher Resource site and can be downloaded or projected as appropriate.

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
- Four-Year Calendar
- Contacts
- Notes

* Some recurring standards may not be listed in each lesson. Please check the TN Standards Alignments in Additional Resources.

Amplify CKLA Multimedia and Reading Resources

The icons listed below appear throughout the planner lessons to indicate when specific multimedia and/or reading resources can be used to enhance learning. These resources are on the Amplify CKLA Teacher Resource site and can be downloaded or projected as appropriate.



Essential Questions and Writing Prompts

The Essential Questions and Prompts guides for Grades 3–5 contain essential and guiding questions for each unit. Each guide features questions, writing prompts, and activities that enable students to engage meaningfully with new information and ideas covered in each unit and express what they've learned with creative and collaborative projects. Use these throughout the unit to enrich students' understanding of the content area.



Vocabulary Lessons

Projectable Vocabulary Lessons contain additional vocabulary instruction that builds on program content. Each mini-lesson aligns to Amplify CKLA domain vocabulary words and skills and consists of projectable, direct instruction that may be implemented with minimal advance preparation.

How Amplify CKLA meets the Tennessee instructional shifts

The Tennessee standards for English Language Arts support the three key ELA instructional shifts to prepare students to be college and career ready: 1) regular practice with complex text and its academic vocabulary; 2) reading and writing grounded in evidence from literary and informational text; and 3) building knowledge through content-rich literary and informational text.

Amplify CKLA's instructional design is completely aligned with the Tennessee instructional shifts because both Amplify CKLA and the shifts are based on the same research and concept base.

1 Regular practice with complex texts and its academic vocabulary

Exposure to complex texts is crucial in developing students' knowledge base and vocabulary skills. In Amplify CKLA K–2, students engage with complex text daily during the interactive Read-Aloud in the Knowledge Strand. In the Amplify K–2 Skills Strand, students read increasingly complex texts that keep appropriate pace with their decoding development. By Grade 3, students are increasingly reading grade-level complex text independently. They also continue to be exposed to above-grade Read-Alouds. In Grades 4 and 5, students are exclusively reading grade-level complex text that increases in challenge from the beginning to the end of the grade. Vocabulary instruction in Amplify CKLA focuses on building academic vocabulary using both explicit and implicit approaches.

2 Reading and writing grounded in evidence from literary and informational text

The overwhelming majority of questions, tasks, and assignments in Amplify CKLA materials are text-dependent. Students are asked daily in reading instruction, both in discussion and through short and longer-answer written responses, to answer questions requiring evidence from a text. Student writing frequently incorporates textual evidence that must be gathered, recorded, and/or categorized prior to planning and drafting. Students also write in response to text in assignments that ask them to support their claim or opinion with evidence from the text.

3 Building knowledge through content-rich literary and informational text.

The organizing framework of Amplify CKLA's units is a focus on domains or topics of study. This creates a context in which knowledge, vocabulary, and comprehension development are built hand-in-hand. Students gain deeper understanding about a wide array of topics through a balance of literary and informational texts addressing literature, culture, science, and American and world history.

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	Treasure Island	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
	* 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
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

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

Unit 1: Personal Narratives
Beginning-of-Year Assessment
Unit 2: Early American Civilizations

2 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
5.W.TTP.3

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
5.RI.KID.1.5.FL.VA.7biii

5 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
5.FL.SC.6, 5.RI.KID.3, 5.W.TTP.3

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
5.RI.KID.3.5.W.PDW.4, 5.W.PDW.5

4 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
5.FL.VA.7b, 5.RI.KID.1.5.W.TTP.3

3 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
5.RI.KID.1.5.FL.VA.7biii

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

5.RI.KID.1.5.W.TTP3

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

5.RI.KID.1.5.W.TTP3, 5.W.PDW4

5.RI.KID.1.5.SL.PKI.5, 5.W.TTP3
Resources

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

5.RI.KID.1.8, 5.SL.PKI.5, 5.W.TTP3

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

5.W.PDW4, 5.RI.GS.6, 5.SL.PKI.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

5.W.PDW5, 5.FL.VA.7b, 5.W.PDW4

WEEK THREE

10

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

Formative Assessment: AP 11.1, Teacher Resources, AP 11.5

5.RI.KID.1.5.WTTP.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

5.RI.KID.1.5.W.PDW.5

2 Unit 1

Lesson 12 Sensory Description and Context Clues

- Write paragraph with multiple sensory descriptions
- Determine meaning of unknown words and phrases

Formative Assessment: AP 12.2, AP 12.3, AP 11.5

5.W.TTP.31; 5.RI.CS4; 5.FL.VA.7.ai; 5.W.TTP.3

5 Unit 1

Lesson 15 Creating Strong Images Through Showing

- Describe how language creates mental images
- Add details to classmates' sentences

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

5.FL.VA.7.b; 5.W.PDW.4; 5.SL.CC.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

12

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

5.SL.CC.3, 5.RI.KID.1, 5.RI.KID.2, 5.RI.KID.3

Formative Assessment: AP 2.2, AP 2.3, AP 2.4

5.RI.KID.1, 5.RI.KID.2, 5.SL.CC.2, 5.FL.SC.6, 5.FL.PWR.3, 5.FL.VA.7.ari, 5.W.PDW.8

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

5.RI.KID.1, 5.RI.KID.2, 5.SL.CC.2, 5.W.TP.2a, 5.W.TP.2b, 5.W.TP.2c

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

5.RI.KID.1, 5.RI.KID.2, 5.SL.CC.2, 5.W.TP.2a, 5.W.TP.2b, 5.W.TP.2c

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

5.RI.KID.2, 5.SL.OCC.2, 5.W.PDW.5, 5.FL.VA.7aii

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

5.RL.KID.2, 5.W.PDW.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

5.RL.KID.2, 5.WTP.2f, 5.FL.VA.7aii, 5.FL.PWR.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

5.RI.KID.2, 5.RI.KID.3, 5.WTP.2a, 5.WTP.2b, 5.WTP.2c

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

5.RI.KID.1, 5.RL.KID.2, 5.W.PDW.8, 5.W.TP.2a, 5.W.TP.2b, 5.W.TP.2c

WEEK SEVEN

14

	Day 1	Day 2	Day 3	Day 4	Day 5
W7	Unit 2				
W8		Unit 2	Quest: 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

2 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

5.RI.KID.1.5.RI.KID.2.5.W.RBPK.9.5.FL.VA.7aii.5.FL.PWR.3a

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

5.RLCS.4.5.RI.KID.2.5.FL.VA.7bi.5.FL.SC.6.5.FL.VA.7aii.5.FL.PWR.3

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

5.FL.PWR.3.5.RI.KID.2.5.W.TP.2f

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

5.RL.IKI.9.5.W.PDW.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

5.RL.I.KI.9, 5.FL.SC.6, 5.FL.VA.7aII, 5.FL.PWR.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

16

	Day 1	Day 2	Day 3	Day 4	Day 5
W9	Unit 2 Q: U2	Unit 3	Unit 3	Unit 3	Quest: Unit 3
W10	Unit 3	Unit 3	Unit 3	Unit 3	Quest: Unit 3
W11	Unit 3	Unit 3	Unit 3	Unit 4	Unit 4
W12	Unit 3 Q: U3	Unit 4	Unit 4	Unit 4	Unit 4
W13	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4
W14	Unit 4	Unit 4	Unit 4	Unit 4	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
5.RL.KID.2, 5.W.TTP.3c

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
5.RL.KID.2, 5.W.TTP.3c

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
5.RL.KID.1, 5.RL.KID.2, 5.W.TTP.3c

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
5.RL.KID.1, 5.RL.CS.4xxxxxx

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
5.FL.PWR.3a, 5.RL.KID.2, 5.W.TTP.3c

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
5.RL.CS.4, 5.W.TTP.3c

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
5.RL.CS.4, 5.RL.KID.2, 5.W.TTP.3c, 5.W.PDW.5

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
5.RL.KID.2, 5.RL.KID.1, 5.W.TTP.3c, 5.W.TTP.3f

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
5.RL.CS.4, 5.W.TTP.3c, 5.W.TTP.3f, 5.W.PDW.5



4 Unit 3



5 Unit 3



6 Unit 3



7 Unit 3



8 Unit 3



9 Unit 3



10 Unit 3



11 Unit 3



12 Unit 3



13 Unit 3



14 Unit 3



15 Unit 3



16 Unit 3



17 Unit 3



18 Unit 3



19 Unit 3



20 Unit 3



21 Unit 3



22 Unit 3



23 Unit 3



24 Unit 3



25 Unit 3



26 Unit 3



27 Unit 3



28 Unit 3



29 Unit 3



30 Unit 3



31 Unit 3



32 Unit 3



33 Unit 3



34 Unit 3



35 Unit 3



36 Unit 3



37 Unit 3



38 Unit 3



39 Unit 3



40 Unit 3



41 Unit 3



42 Unit 3



43 Unit 3



44 Unit 3



45 Unit 3



46 Unit 3



47 Unit 3



48 Unit 3



49 Unit 3



50 Unit 3



51 Unit 3



52 Unit 3



53 Unit 3



54 Unit 3



55 Unit 3



56 Unit 3



57 Unit 3



58 Unit 3



59 Unit 3



60 Unit 3



61 Unit 3



62 Unit 3



63 Unit 3



64 Unit 3



65 Unit 3



66 Unit 3



67 Unit 3



68 Unit 3



69 Unit 3



70 Unit 3



71 Unit 3



72 Unit 3



73 Unit 3



74 Unit 3



75 Unit 3



76 Unit 3



77 Unit 3



78 Unit 3



79 Unit 3



80 Unit 3



81 Unit 3



82 Unit 3



83 Unit 3



84 Unit 3



85 Unit 3



86 Unit 3



87 Unit 3



88 Unit 3



89 Unit 3



90 Unit 3



91 Unit 3



92 Unit 3



93 Unit 3



94 Unit 3



95 Unit 3



96 Unit 3



97 Unit 3



98 Unit 3



99 Unit 3



100 Unit 3



WEEK ELEVEN

18

	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

5.RL.KID.3, 5.W.TTP.3c

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

5.RL.KID.1, 5.RL.KID.3, 5.W.TTP.3c

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

5.RL.KID.1, 5.RL.KID.2, 5.W.TTP.3c

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

5.R.L.KI.8, 5.R.I.RRTC.10, 5.RL.CS.5, 5.RL.KID.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

5.RL.KID.3, 5.FL.SC.6d, 5.FL.VA.7aii, 5.W.TTP.1a, 5.W.TTP.1c, 5.W.TTP.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

5.RL.CS.5, 5.FL.VA.7bi, 5.W.TTP.1a, 5.W.TTP.1c, 5.W.TTP.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

5.RL.CS.5, 5.RL.KID.1, 5.FL.SC.6d, 5.FL.VA.7aii, 5.W.TTP.1a, 5.W.TTP.1c, 5.W.TTP.1b

WEEK THIRTEEN

20

	Day 1	Day 2	Day 3	Day 4	Day 5
W13	Unit 4				
W14		Unit 4			
W15		Unit 4	Quest: 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

5.RL.KID.3, 5.W.TTP1.a, 5.W.TTP1.c, 5.W.TTP1.b

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

5.RL.KID.1, 5.FL.VA.7aii, 5.FL.PWR.3

4 Unit 4

Lesson 7 Ironic Adventures

- Identify types of irony
- Draft persuasive essay

Formative Assessment: AP 7.1, AP 7.2, AP 7.3

5.FL.VA.7bi, 5.W.PDV.4

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

5.RL.KID.3, 5.FL.VA.7aii

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

5.RL.KID.3, 5.W.TTP1e

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

5.RL.KID.2, 5.FL.VA.7c, 5.FL.VA.7aii

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
- 5.RL.KID.2

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

5.RL.CS.4, 5.W.PDW.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

5.RL.KID.1, 5.FL.SC.6f, 5.FL.VA.7aii

WEEK FIFTEEN

22

	Day 1	Day 2	Day 3	Day 4	Day 5
W15	Unit 4 Quest: Unit 4	Unit 5	Unit 5	Unit 5	Unit 5
W16					
W17					
W18					
W19					
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
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2	Unit 4	Pausing Point Day 1	The Robot Quest: Unit 4
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3	Unit 4	Pausing Point Day 2	The Robot Quest: Unit 4
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4	Unit 4	Pausing Point Day 3	The Robot Quest: Unit 4
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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

5.RI.KID.1, 5.RI.KID.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

5.RI.KID.1, 5.W.PDW.8, 5.FL.SC.6c, 5.FL.PWR.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

5.RI.KID.1, 5.W.TP2a, 5.W.TP2b, 5.WTP2c, 5.W.TP2d

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

5.RI.KID.3, 5.W.TP2a, 5.W.TP2b, 5.W.TP2c, 5.W.TP2d, 5.FL.SC.6c, 5.FL.SC.6d, 5.FL.VA.7.ii

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

5.RI.KID.1, 5.W.TP3, 5.SL.CC.2, 5.W.TP2a, 5.W.TP2b, 5.W.TP2c, 5.W.TP2d

WEEK SEVENTEEN

24

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

5.RI.KID.3, 5.FL.SC.6a, 5.FL.PWR.3a

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

5.RI.KID.2, 5.WTP2a, 5.WTP2b, 5.WTP2c, 5.WTP2d, 5.W.PDW7

Formative Assessment: AP 9.2, Practice Prefix ex- Chart
5.R.I.CS.4, 5.FL.VA.7biii, 5.FL.SC.6a, 5.FL.VA.7aii

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

5.RI.KID.2, 5.W.PDW8, 5.SLCC.3

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

5.RI.KID.1, 5.RI.KI.9, 5.WTP2a, 5.WTP2b, 5.WTP2c, 5.WTP2d, 5.W.PDW7

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

5.RI.KD.3, 5.FL.SC.6e, 5.FL.VA.7aii

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

5.RI.KD.3, 5.W.TP.2d, 5.W.PD.8, 5.RI.KL9

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
5.RI.KL8, 5.W.TP.2a, 5.W.TP.2b, 5.W.TP.2c, 5.W.TP.2f

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

5.FL.VA.7bii, 5.FL.SC.6e

5 Unit 5

Lesson 15 Unit Assessment

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WEEK NINETEEN

26

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

5.W.TTP3b, 5.W.TTP3f



2 Unit 5

Lesson 17 Writing Informational Texts: Developing the Topic

- Revise informational piece

Formative Assessment: AP 17.1, AP 17.2

5.W.TP2d, 5.W.TP2g



3 Unit 5

Lesson 18 Writing Informational Texts: Editing for Conventions

- Edit informational piece

Formative Assessment: AP SR.6

5.W.PDW5, 5.FL.SC6

4 Unit 5

Lesson 19 Presenting on a Topic: Renaissance Artist Biographies

- Report on an artist from Renaissance

Formative Assessment: Biography Presentation

5.SL.PK.4

5 Unit 5

Pausing Point Day 1

- Report on an artist from Renaissance

Formative Assessment: Biography Presentation

5.SL.PK.4

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

5.RI.KID.2, 5.RI.KID.3, 5.SL.PKI.4, 5.RI.KID.1, 5.SL.CC.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

5.RL.KID.1, 5.RL.KID.2, 5.RL.KID.3, 5.RL.CS.6, 5.FL.SC.6, 5.FL.SC.6a, 5.FL.VA.7a, 5.FL.VA.7aii, 5.RL.CS.4, 5.RL.CS.5, 5.RL.CS.6

WEEK TWENTY-ONE

28

	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
 - Draft friendly letter from Jacques's point of view
- Formative Assessment:** Reading Discussion Wrap-Up, AP 3.2, AP 3.3
- 5.RI.KID.1, 5.RI.KID.2, 5.RI.KID.3, 5.SL.LCC.2, 5.RL.KID.2, 5.RL.KID.3, 5.RL.CS.6, 5.W.PDW.4, 5.W.PDW.5, 5.W.RW.10
-

4 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
- 5.RI.KID.1, 5.RI.KID.2, 5.RI.KID.3, 5.RL.KID.3, 5.RL.CS.6, 5.W.PDW.4, 5.W.PDW.5, 5.W.RW.10
-

5 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
- 5.RI.KID.1, 5.RI.KID.2, 5.RI.KID.3, 5.SL.LCC.2, 5.FL.LSC.6a, 5.FL.VA.7.aa, 5.FL.VA.7.a
-

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
- 5.RI.KID.8, 5.SL.PK1.4, 5.FL.VA.7.b, 5.FL.SC.6.c, 5.FL.SC.6.d, 5.FL.VA.7.aa, 5.W.TP.2.g
-

3 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
- 5.RI.KID.1, 5.RI.KID.2, 5.RI.KID.3, 5.W.TP.2, 5.W.PDW.4, 5.W.PDW.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

5.RI.K1.8, 5.SL.PK1.4, 5.FL.VA.7b, 5.SLPK1.5, 5.W.TP2.5.W.PDW.4, 5.W.PDW.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

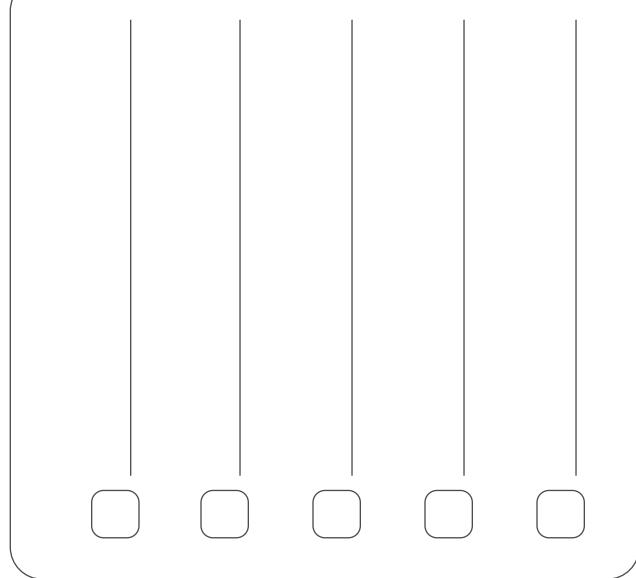
5.RI.K1D.1.5.RI.K1D.2.5.RI.K1D.3.5.FL.SC.6e, 5.SL.CC.1.5.FL.VA.7aII, 5.FL.SC.6.5.FL.VA.7a

4 Unit 6

Middle-of-Year Assessment Day 1

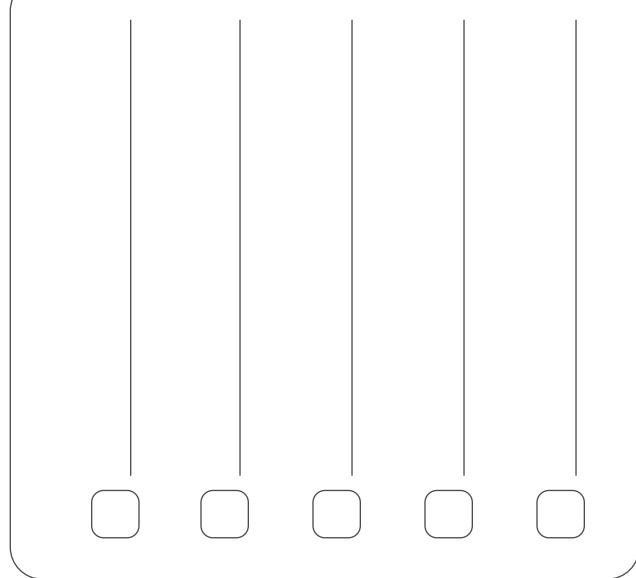
5 Unit 6

Middle-of-Year Assessment Day 2



3 Unit 6

Lesson 10 Unit Assessment



WEEK TWENTY-THREE

30

	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

4 Unit 6

Pausing Point Day 4

3 Unit 6

Pausing Point Day 3

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

5.RI.KID.1



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

5.RL.KID.3, 5.SL.CC.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

5.RL.KID.2, 5.SL.CC.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

5.RL.KID.3, 5.SL.CC.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

5.RL.RRT.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

5.RL.KID.3, 5.W.TTF.3

WEEK TWENTY-FIVE

32

	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

5.RL.RRTC.10, 5.SL.PK.4

2 Unit 7

Lesson 8 Puck

- Compare characters
- Describe character in modern-day life

Formative Assessment: AP 8.1, AP 8.2

5.RL.KID.3, 5.W.TTF.3

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

5.RL.KID.3, 5.W.TTF.3

5 Unit 7

Lesson 9 Living Character Map

- Answer questions and make inferences about characters

Formative Assessment: Reciting the Word, AP 9.2

5.RL.RRTC.10

3 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

5.RL.RRTC.10, 5.SL.PK.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

5.SL.RPKI.4, 5.WTTP.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

5.RL.RRTC.10, 5.SL.RPKI.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

5.RL.RPKI.2, 5.SL.RPKI.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

5.SL.RPKI.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

5.RL.CS.4, 5.RI.RPKI.1

WEEK TWENTY-SEVEN

34

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

5.RI.KID.3, 5.FL.SC.6d, 5.FL.VA.7aii, 5.W.PDW.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

5.RL.KID.3, 5.W.TTP.1a, 5.W.TTP.1c

4 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

5.RI.KID.1, 5.FL.SC.6d, 5.FL.VA.7aii, 5.W.PDW.4

5 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

5.RI.KID.8, 5.W.PDW.8

3 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

5.RI.KID.1, 5.FL.SC.6c, 5.FL.VA.7aii, 5.FL.PWR.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

5.RL.I.K.9, 5.W.TTP.1a, 5.W.TTP.1c

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

5.RI.KID.3, 5.W.TTP.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

5.RI.CS.6, 5.FL.SC.6c, 5.FL.VA.7aii, 5.FL.PWR.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

5.FL.PWR.3, 5.RI.CS.6, 5.W.TTP.1b, 5.W.TTP.1e

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

5.RI.KID.3, 5.FL.SC.6h, 5.FL.VA.7aii, 5.FL.PWR.3

WEEK TWENTY-NINE

36

	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

5.RI.KID.3, 5.W.TTP1d

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

5.R.I.CS.6, 5.W.PDW.5

4 Unit 8

Lesson 15 Unit Assessment

- 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

5.RI.KID.3, 5.FL.SC.6i, 5.FL.VA.7.iii, 5.FL.PWR.3

5 Unit 8

Pausing Point Day 1

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

5.RI.KID.3, 5.FL.SC.6i, 5.FL.VA.7.iii, 5.FL.PWR.3

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

5.RI.KID.1, 5.RL.KID.1, 5.W.TP2, 5.SL.CC.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

5.RI.CS.5, 5.W.PDW4, 5.W.TP3, 5.FL.PWR3, 5.FL.VA.7a, 5.RL.KID.1

WEEK THIRTY-ONE

38

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

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

5.RI.K1.7, 5.RI.K1.9, 5.W.TP2, 5.W.PDW.4

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

5.W.PDW.4, 5.W.PDW.5, 5.W.PDW.8, 5.SL.PKI.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

5.RI.K1.7, 5.RI.K1.1, 5.W.PDW.8

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

Formative Assessment: AP 6.1, AP 6.5

5.RL.K1.1, 5.W.TP2, 5.W.PDW.4, 5.SL.OC.2, 5.SL.PKI.4, 5.SL.PKI.5

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

5.RI.K1.7, 5.RI.K1.9, 5.FL.SC.6g, 5.FL.VA.7aii

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

5.RL.KID.1, 5.RL.KID.3, 5.RL.CS.6, 5.W.TTP.1, 5.W.RBPK.9

5.SL.CC.2, 5.SL.PK.4, 5.RI.KID.1, 5.W.TP.2, 5.W.PDW.4

AP 10.4

5.RI.KID.1, 5.RI.KID.8, 5.W.TP.2, 5.W.PDW.4, 5.FL.SC.6g, 5.FL.VA.7^{aii}

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

5.SL.CC.2, 5.SL.PK.4, 5.RI.KID.1, 5.W.TTP.1, 5.W.RBPK.9

5.SL.CC.2, 5.SL.PK.4, 5.RI.KID.1, 5.W.TP.2, 5.W.PDW.4

AP 10.4

5.RI.KID.1, 5.RI.KID.8, 5.W.TP.2, 5.W.PDW.4, 5.FL.SC.6g, 5.FL.VA.7^{aii}

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

5.RI.KID.1, 5.RI.KID.8, 5.W.TP.2, 5.W.PDW.4, 5.FL.SC.6g, 5.FL.VA.7^{aii}

4 Unit 9



Lesson 11 Connecting the Clues

- Organize evidence boards
- Use evidence collected to make accusation

Formative Assessment: Evidence Boards, AP 11.1

5.W.PDW.4, 5.RL.CS.6, 5.SL.PK.4

5.RL.CS.5, 5.FL.SC.6, 5.FL.VA.7^{aii}

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

5.RL.CS.5, 5.FL.SC.6, 5.FL.VA.7^{aii}

WEEK THIRTY-THREE

1

Lesson 13 Round and Round

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: AP13.1, AP13.2
AP13.4

5.B1.||K1.7.5.B1.||K1.9.5.FL_SC.6.5W.TTPB1.5.W.PDW.4

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

Unit 9: Chemical Matter

End-of-Year Assessment

Unit 9

Unit 9

Lesson 14 The Next Case

- Create narrative, revise in response to peer feedback

Formative Assessment: AP 14.2

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

5.B1.||K1.7.5.B1.||K1.9.5.FL_SC.6.5W.TTPB1.5.W.PDW.4

5 Unit 9
End-of-Year Assessment Day 2

4 Unit 9

End-of-Year Assessment Day 1

WEEK THIRTY-FOUR

1 Unit 9

End-of-Year Assessment Day 3

2 Unit 9

Pausing Point Day 1

3 Unit 9

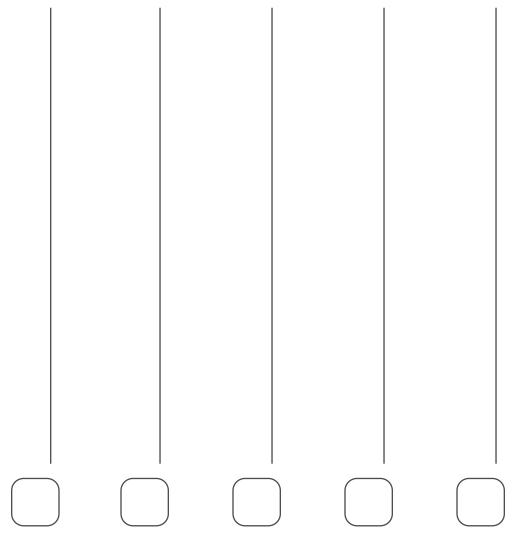
Pausing Point Day 2

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
imcomplete
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
<input type="checkbox"/> arts-and-crafts supplies – see Lesson 11								
<input type="checkbox"/> atlas or globe		O						O
<input type="checkbox"/> ball or beanbag				✓				
<input type="checkbox"/> book (any)			✓					
<input type="checkbox"/> camera		O						
<input type="checkbox"/> cardboard – large pieces			O					
<input type="checkbox"/> chocolate		✓	✓					
<input type="checkbox"/> colored pencils, including red, yellow, blue			O					
<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		O	O			✓		
<input type="checkbox"/> highlighters or sticky notes in five colors								
<input type="checkbox"/> images of castles							✓	
<input type="checkbox"/> image of Charlie Chaplin		O						
<input type="checkbox"/> images of codices								
<input type="checkbox"/> images of medieval paintings							O	
<input type="checkbox"/> image or video clip of acrobats, tightrope walkers		O						

O = 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

Tennessee English Language Arts Standards

FOUNDATIONAL LITERACY STANDARDS

Print Concepts

Standard 1

Cornerstone: Demonstrate understanding of the organization and basic features of print.

(Does not apply to grade 5) [5.FL.PC.1]

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

Phonological Awareness

Standard 2

Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

(Does not apply to grade 5) [5.FL.PA.2]

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

Phonics and Word Recognition

Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

Know and apply grade-level phonics and word analysis skills in decoding isolated words and in connected text. [5.FL.PWR.3]

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

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. [5.FL.PWR.3a]

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

Word Composition

Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
[5.FL.WC.4]

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

Spell grade-appropriate words correctly, consulting references as needed. [5.FL.WC.4a]

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

Write legibly in manuscript and cursive. [5.FL.WC.4b]

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

Fluency

Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

Read with sufficient accuracy and fluency to support comprehension. [5.FL.F.5]

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

Read grade-level text with purpose and understanding. [5.FL.F.5a]

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. [5.FL.F.5b]

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

Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [5.FL.F.5c]

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

Sentence Composition

Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. **[5.FL.SC.6]**

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

Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. **[5.FL.SC.6a]**

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

Form and use the perfect verb tense. **[5.FL.SC.6b]**

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

Use verb tense to convey various times, sequences, states, and conditions. **[5.FL.SC.6c]**

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

Recognize and correct inappropriate shifts in verb tense. **[5.FL.SC.6d]**

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

Use correlative conjunctions. **[5.FL.SC.6e]**

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

Use punctuation to separate items in a series. **[5.FL.SC.6f]**

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

Use a comma to separate an introductory element from the rest of the sentence. **[5.FL.SC.6g]**

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

Use a comma to set off the words *yes* and *no*, 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. **[5.FL.SC.6h]**

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

Use underlining, quotation marks, or italics to indicate titles of works. **[5.FL.SC.6i]**

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

Write multiple cohesive paragraphs on a topic. **[5.FL.SC.6j]**

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

Vocabulary Acquisition

Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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. [5.FL.VA.7a]

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

Use context as a clue to the meaning of a word or phrase. [5.FL.VA.7ai]

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

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. [5.FL.VA.7aii]

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

Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [5.FL.VA.7aiii]

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

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [5.FL.VA.7b]

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

Interpret figurative language, including similes and metaphors, in context. [5.FL.VA.7bi]

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

Recognize and explain the meaning of common idioms and proverbs. [5.FL.VA.7bii]

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

Use the relationship between particular words to better understand each of the words. [5.FL.VA.7biii]

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

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. [5.FL.VA.7c]

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

READING STANDARDS

Literature

Key Ideas and Details

Standard 1

Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [5.RL.KID.1]

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

Standard 2

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. [5.RL.KID.2]

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

Standard 3

Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. [5.RL.KID.3]

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

Craft and Structure

Standard 4

Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. [5.RL.CS.4]

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

Standard 5

Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts. **[5.RL.CS.5]**

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

Standard 6

Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

Describe how a narrator's or speaker's point of view influences how events are described. **[5.RL.CS.6]**

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

Standard 7

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem. **[5.RL.IKI.7]**

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

Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Standard #8 is not applicable to literature. **[5.RL.IKI.8]**

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

Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Compare and contrast stories in the same genre on their approaches to similar themes and topics. **[5.RL.IKI.9]**

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

Range of Reading and Level of Text Complexity

Standard 10

Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. [5.RL.RRTC.10]

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

Informational Text

Key Ideas and Details

Standard 1

Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [5.RI.KID.1]

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

Standard 2

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Determine the central idea of a text and explain how it is supported by key details; summarize the text. [5.RI.KID.2]

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

Standard 3

Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. [5.RI.KID.3]

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

Craft and Structure

Standard 4

Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. [5.RI.CS.4]

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

Standard 5

Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. [5.RI.CS.5]

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

Standard 6

Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

Analyze the similarities and differences in points of view of multiple accounts of the same event or topic. [5.RI.CS.6]

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

Standard 7

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. [5.RI.IKI.7]

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

Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. **[5.RI.IKI.8]**

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

Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Integrate information from two or more texts on the same topic in order to build content knowledge. **[5.RI.IKI.9]**

Unit	1	2	3	4	5	6	7	8	9
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Range of Reading and Level of Text Complexity

Standard 10

Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

Read and comprehend stories and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently. **[5.RI.RRTC.10]**

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

Comprehension and Collaboration

Standard 1

Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.

Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **[5.SL.CC.1]**

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

Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

Summarize a text presented in diverse media such as visual, quantitative, and oral formats. [5.SL.CC.2]

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

Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [5.SL.CC.3]

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

Standard 4

Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

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. [5.SL.PKI.4]

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

Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes. [5.SL.PKI.5]

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

Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. [5.SL.PKI.6]

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

Text Types and Protocol

Standard 1

Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

[5.W.TTP.1]

Unit	1	2	3	4	5	6	7	8	9
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Introduce a topic or text. [5.W.TTP.1a]

Unit	1	2	3	4	5	6	7	8	9
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Develop an opinion through logically-ordered reasons that are supported by facts and details.

[5.W.TTP.1b]

Unit	1	2	3	4	5	6	7	8	9
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Create an organizational structure in which ideas are logically grouped to support the writer's purpose. [5.W.TTP.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. [5.W.TTP.1d]

Unit	1	2	3	4	5	6	7	8	9
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Link opinion and reasons using words, phrases, and clauses. [5.W.TTP.1e]

Unit	1	2	3	4	5	6	7	8	9
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Apply language standards addressed in the Foundational Literacy standards. [5.W.TTP.1f]

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

Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write informative/explanatory texts to examine a topic and convey ideas and information.

[5.W.TP.2]

Unit	1	2	3	4	5	6	7	8	9
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Introduce a topic by providing a general observation and focus. [5.W.TP.2a]

Unit	1	2	3	4	5	6	7	8	9
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Group related information logically. [5.W.TP.2b]

Unit	1	2	3	4	5	6	7	8	9
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Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader. [5.W.TP.2c]

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. [5.W.TP.2d]

Unit	1	2	3	4	5	6	7	8	9
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Provide a conclusion related to the information or explanation presented. [5.W.TP.2e]

Unit	1	2	3	4	5	6	7	8	9
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Link ideas within and across categories of information using words, phrases, and clauses. [5.W.TP.2f]

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. [5.W.TP.2g]

Unit	1	2	3	4	5	6	7	8	9
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Apply language standards addressed in the Foundational Literacy standards. [5.W.TP.2h]

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

Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. [5.W.TTP.3]

Unit	1	2	3	4	5	6	7	8	9
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Orient the reader by establishing a situation, using a narrator, and/or introducing characters. [5.W.TTP.3a]

Unit	1	2	3	4	5	6	7	8	9
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Organize an event sequence that unfolds naturally and logically. [5.W.TTP.3b]

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

Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. [5.W.TTP.3c]

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. [5.W.TTP.3d]

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

Provide a conclusion that follows from the narrated experiences or events. [5.W.TTP.3e]

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

Use precise words and phrases and use sensory details to convey experiences and events. [5.W.TTP.3f]

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

Apply language standards addressed in the Foundational Literacy standards. [5.W.TTP.3g]

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

Production and Distribution of Writing

Standard 4

Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) [5.W.PDW.4]

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

Standard 5

Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.) [5.W.PDW.5]

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

Standard 6

Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 technology skills to type a complete product in a single sitting as defined in W.1–3. **[5.W.PDW.6]**

Unit	1	2	3	4	5	6	7	8	9
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Research to Build and Present Knowledge

Standard 7

Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic. **[5.W.RBPK.7]**

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

Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

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. **[5.W.RBPK.8]**

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

Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. **[5.W.RBPK.9]**

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

Standard 10

Cornerstone: 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 tasks, purposes, and audiences.

Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. **[5.W.RW.10]**

Unit	1	2	3	4	5	6	7	8	9

Tennessee State Standards Checklist

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Foundational Literature Standards				
Print Concepts				
5.FL.PC.1 (Does not apply to grade 5)				
Phonological Awareness				
5.FL.PA.2 (Does not apply to grade 4)				
Phonics and Word Recognition				
5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.				
Word Composition				
5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				
5.FL.WC.4a Spell grade-appropriate words correctly, consulting references as needed.				
5.FL.WC.4b Write legibly in manuscript and cursive.				
Fluency				
5.FL.F5 Read with sufficient accuracy and fluency to support comprehension.				
5.FL.F5a Read grade-level text with purpose and understanding.				
5.FL.F5b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.				
5.FL.F5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.				
Sentence Composition				
5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.				
5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.				
5.FL.SC.6b Form and use the perfect verb tense.				
5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions.				
5.FL.SC.6d Recognize and correct inappropriate shifts in verb tense.				
5.FL.SC.6e Use correlative conjunctions.				
5.FL.SC.6f Use punctuation to separate items in a series.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
5.FL.SC.6g Use a comma to separate an introductory element from the rest of the sentence.				
5.FL.SC.6h Use a comma to set off the words <i>yes</i> and <i>no</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.				
5.FL.SC.6i Use underlining, quotation marks, or italics to indicate titles of works.				
5.FL.SC.6j Write multiple cohesive paragraphs on a topic.				

Vocabulary Acquisition

5.FL.VA.7a 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.				
5.FL.VA.7ai Use context as a clue to the meaning of a word or phrase.				
5.FL.VA.7aii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.				
5.FL.VA.7aiii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.				
5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
5.FL.VA.7bi Interpret figurative language, including similes and metaphors, in context.				
5.FL.VA.7bii Recognize and explain the meaning of common idioms and proverbs.				
5.FL.VA.7biii Use the relationship between particular words to better understand each of the words.				
5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.				

Reading Standards

Literature

Key Ideas and Details

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.				
5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.				

Craft and Structure

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.				
5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.				
Integration of Knowledge and Ideas				
5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.				
5.RL.IKI.8 Standard #8 is not applicable to literature.				
5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.				
Range of Reading and Level of Text Complexity				
5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4–5 text complexity band independently and proficiently.				
Informational Text				
Key Ideas and Details				
5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.				
5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.				
Craft and Structure				
5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.				
5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.				
5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.				
Integration of Knowledge and Ideas				
5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.				
5.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.				
5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.				
Range of Reading and Level of Text Complexity				
5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently.				
Speaking and Listening Standards				
Comprehension and Collaboration				
5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.				
5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.				
Presentation of Knowledge and Ideas				
5.SL.PKI.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.				
5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.				
5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.				
Writing Standards				
Text Types and Protocol				
5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
5.W.TTP.1a Introduce a topic or text.				
5.W.TTP.1b Develop an opinion through logically-ordered reasons that are supported by facts and details.				
5.W.TTP.1c Create an organizational structure in which ideas are logically grouped to support the writer's purpose.				
5.W.TTP.1d Provide a concluding statement or section related to the opinion presented.				
5.W.TTP.1e Link opinion and reasons using words, phrases, and clauses.				
5.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards.				
5.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.				
5.W.TP.2a Introduce a topic by providing a general observation and focus.				
5.W.TP.2b Group related information logically.				
5.W.TP.2c Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader.				
5.W.TP.2d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
5.W.TP.2e Provide a conclusion related to the information or explanation presented.				
5.W.TP.2f Link ideas within and across categories of information using words, phrases, and clauses.				
5.W.TP.2g Use precise language and domain-specific vocabulary to inform about or explain the topic.				
5.W.TP.2h Apply language standards addressed in the Foundational Literacy standards.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.				
5.W.TTP.3a Orient the reader by establishing a situation, using a narrator, and/or introducing characters.				
5.W.TTP.3b Organize an event sequence that unfolds naturally and logically.				
5.W.TTP.3c Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.				
5.W.TTP.3d Use a variety of transitional words, phrases, and clauses to manage the sequence of events.				
5.W.TTP.3e Provide a conclusion that follows from the narrated experiences or events.				
5.W.TTP.3f Use precise words and phrases and use sensory details to convey experiences and events.				
5.W.TTP.3g Apply language standards addressed in the Foundational Literacy standards.				
Production and Distribution of Writing				
5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)				
5.W.PDW.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 technology skills to type a complete product in a single sitting as defined in W.1–3.				
Research to Build and Present Knowledge				
5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.				
5.W.RBPK.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.				
5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.				
Range of Writing				
5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.				

2020

January							February							March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	8	9	10	11	1	2	3	4	5	6	7	5	6	7	8	9	10	11	12	13	14	15	16	17	18
12	13	14	15	16	17	18	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
19	20	21	22	23	24	25	23	24	25	26	27	28	29	29	30	31	26	27	28	29	30	31	26	27	28	29	30

May							June							July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	12	13	14	15	16	17	18
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	19	20	21	22	23	24	25
17	18	19	20	21	22	23	21	22	23	24	25	26	27	28	29	30	31	24	25	26	27	28	29	30	31	24	
24	25	26	27	28	29	30	31	28	29	30	31	26	27	28	29	30	31	29	30	31	30	31	29	30	31	28	

2021

January							February							March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	8	9	10	11	1	2	3	4	5	6	7	5	6	7	8	9	10	11	12	13	14	15	16	17	18
12	13	14	15	16	17	18	9	10	11	12	13	14	15	12	13	14	15	16	17	18	19	20	21	22	23	24	25
19	20	21	22	23	24	25	15	16	17	18	19	20	21	17	18	19	20	21	22	23	24	25	26	27	28	29	30
26	27	28	29	30	31	31	23	24	25	26	27	28	29	29	30	31	26	27	28	29	30	31	29	30	31	28	

May							June							July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	6	7	8	9	10	11	12	6	7	8	9	10	11	12	13	14	15	16	17	18	19
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	17	18	19	20	21	22	23
16	17	18	19	20	21	22	12	13	14	15	16	17	18	11	12	13	14	15	16	17	18	19	20	21	22	23	24
23	24	25	26	27	28	29	20	21	22	23	24	25	26	21	22	23	24	25	26	27	28	29	30	31	29	30	

2022

January							February							March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	10	11	12	13	14	15	16
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	17	18	19	20	21	22	23
16	17	18	19	20	21	22	12	13	14	15	16	17	18	11	12	13	14	15	16	17	18	19	20	21	22	23	24
23	24	25	26	27	28	29	20	21	22	23	24	25	26	21	22	23	24	25	26	27	28	29	30	31	29	30	

May							June							July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	12	13	14
8	9	10	11	12	13	14	3	4	5	6	7	8	9	7	8	9	10	11	12	13	14	15	16	17	18	19	20
15	16	17	18	19	20	21	12	13	14	15	16	17	18	14	15	16	17	18	19	20	21	22	23	24	25	26	27
22	23	24	25	26	27	28	19	20	21	22	23	24	25	21	22	23	24	25	26	27	28	29	30	31	29	30	

September							October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14
4	5	6	7	8	9	10	2	3	4	5	6	7	8	4	5	6	7	8	9	10	11	12	13	14	15	16	17
11	12	13	14	15	16	17	9	10	11	12	13	14	15	11	12	13	14	15	16	17	18	19	20	21	22	23	24
18	19	20	21	22	23	24	16	17	18	19	20	21	22	18	19	20	21	22	23	24	25	26	27	28	29	30	31

2023

January							February							March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S

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Notes

Notes

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