

**Our Lady of the Lake Roman Catholic School**  
**Yearly Course Outline**  
**READING**  
**Fifth Grade**  
**2023–2024**

**Teacher's Name:** Kayla Gill

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**Teacher's Room Number:** 304

**Course Description**

The 5<sup>th</sup> grade Reading curriculum provides students with a variety of reading selections from different genres. In addition to short story selections from the textbook, students will be reading novels throughout the year.

The Accelerated Reader program will be used to promote reading for personal pleasure. Participation in this program is required for all students and will be graded (see Methods of Assessment and Distribution).

**Instructional Materials**

**Text:**

*Wonders Reading/Writing Workshop*, Grade 5 (McGraw-Hill)

*Wonders Literature Anthology*, Grade 5 (McGraw-Hill)

**Novels:**

*A Wrinkle in Time*

*Holes*

*Hatchet* (if time allows)

**Methods of Assessment and Distribution**

All test, quiz, activity, and homework grades will be posted on PowerSchool ([www.ollpowerschool.org](http://www.ollpowerschool.org)). Please check for postings frequently. Each quarter, four test-, four quiz-, and two activity-weighted assessments will be administered.

**Assessment Weighting**

60% Tests

30% Quizzes

10% Homework

**Grading Scale**

A: 100-94

B: 93-86

C: 85-78

D: 77-70

U: 69 and below

## Tentative Course Calendar

**\*\* Dates and course content are subject to change at discretion of teacher or administration. \*\***

Week	Standards	Objectives (The learner will . . .)	Instructional Materials	Assessments
<b>1st Quarter</b>				
<b>Week 1</b> <b>Aug. 14-18</b> 8/18 Summer reading due	SL.5.1 SL.5.1a L.5.6 RL.5.2 RL.5.10	<p>Engage effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>		<b>Quiz 1: Summer Reading</b>
<b>Week 2</b> <b>Aug. 21-25</b>	SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.6 SL.5.4 L.5.6 RL.5.1 RL.3.3 RL.4.3 RL.5.7 L.5.4a L.5.4c	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel,</p>	"A Fresh Idea" "One Hen"	<b>Test 1: One Hen</b>

		<p>multimedia, presentation of fiction, folktale, myth, poem).</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		
<p><b>Week 3</b> <i>Aug. 28-01</i></p>	<p><b>SL.5.1c</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RI.5.1</b> <b>RF.5.4c</b> <b>RL.4.3</b> <b>RI.5.10</b> <b>L.5.5b</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless similarly, moreover, in addition)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Use context to confirm or self-correct work recognition and understanding, rereading as necessary.</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><i>Wonders</i> text and workbook</p> <p>"Whitewater Adventure"</p> <p>"Second Day, First Impressions"</p>	<p><b>QUIZ 2: Second Day, First Impressions</b></p>
<p><b>Week 4</b> <i>Sept. 04-08</i> 9/4 No School</p>	<p><b>SL.5.1b</b> <b>SL.5.1d</b> <b>RL.5.6</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RI.5.1</b> <b>RI.5.3</b> <b>RI.5.10</b> <b>L.5.5c</b> <b>L.5.4a</b> <b>W.5.9b</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Review key ideas expressed and draw conclusions considering information and knowledge gained from the discussions.</p> <p>Describe how a narrator's or speaker's point of view influence how events are described.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Quote accurately from a text when explaining what the text</p>	<p><i>Wonders</i> text and workbook</p> <p>"Close Encounters"</p> <p>"Camping with the President"</p>	<p><b>TEST 2: Camping with The President</b></p>

		<p>says explicitly and when drawing inferences from the text</p> <p>Explain the relationships or interaction between two or more individuals, event, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>		
<p><b>Week 5</b> <i>Sept. 11-15</i></p>	<p><b>SL.5.1b</b> <b>SL.5.1d</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RI.5.1</b> <b>RI.5.5</b> <b>RI.5.10</b> <b>L.5.4b</b> <b>L.5.5b</b> <b>W.5.9b</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Review key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>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. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)</p> <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>"Fantasy Becomes Fact"</p> <p>"The Boy Who Invented TV"</p>	<p><b>QUIZ 3: The Boy Who Invented TV</b></p>
<p><b>Week 6</b> <i>Sept. 18-22</i></p>	<p><b>SL.5.1b</b> <b>SL.5.1c</b> <b>RI.5.8</b> <b>SL.5.2</b> <b>L.5.6</b> <b>RI.5.6</b> <b>RI.6.6</b> <b>L.5.4b</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks</p>	<p>"The Future of Transportation"</p> <p>"It's a Wired World"</p>	<p><b>TEST 3: Future of Transportation</b></p>

	<p><b>RI.5.6</b>  <b>RL.5.2</b>  <b>RL.5.3</b>  <b>RL.5.10</b>  <b>RL.5.1</b>  <b>RI.5.1</b>  <b>W.5.9</b></p>	<p>of others.</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>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. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <hr/> <p>Gain appreciation for literature and demonstrate understanding of plot, setting, characterization, and genre.</p> <p>Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.</p> <p>Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Student chosen novels activity</p>	
<p><b>Week 7</b>  <b>Sept. 25-29</b>  Spirit Week  9/29 Fun Run  Kickoff</p>	<p><b>W.5.6</b>  <b>W.5.7</b>  <b>W.5.8</b>  <b>SL.5.5</b></p>	<p>With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>Recall relevant information from past experiences or gather relevant information from print and digital sources, summarize and paraphrase information in notes and finished work, and provide a list of sources</p>	<p>Student-choice projects</p> <p>Students (with teacher assistance) will choose a project to complete</p>	
<p><b>Week 8</b>  <b>Oct. 02-06</b></p>	<p><b>RL.5.1</b>  <b>RI.5.3</b>  <b>RI.5.5</b>  <b>RI.5.8</b>  <b>L.5.4A</b>  <b>L.5.5B</b>  <b>L.5.5C</b>  <b>L.5.4B</b>  <b>W.5.9A</b>  <b>W.5.9B</b>  <b>W.5.3A-E</b></p>	<p>Review concepts from Unit 1 lessons  Show proficiency on summative assessment</p>		<p><b>TEST 4: Unit 1 Summative Assessment</b></p>

<b>Week 9</b> <b>Oct. 09-13</b> 10/13 ½ day (Fun Run)		Practice standardized-testing assessment skills.		<b>QUIZ 4: AR</b>
<b>2nd Quarter</b>				
<b>Week 10</b> <b>Oct. 16-20</b>	<b>SL.5.1b</b> <b>SL.5.1c</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RI.5.1</b> <b>RI.5.3</b> <b>RI.5.3</b> <b>RI.5.3</b> <b>L.5.4a</b> <b>L.5.4c</b> <b>L.5.4b</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>	"Creating a Nation"  "Who Wrote the U.S. Constitution?"	<b>TEST 1: Who Wrote the US Constitution?</b>
<b>Week 11</b> <b>Oct. 23-27</b> 10/27 Fun Run Reward Day	<b>SL.5.1b</b> <b>SL.5.1c</b> <b>RL.5.1</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RL.5.3</b> <b>RL.5.1</b> <b>RL.5.7</b> <b>RL.5.10</b> <b>L.5.5a</b> <b>W.5.2A</b> <b>W.5.2B</b> <b>W.5.2C</b> <b>W.5.2D</b> <b>W.5.2E</b>	<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	"Where the Mountain Meets the Moon"	<b>QUIZ 1: Where the Mountain Meets the Moon</b>

		<p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.</p> <p>Use the relationship between particular words to better understand each of the words</p>		
<p><b>Week 12</b> <i>Oct. 30-03</i></p>	<p><b>SL.5.1c</b> <b>RI.5.1</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RF.5.4c</b> <b>RI.5.5</b> <b>Ri.4.7</b> <b>L.5.4b</b> <b>L.5.4c</b> <b>L.5.4a</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>Use context as a clue to the meaning of a word or phrase.</p>	<p>"Growing Place"</p> <p>"The Boy Who Drew Birds"</p>	<p><b>TEST 2: The Boy Who Drew Birds</b></p>
<p><b>Week 13</b> <i>Nov. 06-10</i> 11/6 No School (Formation Day) 11/7 Virtual (Senior Day) 11/10 Virtual (OLL Festival)</p>	<p><b>SL.5.1b</b> <b>RL.5.1</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RL.5.1</b> <b>RL.5.2</b> <b>RL.5.10</b> <b>L.5.5a</b> <b>SL.5.1d</b></p>	<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussion and carry out assigned roles.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including</p>	<p>"The Magical Lost Brocade"</p> <p>"Blancaflor"</p>	<p><b>QUIZ 2: Blancaflor</b></p>

		<p>those that signal contrast, addition, and other logical relationships.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.</p> <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		
<p><b>Week 14</b> <i>Nov. 13-17</i></p>	<p><b>SL.5.1b</b> <b>SL.5.1d</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RL.4.5</b> <b>RL.5.10</b> <b>RL.5.2</b> <b>L.5.5c</b> <b>L.5.4</b> <b>RF.5.4b</b></p>	<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Review the Key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Determine a theme of a story, drama or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words to better understand each of the words.</p> <p>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.</p>	<p>"A Simple Plan"</p> <p>"Stage Fright"</p>	<p><b>TEST 3: Stage Fright</b></p>
<p><b>Week 15</b> <i>Nov. 27-30</i></p>	<p><b>SL.5.1b</b> <b>SL.5.1d</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RL.4.5</b> <b>RL.5.10</b></p>		<p>Teacher created poetry unit packet.</p> <hr/>	<p><b>QUIZ 3: Poetry Unit</b></p>



	<b>RL.5.2</b> <b>L.5.5c</b> <b>L.5.4</b> <b>RF.5.4b</b>		Student chosen novels activity	
	<b>RI.5.6</b> <b>RL.5.2</b> <b>RL.5.3</b> <b>RL.5.10</b> <b>RL.5.1</b> <b>RI.5.1</b> <b>W.5.9</b> <b>RF.5.4a</b> <b>RF.5.4c</b> <b>RI.5.4</b> <b>SL.5.1a</b> <b>SL.5.1b</b> <b>SL.5.1c</b> <b>SL.5.1d</b> <b>SL.5.2</b>			
<b>Thanksgiving Holidays</b> <i>Nov. 21-25</i>				
<b>Week 16</b> <i>Dec. 04-08</i>	<b>W.5.6</b> <b>W.5.7</b> <b>W.5.8</b> <b>SL.5.5</b>	<p>With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>Recall relevant information from past experiences or gather relevant information from print and digital sources, summarize and paraphrase information in notes and finished work, and provide a list of sources</p>	<p>Student-choice projects</p> <p>Students (with teacher assistance) will choose a project to complete</p>	
<b>Week 17</b> <i>Dec. 11-15</i>	<b>RL.5.1</b> <b>RI.5.3</b> <b>RI.5.5</b> <b>RI.5.8</b> <b>L.5.4A</b> <b>L.5.5B</b> <b>L.5.5C</b> <b>L.5.4B</b> <b>W.5.9A</b> <b>W.5.9B</b> <b>W.5.3A-E</b>	<p>Review concepts from Unit 2 lessons</p> <p>Show proficiency on summative assessment</p>	Practice and review materials	<b>TEST 4: Unit 2 Summative Assessment</b>
<b>Week 18</b> <i>Dec. 18-20</i> 12/18 – Advent School Mass (5th) 12/20 ½ day		Practice standardized-testing assessment skills.		<b>QUIZ 4: AR</b>
<b>Christmas Holidays</b> <i>Dec. 21-05</i>				
<b>3rd Quarter</b>				
<b>Week 19</b> <i>Jan. 08-12</i>	<b>SL.5.1c</b> <b>SL.5.2</b> <b>L.5.6</b> <b>RL.5.1</b> <b>RL.5.2</b> <b>RL.5.10</b> <b>L.5.4a</b>	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific question by making comments that contribute to the discussion and elaborate on the remarks of others.	“Holes”	<b>Quiz 1:</b> <b>Ch. 1-14</b> <b>vocabulary</b>

	<b>L.5.3b</b> <b>L.5.5c</b> <b>RL.5.9</b>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>By the end of the year, read and comprehend literature at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Use the relationship between particular words to better understand each of the words.</p>		
<p><b>Week 20</b>  <b>Jan. 15-19</b>  1/15 No  School  1/17 – 5th  Grade  Retreat</p>	<b>SL.5.1b</b> <b>SL.5.1d</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RL.5.1</b> <b>RL.5.2</b> <b>RL.5.4</b> <b>RL.5.10</b> <b>L.5.4a</b> <b>L.5.5a</b>	<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>By the end of the year, read and comprehend literature at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Interpret figurative language, including similes and metaphors, in text.</p>	<p>“Holes</p>	
<p><b>Week 21</b>  <b>Jan. 22-26</b>  1/25 –  Religion Fair</p>	<b>SL.5.1b</b> <b>SL.5.2</b> <b>SL.5.3</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RI.5.3</b> <b>RI.5.2</b>	<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively,</p>	<p>“Holes”</p>	<p>Test 1:  Ch. 1-25  comprehension</p>

	<b>RI.5.10</b> <b>RI.4.7</b> <b>L.5.4b</b> <b>L.5.4c</b> <b>W.5.9b</b>	<p>and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>By the end of the year read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		
<p><b>Week 22</b>  <b>Jan. 29-02</b>  Catholic  Schools  Week,  2/2 Pep Rally</p>	<b>SL.5.1c</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RI.5.1</b> <b>RI.5.2</b> <b>RI.5.10</b> <b>RI.4.7</b> <b>L.5.4b</b> <b>L.5.4a</b>	<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>By the end of the year read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>Use context as a clue to the meaning of a word or phrase.</p>	<p>“Holes”</p>	<p>Quiz 2:  Chapters 15-35  vocabulary</p>
<p><b>Week 23</b>  <b>Feb. 05-09</b></p>	<b>SL.5.1c</b> <b>SL.5.2</b> <b>RI.4.7</b> <b>RI.5.6</b>	<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of</p>	<p>“Holes”</p>	

<p>2/9 ½ day (Grandparents Day)</p>		<p>others.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>		
<p><b>Mardi Gras Holidays</b> <b>Feb. 12-16</b></p>				
<p><b>Week 24</b> <b>Feb. 19-23</b></p>	<p><b>SL.5.1b</b> <b>SL.5.1c</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RI.5.2</b> <b>RI.5.6</b> <b>RI.5.8</b> <b>RI.6.6</b> <b>RI.4.7</b> <b>L.5.4</b> <b>RF.5.4c</b> <b>L.5.4a</b> <b>L.5.4b</b></p> <hr/> <p><b>RI.5.6</b> <b>RL.5.2</b> <b>RL.5.3</b> <b>RL.5.10</b> <b>RL.5.1</b> <b>RI.5.1</b> <b>W.5.9</b> <b>RF.5.4a</b> <b>RF.5.4c</b></p>	<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed upon rules for discussions and carry out assigned roles.</p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Explain how an author used evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>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.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>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. Use context as a clue to the meaning of a word or phrase.</p> <p>Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <hr/> <p>1. Gain appreciation for literature and demonstrate</p>	<p>Student chosen novels activity</p> <p>"Holes"</p>	<p>Quiz 3: Chapter 35-50 vocabulary</p>

		understanding of plot, setting, characterization, and genre 2. Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.		
<b>Week 25</b> <i>Feb. 26-01</i>	<b>W.5.6</b> <b>W.5.7</b> <b>W.5.8</b> <b>SL.5.5</b>	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting  Conduct short research projects that build knowledge through investigation of different aspects of a topic  Recall relevant information from past experiences or gather relevant information from print and digital sources, summarize and paraphrase information in notes and finished work, and provide a list of sources	“Holes”	Test 2: Chapters 25-50 comprehension
<b>Week 26</b> <i>Mar. 04-08</i>	<b>RL.5.1</b> <b>RI.5.3</b> <b>RI.5.5</b> <b>RI.5.8</b> <b>L.5.4A</b> <b>L.5.5B</b> <b>L.5.5C</b> <b>L.5.4B</b> <b>W.5.9A</b> <b>W.5.9B</b> <b>W.5.3A-E</b>	Review concepts from Unit 3 lessons Show proficiency on summative assessment	“Holes”	Test 3: Post novel reading project
<b>Week 27</b> <i>March 11-15</i>		Practice standardized-testing assessment skills.		<b>QUIZ 4: AR</b> <b>Test 4:</b> <b>Book report</b> <b>project</b>
<b>4th Quarter</b>				
<b>Week 28</b> <i>March 18-22</i>	<b>SL.5.1c</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RL.5.1</b> <b>RL.5.6</b> <b>RL.5.4</b> <b>L.5.5c</b> <b>L.5.4c</b> <b>L.5.4b</b> <b>RI.5.2</b>	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  Describe how a narrator's or speaker's point of view influences how events are described.  Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  Use the relationship between particular words to better understand each of the words.  Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words.	“A Wrinkle in Time”	Quiz 1: Chapters 1-6 vocabulary

		Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.		
<b>Week 29</b> <b>March 25-29</b> 3/29 No School (Good Friday)	<b>SL.5.1b</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RL.5.1</b> <b>RL.5.6</b> <b>RL.5.5</b> <b>L.5.5b</b> <b>L.5.4a</b> <b>L.5.5c</b>	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed upon rules for discussions and carry out assigned roles.  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  Describe how a narrator's or speaker's point of view influences how events are described.  Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  Recognize and explain the meaning of common idioms, adages, and proverbs.  Use context as a clue to the meaning of a word or phrase.  Use the relationship between particular words to better understand each of the words.	“A Wrinkle in Time”	Test 1: Chapters 1-6 comprehension
<b>Easter Holidays</b> <b>March 29-05</b>				
<b>Week 30</b> <b>April 08-12</b>	<b>SL.5.1b</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>L.5.6</b> <b>RI.5.2</b> <b>SL.5.2</b> <b>RI.5.8</b> <b>RI.6.6</b> <b>RI.5.7</b> <b>RI.5.10</b> <b>L.5.4a</b> <b>L.5.5c</b>	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed upon rules for discussions and carry out assigned roles.  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.  Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.  By the end of the year, read and comprehend informational	“A Wrinkle in Time”	

		<p>texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 complexity band independently and proficiently.</p> <p>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. Use context as a clue to the meaning of a word or phrase.</p> <p>Use the relationship between particular words to better understand each of the words.</p>		
<p><b>Week 31</b> <i>April 15-19</i></p>	<p><b>SL.5.1c</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>RL.5.8</b> <b>L.5.6</b> <b>RI.5.2</b> <b>RI.5.8</b> <b>RI.6.6</b> <b>L.5.4a</b> <b>L.5.4b</b></p>	<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>	<p>“A Wrinkle in Time”</p>	<p>Quiz 2: Chapters 7-12 vocabulary</p>
<p><b>Week 32</b> <i>April 22-26</i></p>	<p><b>SL.5.1c</b> <b>RI.5.7</b></p>	<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.</p>	<p>“A Wrinkle in Time”</p>	
<p><b>Week 33</b> <i>April 29-03</i> 5/3 Field Day</p>	<p><b>SL.5.1b</b> <b>SL.5.1d</b> <b>SL.5.2</b> <b>RL.5.2</b> <b>L.5.6</b> <b>RL.5.6</b> <b>RL.5.5</b> <b>RL.5.4</b> <b>L.5.5a</b></p> <hr/> <p><b>RI.5.6</b> <b>RL.5.2</b> <b>RL.5.3</b> <b>RL.5.10</b> <b>RL.5.1</b></p>	<p>Follow agreed upon rules for discussions and carry out assigned roles</p> <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p>	<p>“A Wrinkle in Time”</p>	<p>Test 2: Chapters 7-12 comprehension</p> <p>Quiz 3: Comic book post reading</p>

	<b>RI.5.1</b> <b>W.5.9</b> <b>RF.5.4a</b> <b>RF.5.4c</b>	<p>Acquire and use accurately grade-level appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships</p> <p>Describe how a narrator’s or speaker’s point of view influences how events are described</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes</p> <p>Interpret figurative language, including similes and metaphors, in context</p> <hr/> <p>1. Gain appreciation for literature and demonstrate understanding of plot, setting, characterization, and genre  2. Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.  3. Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
<b>Week 34</b> <b>May 06-10</b>	<b>W.5.6</b> <b>W.5.7</b> <b>W.5.5</b> <b>SL.5.5</b>	<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Pose and respond to specific question by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>By the end of the year, read and comprehend literature at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Use the relationship between particular words to better understand each of the words.</p>	“Rosa”	<b>TEST 3: Rosa comprehension</b>
<b>Week 35</b> <b>May 13-17</b>	<b>RL.5.1</b> <b>RI.5.3</b> <b>RI.5.5</b> <b>RI.5.8</b> <b>L.5.4A</b> <b>L.5.5B</b> <b>L.5.5C</b> <b>L.5.4B</b> <b>W.5.9A</b>	Review concepts from Unit 4 lessons Show proficiency on summative assessment	Practice and review materials	



	<b>W.5.9B</b> <b>W.5.3A-E</b>			
<b>Week 36</b> <b>May 20-24</b> 5/24 ½ day		5/21 – Colonial Day		<b>QUIZ 4: AR</b> Test 4: Book report project