

LITERACY

Fifth Grade



The Indiana Academic Standards define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level curriculum maps and a selection of core curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also meeting the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision. Noblesville Schools last engaged in an English Language Arts program review in grades K-12 during the 2024-2025 school year.

In fifth grade, instructional time is focused on the key components of literacy, which are embedded across the school day. The fifth grade Indiana Academic Standards for English Language Arts serve as the foundation of our curriculum. These fifth grade standards are supported in Noblesville Schools through core curriculum materials for literacy instruction, including [Amplify CKLA, 3rd Edition \(2025\)](#), which is a recommended core curriculum material on the Indiana Department of Education's High-Quality Curricular Materials Advisory List. You can learn more about *Amplify CKLA, 3rd Edition* and its components in grades K-5 in this [CKLA, 3rd Edition Overview Video](#).

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CKLA Units (3rd Edition)

Amplify’s Core Knowledge Language Arts (CKLA), (3rd Edition) serves as the primary core curriculum material for all fifth grade learners and provides alignment with the Indiana Academic Standards for English Language Arts.

Table 1: Fifth Grade CKLA Units

CKLA Units/Domains	Approximate Month(s) Taught <i>Provides time for instruction, remediation/extension, and assessment.</i>	CKLA Units/Domains Learning Outcomes Learners will...
Unit 1: In My Own Words: Personal Narratives	Start of School - End of August	Identify and begin to correctly use personification in writing. Identify and begin to correctly use point of view in writing. Identify and begin to correctly use similes and metaphors in writing. Use the “Think as You Read” strategy to deepen understanding of a text. Write a personal narrative.
Unit 2: Early Americas: Maya, Aztec, and Inca	Early September - End of September	Demonstrate understanding of key vocabulary. Compare and contrast the Maya, Aztec, and Inca civilizations. Paraphrase information from a text. Create an informative or explanatory writing piece using evidence from a text. Develop understanding of grammar, including action verbs, linking verbs, words that compare and contrast, run-on sentences, subjects, and predicates.

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CKLA Units/Domains	Approximate Month(s) Taught <i>Provides time for instruction, remediation/extension, and assessment.</i>	CKLA Units/Domains Learning Outcomes Learners will...
Unit 3: Visions in Verse: Poetry	End of September - Early November	Identify and use poetic devices, including tone, anaphora, figurative language, rhyme, and metaphor. Identify and write in various poetic forms, such as villanelle and lists. Compare and contrast poems using graphic organizers. Apply new poetry knowledge to grow in the craft of writing poetry.
Unit 4: A Knight's Tale: Don Quixote	Early November - Mid-December	Distinguish between fact and opinion. Demonstrate understanding of pronoun-verb agreement and commas in a series. Demonstrate understanding of key vocabulary. Craft and share a four-paragraph opinion essay. Support claims with textual evidence.
Unit 5: The Deep Blue World: Oceans	Mid-December- End of January	Discuss characteristics of ocean ecosystems through images and whole group discussions. Use quotations and paraphrased text details to identify characteristics of ocean ecosystems in informational texts. Analyze information in paired informational texts using a graphic organizer. Find and record key information, including main ideas and details, about marine animals and ecosystems. Write single- and multiple-paragraph descriptions of marine animals and ecosystems. Use evidence from an outline to develop introduction, body, and conclusion paragraphs with relevant vocabulary. Plan for revisions to students' drafts using peer feedback. Edit several developed paragraphs using peer and teacher feedback as well as students' knowledge of English language conventions.



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Unit 6: Cultures and Histories: Native Americans	End of January - End of February	Demonstrate understanding of key vocabulary. Read, analyze, and explain ideas in text to deepen comprehension. Make inferences and cite evidence from informative text. Compare and contrast themes in narrative texts. Analyze how illustrations contribute to the meaning and tone of a story. Explain the function of coordinating conjunctions. Identify past, present, and future perfect verb tenses. Distinguish between root words and words with prefixes or suffixes in sentences. Use a graphic organizer to analyze the structure of an opinion essay. Focus on collecting relevant information to write an opinion essay.
Unit 7: (Choice Unit): Novel Study: The Phantom Tollbooth	End of February - End of March	Analyze an author's word choice and language. Read, interpret, and use idioms, homophones, multiple-meaning words, and wordplay. Analyze and make inferences about character traits. Examine the relationship between setting and plot. Analyze and apply the use of sensory language. Draw evidence from a text to demonstrate comprehension and make inferences. Use textual evidence to analyze character and plot development. Use context clues to determine the meaning of words and make inferences. Compare and contrast narrative elements using textual evidence. Examine the use of dialogue in plot development. Write a narrative with developed characters and clear plot sequence.

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CKLA Units/Domains	Approximate Month(s) Taught <i>Provides time for instruction, remediation/extension, and assessment.</i>	CKLA Units/Domains Learning Outcomes Learners will...
Unit 8: (Choice Unit): Arts and Culture: The Renaissance	End of March - Early May	Develop an understanding of reading for a purpose (e.g., gist, explanation, details, inferences). Write an informational paragraph. Review note-taking techniques for informational texts. Develop an understanding of prepositional phrases and correlative conjunctions. Study the root word serv and prefixes im–, ex–, and in–. Review past tense verbs and recognize improper use of verb tenses. Create a biography about a famous Renaissance artist using at least two sources.
Unit 9: Building Up the World: Global Architecture	Early May - End of May	Demonstrate understanding of key vocabulary. Compare and contrast works of architecture. Make text-based inferences and determine key ideas by evaluating text details. Review the importance of root words when deciphering the meaning of words. Identify, explain the function of, and properly use prepositions in sentences. Generate a research question, conduct research, and develop an informational text with the information collected. Explain the importance of gathering information and properly citing sources. Provide rubric-centered feedback to peers on their writing, visual component, and oral presentation. Learn to become producers of informative texts rather than just consumers of information.