

2020-2021 First Quarter Instructional Calendar for Fifth Grade

The AKS listed below should be assessed this quarter and beyond. AKS listed below are introduced in this quarter. In the following quarters, all AKS that are introduced will be indicated by **red** text color. Indicators of Achievement are italicized.

Reading AKS	Writing AKS
<p>5LA.A.1: quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>5LA.A.2: determine themes of stories, dramas, or poems by referring to details in texts, including how characters respond to challenges or how narrators reflect upon topics; summarize texts, including the most important details</p> <p>5LA.A.3: compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g., how characters interact and change)</p> <p>5LA.A.4: determine the meaning of words and phrases, including figurative and connotative language; describe the impact of the word choice on meaning and tone</p> <p>5LA.A.5: explain how a series of chapters, scenes, or stanzas fit into the overall structure of a particular story, drama, or poem and describe the effect of structure on meanings of texts</p> <p>5LA.A.6: describe how a narrator's or speaker's point of view and perspective influence how detailed events are described</p> <p>5LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5</p>	<p>5LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons and information (added to instructional calendar to support Unit 2 writing mini-unit)</p> <p><i>5LA.D.22.a: introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose</i></p> <p><i>5LA.D.22.b: provide logically ordered reasons that are supported by facts and details</i></p> <p><i>5LA.D.22.c: link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</i></p> <p><i>5LA.D.22.d: provide a concluding statement or section related to the opinion presented</i></p> <p>5LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly(added to instructional calendar to support Unit 3 high interest nonfiction writing mini-unit)</p> <p><i>5LA.D.23.a: introduce a topic or text clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension</i></p> <p><i>5LA.D.23.b: develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</i></p> <p><i>5LA.D.23.c: link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</i></p> <p><i>5LA.D.23.d: use precise language and domain-specific vocabulary to inform about or explain the topic</i></p> <p><i>5LA.D.23.e: use documents to clarify details or support claims</i></p> <p><i>5LA.D.23.f: provide a concluding statement or section related to the information or explanation presented</i></p>

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

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

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

5LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences

5LA.D.24.a: *orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally*

5LA.D.24.b: *use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations*

5LA.D.24.c: *use a variety of transitional words, phrases, and clauses to manage the sequence of events*

5LA.D.24.d: *use concrete words and phrases and sensory details to convey experiences and events precisely*

5LA.D.24.e: *provide a conclusion that follows from the narrated experiences or events*

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

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

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

5LA.D.29: recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources

5LA.D.30: draw evidence from literary or informational texts to support analysis, reflection, and research

5LA.D.30.a: *apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how*

characters interact]”)

5LA.D.31: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Reading Foundational AKS

Language AKS

Speaking and Listening AKS

5LA.C.21: read with sufficient accuracy and fluency to support comprehension
5LA.C.21.a: read on-level text with purpose and understanding
5LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

5LA.F.38: demonstrate command of the conventions of standard English grammar and usage when writing or speaking
5LA.F.38.a: write legibly in cursive, leaving spaces between letters in a word and between words in a sentence

5LA.F.39: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
5LA.F.39.a: use punctuation to separate items in a series
5LA.F.39.b: use a comma to separate an introductory element from the rest of the sentence and to punctuate a compound, complex, or compound-complex sentence
5LA.F.39.c: use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you.*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*)

5LA.F.40: use knowledge of language and its conventions when writing, speaking, reading, or listening
5LA.F.40.a: expand, combine, and reduce sentences for meaning, reader/listener interest, and style
5LA.F.40.b: compare and contrast the varieties of

5LA.E.32: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly
5LA.E.32.a: come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
5LA.E.32.b: follow agreed-upon rules for discussions and carry out assigned roles
5LA.E.32.c: pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
5LA.E.32.d: review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

5LA.E.33: summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
5LA.E.33.a: explain the difference between summarizing, paraphrasing, and plagiarizing

5LA.E.35: report on a topic or text or present an opinion, sequencing ideas logically and

English (e.g., dialects, registers) used in stories, dramas, or poems

5LA.F.42: demonstrate understanding of figurative language, word relationships, and nuances in word meanings

5LA.F.42.a: *interpret figurative language, including similes and metaphors, in context*

5LA.F.43: acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, vocabulary, including that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

5LA.E.37: adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

2020-2021 Second Quarter Instructional Calendar for Fifth Grade

The AKS listed below should be assessed this quarter and beyond. AKS that are introduced in this quarter are indicated by red text color. AKS that were introduced in previous quarters but likely need continued instruction are indicated by black text color. Indicators of Achievement are italicized.

Reading AKS	Writing AKS
<p>5LA.A.1: quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>5LA.A.2: determine themes of stories, dramas, or poems by referring to details in texts, including how characters respond to challenges or how narrators reflect upon topics; summarize texts, including the most important details</p> <p>5LA.A.3: compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g., how characters interact and change)</p> <p>5LA.A.4: determine the meaning of words and phrases, including figurative and connotative language; describe the impact of the word choice on meaning and tone</p> <p>5LA.A.5: explain how a series of chapters, scenes, or stanzas fit into the overall structure of a particular story, drama, or poem and describe the effect of structure on meanings of texts</p> <p>5LA.A.6: describe how a narrator's or speaker's point of view and perspective influence how detailed events are described</p> <p>5LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5</p>	<p>5LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p><i>5LA.D.23.a: introduce a topic or text clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension</i></p> <p><i>5LA.D.23.b: develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</i></p> <p><i>5LA.D.23.c: link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</i></p> <p><i>5LA.D.23.d: use precise language and domain-specific vocabulary to inform about or explain the topic</i></p> <p><i>5LA.D.23.e: use documents to clarify details or support claims</i></p> <p><i>5LA.D.23.f: provide a concluding statement or section related to the information or explanation presented</i></p> <p>5LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>5LA.D.26: develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults</p> <p>5LA.D.27: use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills, with some guidance and support from adults</p>

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

5LA.B.11: determine the relationship between two or more main ideas/central messages of a text and explain how they are supported by key details, referring to the text; provide an objective summary of the text

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

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

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

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

5LA.B.16: draw on evidence from information in different media formats to make inferences, answer questions quickly, or solve a problem efficiently

5LA.B.17: explain how an author uses reasons and evidence to support particular points in a text and analyze the strength of the reasons and evidence the author uses to support particular points in a text

5LA.B.18: integrate information from several texts on the same

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

5LA.D.29: recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources

5LA.D.30: draw evidence from literary or informational texts to support analysis, reflection, and research

5LA.D.30.a: *apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]")*

5LA.D.30.b: *apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]")*

5LA.D.31: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

topic in order to write or speak about the subject knowledgeably

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

Reading Foundational AKS	Language AKS	Speaking and Listening AKS
<p>5LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words</p> <p>5LA.C.20.a: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots) to read accurately unfamiliar multi-syllabic words in context and out of context</p> <p>5LA.C.21: read with sufficient accuracy and fluency to support comprehension</p> <p>5LA.C.21.a: read on-level text with purpose and understanding</p> <p>5LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>5LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>5LA.F.38: demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>5LA.F.38.a: write legibly in cursive, leaving spaces between letters in a word and between words in a sentence</p> <p>5LA.F.38.b: explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences</p> <p>5LA.F.38.c: form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspect</p> <p>5LA.F.38.d: use verb tense and aspect to convey various times, sequences, states, and conditions</p> <p>5LA.F.38.e: recognize and correct inappropriate shifts in verb tense and aspect</p> <p>5LA.F.38.f: use correlative conjunctions (e.g., either/or, neither/nor)</p> <p>5LA.F.39: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>5LA.F.39.a: use punctuation to separate items in a series</p> <p>5LA.F.39.b: use a comma to separate an introductory element from the rest of the sentence and to punctuate a compound, complex, or compound-complex sentence</p> <p>5LA.F.39.c: use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's</p>	<p>5LA.E.32: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly</p> <p>5LA.E.32.a: come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>5LA.E.32.b: follow agreed-upon rules for discussions and carry out assigned roles</p> <p>5LA.E.32.c: pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>5LA.E.32.d: review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p> <p>5LA.E.33: summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>5LA.E.33.a: explain the difference between summarizing, paraphrasing, and plagiarizing</p> <p>5LA.E.34: summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</p>

true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)

5LA.F.39.e: *use underlining, quotation marks, or italics to indicate titles of works*

5LA.F.39.f: *spell grade-appropriate words correctly, consulting references as needed*

5LA.F.40: use knowledge of language and its conventions when writing, speaking, reading, or listening

5LA.F.40.a: *expand, combine, and reduce sentences for meaning, reader/listener interest, and style*

5LA.F.40.b: *compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems*

5LA.F.41: *determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies*

5LA.F.41.a: *use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase*

5LA.F.41.b: *use common, grade-appropriate Greek and Latin roots (e.g., prefixes, bases, suffixes) as clues to the meanings of words (e.g., photograph, photosynthesis)*

5LA.F.41.c: *consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meanings of key words and phrases*

5LA.F.42: demonstrate understanding of figurative language, word relationships, and nuances in word meanings

5LA.F.42.a: *interpret figurative language, including similes and metaphors, in context*

5LA.E.35: report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

5LA.E.36: include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes

5LA.E.37: adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

5LA.F.42.b: recognize and explain the meaning of common idioms, adages/proverbs, and playful uses of language (e.g., puns, jokes, palindromes)

5LA.F.42.c: use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

5LA.F.43: acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, vocabulary, including that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

2020-2021 Third Quarter Instructional Calendar for Fifth Grade

The AKS listed below should be assessed this quarter and beyond. AKS that are introduced in this quarter are indicated by red text color. AKS that were introduced in previous quarters but likely need continued instruction are indicated by black text color. Indicators of Achievement are italicized.

Reading AKS	Writing AKS
<p>5LA.A.1: quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>5LA.A.2: determine themes of stories, dramas, or poems by referring to details in texts, including how characters respond to challenges or how narrators reflect upon topics; summarize texts, including the most important details</p> <p>5LA.A.3: compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g., how characters interact and change)</p> <p>5LA.A.4: determine the meaning of words and phrases, including figurative and connotative language; describe the impact of the word choice on meaning and tone</p> <p>5LA.A.5: explain how a series of chapters, scenes, or stanzas fit into the overall structure of a particular story, drama, or poem and describe the effect of structure on meanings of texts</p> <p>5LA.A.6: describe how a narrator's or speaker's point of view and perspective influence how detailed events are described</p> <p>5LA.A.7: explain how visual and multimedia elements contribute to meaning, tone, or beauty of texts (e.g., graphic novels, multimedia presentations or fiction, folktales, myths, poems)</p>	<p>5LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p><i>5LA.D.22.a: introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose</i></p> <p><i>5LA.D.22.b: provide logically ordered reasons that are supported by facts and details</i></p> <p><i>5LA.D.22.c: link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</i></p> <p><i>5LA.D.22.d: provide a concluding statement or section related to the opinion presented</i></p> <p>5LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p><i>5LA.D.24.a: orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</i></p> <p><i>5LA.D.24.b: use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations</i></p> <p><i>5LA.D.24.c: use a variety of transitional words, phrases, and clauses to manage the sequence of events</i></p> <p><i>5LA.D.24.d: use concrete words and phrases and sensory details to convey experiences and events precisely</i></p> <p><i>5LA.D.24.e: provide a conclusion that follows from the narrated experiences or events</i></p> <p>5LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task,</p>

5LA.A.8: compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and topics

5LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5

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

5LA.B.11: determine the relationship between two or more main ideas/central messages of a text and explain how they are supported by key details, referring to the text; provide an objective summary of the text

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

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

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

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

5LA.B.16: draw on evidence from information in different media formats to make inferences, answer questions quickly, or solve a

purpose, and audience

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

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

5LA.D.29: recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources

5LA.D.30: draw evidence from literary or informational texts to support analysis, reflection, and research

5LA.D.30.b: *apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]")*

5LA.D.31: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

problem efficiently

5LA.B.17: explain how an author uses reasons and evidence to support particular points in a text and analyze the strength of the reasons and evidence the author uses to support particular points in a text

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

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

Reading Foundational AKS	Language AKS	Speaking and Listening AKS
<p>5LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words</p> <p>5LA.C.20.a: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots) to read accurately unfamiliar multi-syllabic words in context and out of context</p> <p>5LA.C.21: read with sufficient accuracy and fluency to support comprehension</p> <p>5LA.C.21.a: read on-level text with purpose and understanding</p> <p>5LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>5LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>5LA.F.38: demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>5LA.F.38.a: write legibly in cursive, leaving spaces between letters in a word and between words in a sentence</p> <p>5LA.F.38.b: explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences</p> <p>5LA.F.38.c: form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspect</p> <p>5LA.F.38.d: use verb tense and aspect to convey various times, sequences, states, and conditions</p> <p>5LA.F.38.e: recognize and correct inappropriate shifts in verb tense and aspect</p> <p>5LA.F.38.f: use correlative conjunctions (e.g., either/or, neither/nor)</p> <p>5LA.F.39: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>	<p>5LA.E.32: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly</p> <p>5LA.E.32.a: come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>5LA.E.32.b: follow agreed-upon rules for discussions and carry out assigned roles</p> <p>5LA.E.32.c: pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>5LA.E.32.d: review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p> <p>5LA.E.33: summarize a written text read</p>

when writing

5LA.F.39.a: use punctuation to separate items in a series

5LA.F.39.b: use a comma to separate an introductory element from the rest of the sentence and to punctuate a compound, complex, or compound-complex sentence

5LA.F.39.c: use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you.*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*)

5LA.F.39.d: use a semicolon to punctuate a compound sentence

5LA.F.39.e: use underlining, quotation marks, or italics to indicate titles of works

5LA.F.39.f: spell grade-appropriate words correctly, consulting references as needed

5LA.F.40: use knowledge of language and its conventions when writing, speaking, reading, or listening

5LA.F.40.a: expand, combine, and reduce sentences for meaning, reader/listener interest, and style

5LA.F.40.b: compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

5LA.F.41: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies

5LA.F.41.a: use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase

5LA.F.41.b: use common, grade-appropriate Greek and Latin roots (e.g., prefixes, bases, suffixes) as clues to the meanings of words (e.g.,

aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

5LA.E.34: summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

5LA.E.35: report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

5LA.E.36: include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes

5LA.E.37: adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

photograph, photosynthesis)

5LA.F.41.c: *consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meanings of key words and phrases*

5LA.F.42: demonstrate understanding of figurative language, word relationships, and nuances in word meanings

5LA.F.42.a: *interpret figurative language, including similes and metaphors, in context*

5LA.F.43: acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, vocabulary, including that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

2020-2021 Fourth Quarter Instructional Calendar for Fifth Grade

The AKS listed below should be assessed this quarter and beyond. AKS that are introduced in this quarter are indicated by **red** text color. AKS that were introduced in previous quarters but likely need continued instruction are indicated by black text color. Indicators of Achievement are italicized.

Reading AKS	Writing AKS
<p>5LA.A.1: quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>5LA.A.2: determine themes of stories, dramas, or poems by referring to details in texts, including how characters respond to challenges or how narrators reflect upon topics; summarize texts, including the most important details</p> <p>5LA.A.3: compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g., how characters interact and change)</p> <p>5LA.A.4: determine the meaning of words and phrases, including figurative and connotative language; describe the impact of the word choice on meaning and tone</p> <p>5LA.A.5: explain how a series of chapters, scenes, or stanzas fit into the overall structure of a particular story, drama, or poem and describe the effect of structure on meanings of texts</p> <p>5LA.A.6: describe how a narrator's or speaker's point of view and perspective influence how detailed events are described</p> <p>5LA.A.7: explain how visual and multimedia elements contribute to meaning, tone, or beauty of texts (e.g., graphic novels, multimedia presentations or fiction, folktales, myths, poems)</p> <p>5LA.A.8: compare and contrast stories in the same genre (e.g.,</p>	<p>5LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p><i>5LA.D.22.a:</i> introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose</p> <p><i>5LA.D.22.b:</i> provide logically ordered reasons that are supported by facts and details</p> <p><i>5LA.D.22.c:</i> link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</p> <p><i>5LA.D.22.d:</i> provide a concluding statement or section related to the opinion presented</p> <p>5LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p><i>5LA.D.23.a:</i> introduce a topic or text clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension</p> <p><i>5LA.D.23.b:</i> develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p><i>5LA.D.23.c:</i> link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</p> <p><i>5LA.D.23.d:</i> use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><i>5LA.D.23.e:</i> use documents to clarify details or support claims</p> <p><i>5LA.D.23.f:</i> provide a concluding statement or section related to the information or explanation presented</p> <p>5LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p>

mysteries, adventure stories) on their approaches to similar themes and topics

5LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5

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

5LA.B.11: determine the relationship between two or more main ideas/central messages of a text and explain how they are supported by key details, referring to the text; provide an objective summary of the text

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

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

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

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

5LA.B.16: draw on evidence from information in different media formats to make inferences, answer questions quickly, or solve a problem efficiently

5LA.D.24.a: orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

5LA.D.24.b: use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations

5LA.D.24.c: use a variety of transitional words, phrases, and clauses to manage the sequence of events

5LA.D.24.d: use concrete words and phrases and sensory details to convey experiences and events precisely

5LA.D.24.e: provide a conclusion that follows from the narrated experiences or events

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

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

5LA.D.27: use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills, with some guidance and support from adults

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

5LA.D.29: recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources

5LA.D.30: draw evidence from literary or informational texts to support analysis, reflection, and research

5LA.D.30.a: apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a

5LA.B.17: explain how an author uses reasons and evidence to support particular points in a text and analyze the strength of the reasons and evidence the author uses to support particular points in a text

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

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

story or a drama, drawing on specific details in the text [e.g., how characters interact]")

5LA.D.30.b: apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]")

5LA.D.31: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Reading Foundational AKS	Language AKS	Speaking and Listening AKS
<p>5LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words</p> <p>5LA.C.20.a: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots) to read accurately unfamiliar multi-syllabic words in context and out of context</p> <p>5LA.C.21: read with sufficient accuracy and fluency to support comprehension</p> <p>5LA.C.21.a: read on-level text with purpose and understanding</p> <p>5LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>5LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>5LA.F.38: demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>5LA.F.38.a: write legibly in cursive, leaving spaces between letters in a word and between words in a sentence</p> <p>5LA.F.38.b: explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences</p> <p>5LA.F.38.c: form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspect</p> <p>5LA.F.38.d: use verb tense and aspect to convey various times, sequences, states, and conditions</p> <p>5LA.F.38.e: recognize and correct inappropriate shifts in verb tense and aspect</p> <p>5LA.F.38.f: use correlative conjunctions (e.g., either/or, neither/nor)</p> <p>5LA.F.39: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>5LA.E.32: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly</p> <p>5LA.E.32.a: come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>5LA.E.32.b: follow agreed-upon rules for discussions and carry out assigned roles</p> <p>5LA.E.32.c: pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>5LA.E.32.d: review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p> <p>5LA.E.33: summarize a written text read aloud or information presented in diverse</p>

5LA.F.39.a: use punctuation to separate items in a series

5LA.F.39.b: use a comma to separate an introductory element from the rest of the sentence and to punctuate a compound, complex, or compound-complex sentence

5LA.F.39.c: use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you.*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*)

5LA.F.39.d: use a semicolon to punctuate a compound sentence

5LA.F.39.e: use underlining, quotation marks, or italics to indicate titles of works

5LA.F.39.f: spell grade-appropriate words correctly, consulting references as needed

5LA.F.40: use knowledge of language and its conventions when writing, speaking, reading, or listening

5LA.F.40.a: expand, combine, and reduce sentences for meaning, reader/listener interest, and style

5LA.F.40.b: compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

5LA.F.41: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies

5LA.F.41.a: use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase

5LA.F.41.b: use common, grade-appropriate Greek and Latin roots (e.g., prefixes, bases, suffixes) as clues to the meanings of words (e.g., *photograph, photosynthesis*)

media and formats, including visually, quantitatively, and orally

5LA.E.33.a: explain the difference between summarizing, paraphrasing, and plagiarizing

5LA.E.34: summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

5LA.E.35: report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

5LA.E.36: include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes

5LA.E.37: adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

5LA.F.41.c: consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meanings of key words and phrases

5LA.F.42: demonstrate understanding of figurative language, word relationships, and nuances in word meanings

5LA.F.42.a: interpret figurative language, including similes and metaphors, in context

5LA.F.42.b: recognize and explain the meaning of common idioms, adages/proverbs, and playful uses of language (e.g., puns, jokes, palindromes)

5LA.F.42.c: use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

5LA.F.43: acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, vocabulary, including that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)