

## FIFTH GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter

**Learning Skills: Listen ↔ Follow Directions ↔ Collaborate ↔ Write Learning Reports ↔ Use Graphic Organizers**

	1 <sup>st</sup> quarter	2 <sup>nd</sup> quarter	3 <sup>rd</sup> quarter	4 <sup>th</sup> quarter
<b>READING</b> 1B Skills and Strategies 1C Comprehend diverse texts	<input type="checkbox"/> Use visual elements to clarify how the <b>setting</b> and <b>characters</b> change and the <b>plot</b> develops <input type="checkbox"/> <b>Identify sequence</b> , relate to <b>cause-effect</b> <input type="checkbox"/> <b>Describe traits, motives, feelings</b> of characters and how they <b>relate</b> to <b>events</b> <input type="checkbox"/> <b>Ask/answer questions</b> with <b>evidence</b> from text: analytic, inferential <input type="checkbox"/> <b>Identify main idea/theme</b> and <b>supporting details</b> <input type="checkbox"/> <b>Compare/contrast</b> <input type="checkbox"/> <b>Classify fact/opinion</b> <input type="checkbox"/> <b>Predict</b> <input type="checkbox"/> <b>Read with purpose</b>	<input type="checkbox"/> <b>Ask/answer questions</b> with <b>evidence</b> from text: analytic, inferential <input type="checkbox"/> <b>Determine the theme</b> of a text <input type="checkbox"/> <b>Use key details</b> in stories, fables, folktales to <b>identify lesson or moral</b> <input type="checkbox"/> <b>Analyze features</b> of legends, myths, folktales (e.g. heroes and villains; quests) <input type="checkbox"/> <b>Compare</b> the treatment of <b>similar ideas</b> and <b>themes</b> and <b>character types</b> in myths and other traditional literature <input type="checkbox"/> <b>Infer traits, motives, feelings</b> of <b>characters</b> , <b>relate</b> to <b>actions</b> <input type="checkbox"/> <b>Distinguish</b> literal and figurative <b>language</b> <input type="checkbox"/> <b>Predict</b> <input type="checkbox"/> <b>Infer</b> word meaning from <b>context</b> <input type="checkbox"/> <b>Read with purpose</b> <input type="checkbox"/> <b>Summarize</b>	<input type="checkbox"/> <b>Ask/answer questions</b> with <b>evidence</b> from text: analytic, inferential <input type="checkbox"/> <b>Explain central message or lesson</b> of a story <input type="checkbox"/> <b>Distinguish</b> own <b>point of view</b> from that of <b>characters</b> in story <input type="checkbox"/> <b>Analyze author's techniques</b> (craft and structure) <input type="checkbox"/> <b>Predict</b> <input type="checkbox"/> <b>Summarize</b> a text and <b>identify theme</b> from details <input type="checkbox"/> <b>Infer</b> word meaning from <b>context</b> <input type="checkbox"/> <b>Contrast</b> poetry and prose, <b>identify structure</b> and <b>techniques</b> of poems <input type="checkbox"/> <b>Analyze</b> use of <b>metaphors</b> and <b>similes</b> in poetry <input type="checkbox"/> <b>Identify</b> how a narrator's <b>perspective</b> or <b>point of view</b> influences how events are described <input type="checkbox"/> <b>Read with purpose</b>	<input type="checkbox"/> <b>Explain central message or lesson</b> of a story <input type="checkbox"/> <b>Identify</b> characters, settings, key events <input type="checkbox"/> <b>Infer</b> motives, feelings <input type="checkbox"/> <b>Compare/contrast</b> drama and prose stories including the <b>structural elements</b> of drama <input type="checkbox"/> <b>Compare/contrast</b> animated or live action <b>adaptation</b> of a story to reading it <input type="checkbox"/> <b>Compare/contrast characters or events</b> from different stories addressing similar <b>themes</b> or by the same <b>author</b> <input type="checkbox"/> <b>Predict</b> <input type="checkbox"/> <b>Summarize</b> <input type="checkbox"/> <b>Read with purpose</b>
<b>GENRES</b> ILS1C Distinguish and comprehend different text types  2ABC Interpret literature of different cultures	Fiction/Literature: _ story _ folk tale __ tall tale __ fable _ fantasy _poem __myth  Non-Fiction: _topic/trade books _ biographies _ histories _ videos	Fiction/Literature: _ story _ folk tale __ tall tale __ fable _ fantasy _poem __myth  Non-Fiction: _topic/trade books _ biographies _ histories _ videos	Fiction/Literature: _ story _ folk tale __ tall tale __ fable _ fantasy _poem __myth  Non-Fiction: _topic/trade books _ biographies _ histories _ videos	Fiction/Literature: _ story _ folk tale __ tall tale __ fable _ fantasy _poem __myth  Non-Fiction: _topic/trade books, _ biographies _ histories _ videos
<b>Fluency</b> ILS1B 4AB	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension

## FIFTH GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter

	1st quarter	2nd quarter	3rd quarter	4th quarter
<p><b>WORD KNOWLEDGE</b> IL1A Apply phonics, sight words, and vocabulary skills to reading and writing.</p>	<input type="checkbox"/> Use phonics and word analysis skills in decoding words <input type="checkbox"/> sight words <input type="checkbox"/> adjectives <input type="checkbox"/> plurals <input type="checkbox"/> use dictionary and glossary <input type="checkbox"/> Use academic vocabulary	<input type="checkbox"/> pronouns <input type="checkbox"/> root words <input type="checkbox"/> prefixes <input type="checkbox"/> synonyms <input type="checkbox"/> literal and non-literal words and phrases <input type="checkbox"/> Use academic vocabulary	<input type="checkbox"/> compound words <input type="checkbox"/> suffixes <input type="checkbox"/> antonyms <input type="checkbox"/> multi-meaning words <input type="checkbox"/> similes <input type="checkbox"/> metaphors <input type="checkbox"/> Use academic vocabulary	<input type="checkbox"/> compound words <input type="checkbox"/> antonyms <input type="checkbox"/> multi-meaning words <input type="checkbox"/> Use academic vocabulary
<p><b>LEARNING TO WRITE</b> <b>WRITING TO LEARN</b> Connect to content and reading 3A precision 3B clarity 3C vary formats</p>	<input type="checkbox"/> <b>Write and expand</b> a variety of kinds of <b>sentences</b> with appropriate <b>subject-verb agreement</b> <input type="checkbox"/> Use appropriate <b>verb tenses</b> <input type="checkbox"/> <b>Organize and write paragraph</b> to explain an <b>idea</b> with <b>examples</b> <input type="checkbox"/> <b>Use essential punctuation</b> <input type="checkbox"/> <b>Journal</b>	<input type="checkbox"/> <b>Outline and write</b> expository essay <input type="checkbox"/> Use <b>academic vocabulary</b> in writing about a topic <input type="checkbox"/> <b>Improve</b> essay <input type="checkbox"/> <b>Use quotation marks</b> <input type="checkbox"/> <b>Align pronoun and antecedent</b>	<input type="checkbox"/> <b>Outline, write, and edit</b> expository essay <input type="checkbox"/> <b>Gather information</b> from experiences or texts to <b>answer a specific question</b> <input type="checkbox"/> <b>Organize and write</b> narrative	<input type="checkbox"/> <b>Participate in shared research and writing</b> projects <input type="checkbox"/> <b>Gather information</b> from experiences or texts to <b>answer a specific question</b> <input type="checkbox"/> <b>Write and support opinion</b> about a topic with <b>reasons</b> , using words such as “because” to <b>link opinions and reasons</b>
<p><b>Art and Music</b>  Connect to math, reading, writing, and social studies.</p>	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation  <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation  <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation  <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation  <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation

## FIFTH GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter

**Learning Skills: Listen ↔ Follow Directions ↔ Collaborate ↔ Write Learning Reports ↔ Use Graphic Organizers**

	1st quarter	2nd quarter	3rd quarter	4th quarter
<b>SCIENCE</b> > observe/read > do > list/draw > graph/chart > diagram > write > present	Topic:  <input type="checkbox"/> <b>Observe and form hypothesis</b> <input type="checkbox"/> <b>Locate</b> information <input type="checkbox"/> <b>Collect</b> data <input type="checkbox"/> <b>Classify</b> <input type="checkbox"/> <b>Compare/contrast</b> <input type="checkbox"/> <b>Sequence</b> <input type="checkbox"/> <b>Gather information to answer a question</b> <input type="checkbox"/> <b>Make and interpret graphs</b>	Topic:  <input type="checkbox"/> <b>Investigate hypothesis</b> <input type="checkbox"/> <b>Locate and classify</b> information <input type="checkbox"/> <b>Collect and organize</b> data <input type="checkbox"/> <b>Sequence</b> <input type="checkbox"/> <b>Gather information to answer a question</b> <input type="checkbox"/> <b>Make and interpret graphs</b> <input type="checkbox"/> <b>Report</b>	Topic:  <input type="checkbox"/> <b>Collect and organize</b> data <input type="checkbox"/> <b>Sequence</b> <input type="checkbox"/> <b>Interpret</b> data/observations <input type="checkbox"/> <b>Report</b> <input type="checkbox"/> <b>Use and make glossary</b> <input type="checkbox"/> <b>Make and interpret graphs</b> <input type="checkbox"/> <b>Draw conclusions</b> <input type="checkbox"/> <b>Report</b>	Topic:  <input type="checkbox"/> <b>Collect and organize</b> data <input type="checkbox"/> <b>Sequence</b> <input type="checkbox"/> <b>Interpret</b> data/observations <input type="checkbox"/> <b>Report</b> <input type="checkbox"/> <b>Use and make glossary</b> <input type="checkbox"/> <b>Make and interpret graphs</b> <input type="checkbox"/> <b>Draw conclusions</b> <input type="checkbox"/> <b>Report</b>
<b>SOCIAL STUDIES</b> > read/listen/do > list/draw > graph/chart > diagram > write > present	North America Past  <b>Nonfiction Reading</b> <input type="checkbox"/> <b>Read with purpose</b> <input type="checkbox"/> <b>Identify the main topic, main ideas, and key details</b> of a text <input type="checkbox"/> <b>Describe how events, ideas, or information</b> are organized in a whole text or part of it. <input type="checkbox"/> <b>Ask and answer questions with evidence</b> <input type="checkbox"/> Use <b>illustrations</b> to clarify a text <input type="checkbox"/> <b>Interpret</b> maps, timelines, graphs <input type="checkbox"/> Use text features to <b>locate information</b> about a topic <input type="checkbox"/> <b>Classify information</b> <input type="checkbox"/> Use <b>academic words and phrases</b>	North America Today  <b>Nonfiction Reading</b> <input type="checkbox"/> <b>Read with purpose</b> <input type="checkbox"/> <b>Analyze and infer cause-effect relations</b> <input type="checkbox"/> <b>Quote</b> from a text to <b>support statements</b> about the text <input type="checkbox"/> <b>Interpret</b> maps, timelines, graphs, diagrams <input type="checkbox"/> Use text features and search tools to <b>locate information</b> relevant to a topic <input type="checkbox"/> <b>Summarize</b> <input type="checkbox"/> <b>Explain</b> how an <b>author</b> uses <b>evidence</b> to support <b>claims</b> <input type="checkbox"/> <b>Make and support claims</b> based on <b>evidence</b> <input type="checkbox"/> Use <b>academic words and phrases</b>	South and Central America: Past  <b>Nonfiction Reading</b> <input type="checkbox"/> <b>Read with purpose</b> <input type="checkbox"/> <b>Collect information to answer a question</b> <input type="checkbox"/> <b>Identify the main topic, main ideas, and key details</b> of a text <input type="checkbox"/> <b>Summarize</b> <input type="checkbox"/> <b>Use and make glossary</b> <input type="checkbox"/> <b>Describe</b> how <b>events</b> or <b>ideas</b> in a text <b>relate</b> <input type="checkbox"/> <b>Interpret</b> and <b>make</b> maps, timelines, graphs, diagrams <input type="checkbox"/> <b>Synthesize information</b> from different texts <input type="checkbox"/> Use <b>academic words and phrases</b>	South and Central America Today  <b>Nonfiction Reading</b> <input type="checkbox"/> <b>Read with purpose</b> <input type="checkbox"/> <b>Compare and contrast</b> two texts on <b>same topic</b> <input type="checkbox"/> <b>Explain the relationships</b> between two or more historical events. <input type="checkbox"/> <b>Analyze</b> two accounts of the <b>same event or topic</b> and describe <b>similarities</b> and <b>differences</b> in the details they provide. <input type="checkbox"/> <b>Summarize</b> <input type="checkbox"/> <b>Interpret and make</b> maps, timelines, graphs, and diagrams <input type="checkbox"/> Use <b>academic words and phrases</b>

**FIFTH GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter**

**Learning Skills: Listen ↔ Follow Directions ↔ Collaborate ↔ Write Learning Reports ↔ Use Graphic Organizers**

	1st quarter	2nd quarter	3rd quarter	4th quarter
<b>MATH</b>				
<b>Math Vocabulary</b>				

**FIFTH GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter**

**MATH CONTENT 5<sup>th</sup> GRADE** *This chart lists terms from the Illinois Learning Standards and the ISAT sample.*

<p><b>Operations/Problem Solving</b></p> <table border="1"> <tr><td>amount</td><td>calculate</td></tr> <tr><td>determine</td><td>difference</td></tr> <tr><td>digit</td><td>divide, divisible</td></tr> <tr><td>division</td><td>each</td></tr> <tr><td>estimate</td><td>factors</td></tr> <tr><td>formula</td><td>greatest common factor</td></tr> <tr><td>label</td><td>likely</td></tr> <tr><td>multiply</td><td>number line numerals</td></tr> <tr><td>operation probability</td><td>order of operations</td></tr> <tr><td>order, ordered pairs</td><td>place value</td></tr> <tr><td>product</td><td>sign</td></tr> <tr><td>solve</td><td>square</td></tr> <tr><td>total</td><td>unit</td></tr> <tr><td>value</td><td></td></tr> </table>		amount	calculate	determine	difference	digit	divide, divisible	division	each	estimate	factors	formula	greatest common factor	label	likely	multiply	number line numerals	operation probability	order of operations	order, ordered pairs	place value	product	sign	solve	square	total	unit	value		<p><b>Fractions, Decimals, Percentages</b></p> <p>denominator fraction greater than &gt; less than &lt; numerator ratio mixed number improper fraction decimal decimal point equivalent fraction bar per percent proportion</p>	
amount	calculate																														
determine	difference																														
digit	divide, divisible																														
division	each																														
estimate	factors																														
formula	greatest common factor																														
label	likely																														
multiply	number line numerals																														
operation probability	order of operations																														
order, ordered pairs	place value																														
product	sign																														
solve	square																														
total	unit																														
value																															
<p><b>Analyzing Graphs and Data</b></p> <p>average bar graph circle graph coordinate data intersect, intersecting lines line graph mean, median, mode pattern pie graph table tally, tally chart stem and leaf plot</p>		<p><b>Geometry</b></p> <table border="1"> <tr><td>cone</td><td>congruent</td></tr> <tr><td>cylinder</td><td>cube, cubic</td></tr> <tr><td>diameter</td><td>figure</td></tr> <tr><td>hexagon</td><td>line</td></tr> <tr><td>line of symmetry</td><td>parallel</td></tr> <tr><td>equilateral triangle</td><td>isosceles triangle</td></tr> <tr><td>polygon</td><td>prism</td></tr> <tr><td>ray</td><td>pyramid</td></tr> <tr><td>shape</td><td>sphere</td></tr> <tr><td>two-dimensional</td><td>vertical</td></tr> <tr><td>volume</td><td>obtuse angle</td></tr> <tr><td>acute angle</td><td>right angle</td></tr> <tr><td>vertex</td><td>vertices</td></tr> </table>		cone	congruent	cylinder	cube, cubic	diameter	figure	hexagon	line	line of symmetry	parallel	equilateral triangle	isosceles triangle	polygon	prism	ray	pyramid	shape	sphere	two-dimensional	vertical	volume	obtuse angle	acute angle	right angle	vertex	vertices		
cone	congruent																														
cylinder	cube, cubic																														
diameter	figure																														
hexagon	line																														
line of symmetry	parallel																														
equilateral triangle	isosceles triangle																														
polygon	prism																														
ray	pyramid																														
shape	sphere																														
two-dimensional	vertical																														
volume	obtuse angle																														
acute angle	right angle																														
vertex	vertices																														
<p><b>Measurement</b></p> <table border="1"> <tr><td>exactly</td><td>gram</td><td>mass</td><td>ounce</td></tr> <tr><td>height</td><td>kilometer</td><td>perimeter</td><td>scale</td></tr> <tr><td>gallon</td><td>measure</td><td>non-standard unit</td><td>liter</td></tr> <tr><td>kilogram</td><td>mile</td><td>Miles per hour</td><td>degrees, Celsius, Fahrenheit</td></tr> </table>				exactly	gram	mass	ounce	height	kilometer	perimeter	scale	gallon	measure	non-standard unit	liter	kilogram	mile	Miles per hour	degrees, Celsius, Fahrenheit												
exactly	gram	mass	ounce																												
height	kilometer	perimeter	scale																												
gallon	measure	non-standard unit	liter																												
kilogram	mile	Miles per hour	degrees, Celsius, Fahrenheit																												

## FIFTH GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter

### ISAT - Student Writing Checklist (ISBE.net) Expository, Grade 3-5

#### **Focus**

- I have an interesting beginning to my composition that clearly explains what I am going to write about.
- My composition is about the subject or topic.
- If I use previewing, I remember to write about **each** point.
- I write a closing that successfully ties my ideas together.

#### **Support**

- I use specific examples and details to explain **each** of my points.
- I use the same amount of support and detail for each of the points I make.
- I use the same *voice*\* throughout my composition.
- I use a variety of specific and descriptive words to make my composition more interesting for the reader.
- I use words correctly and purposefully.

#### **Organization**

- My composition is organized so that it makes sense.
- I use paragraphing to help organize my thoughts.
- I use transition words to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
- My sentences begin in different ways.
- My sentences are different lengths to make my composition more interesting.
- I avoid using the same words over and over again.

#### **Conventions**

- I use complete sentences.
- I spell familiar words correctly.
- I spell higher-level words the way they sound.
- I use capitalization and punctuation correctly.
- I make sure that the subject of my sentence agrees with the verb.
- I use the same verb tense throughout my composition.

#### ***\*Voice***

The reader has the feeling that the writer is talking directly to him or her.