| Vocabulary | | | |
|---|---|---|---|
| **RL** | **W** | **L** | **SL** |
| Chapter | Audience | Compare | Summarize |
| Character | Conclusion | Context | |
| Compare | Description | Dictionary | |
| Contrast | Dialogue | Glossary | |
| Genre | Edit | Reference materials | |
| Inference | Event Sequence | Spelling | |
| Multimedia | Narrative | Thesaurus | |
| Narrator | Narrator | | |
| Point of view | Organizational Strategies | | |
| Story | Revise | | |
| Theme | Plan | | |
| | Purpose | | |
| **RI** | Sensory Detail | | |
| Main idea | Task | | |
| Summarize | Transitional Clause | | |
| | Transitional Phrase | | |
| | Transitional Word | | |

| Recommended Texts* | Resources* |
|---|---|
| | |

# Pacing Guide

**Fifth Grade**
**First Quarter**

# English Language Arts

## Introduction to the New ELA Pacing Guide

- Introduce 9-week content skills according to the guide
- Once a skill is mastered continue to practice it
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills may be introduced earlier than listed but not later and may be assesed at any point after introduction.
- Compare your current pace to the guide and adjust accordingly.
- Work in your PLC to become familiar with the sequence of grades above and below you.
- The website www.corestandards.org may be used to find more information and better understand Common Core State Standards

# Grade 5 English Language Arts First Quarter

| Foundational Skills | Reading: Literature | Reading: Informational Text | Writing | Language | Speaking and Listening |
|---|---|---|---|---|---|
| ***This is not a focus area during this quarter.***<br><br>*Continue to reinforce skills and concepts previously introduced, as necessary.* | **RL.5.1**<br>☐ **I CAN** quote from fiction text to explain meaning.<br><br>☐ **I CAN** quote from fiction text to explain my inferences.<br><br>**RL.5.2**<br>☐ **I CAN** determine the theme of a story.<br><br>☐ **I CAN** explain the characters' actions from text.<br><br>☐ **I CAN** summarize a fictional text.<br><br>**RL.5.3**<br>☐ **I CAN** compare and contrast characters, setting or events.<br><br>**RL.5.5**<br>☐ **I CAN** explain the parts of a story using chapters.<br><br>**RL.5.6**<br>☐ **I CAN** describe how a narrator or speaker's point of view influences a story.<br><br>**RL.5.7**<br>☐ **I CAN** explain how visual elements contribute to a story.<br><br>☐ **I CAN** analyze how multimedia elements contribute to a story.<br><br>**RL.5.9**<br>☐ **I CAN** compare and contrast stories from the same genre.<br><br>**RL.5.10**<br>☐ **I CAN** read and understand fifth grade fiction. | **RI.5.2**<br>☐ **I CAN** determine the main idea.<br><br>☐ **I CAN** explain how the main idea is supported by details.<br><br>☐ **I CAN** summarize the text. | **W.5.3 a**<br>☐ **I CAN** introduce a narrator or characters in a situation.<br><br>☐ **I CAN** organize events in sequence.<br><br>**W.5.3 b**<br>☐ **I CAN** use description and conversation to develop experiences and events.<br><br>**W.5.3 c**<br>☐ **I CAN** show sequence using transitional words or phrases.<br><br>**W.5.3 d**<br>☐ **I CAN** use sensory details and words to share experiences and events.<br><br>**W.5.3 e**<br>☐ **I CAN** provide a conclusion for the narrative.<br><br>**W.5.4**<br>☐ **I CAN** produce writing that fits the task, purpose, and audience.<br><br>☐ **I CAN** determine appropriate organizational strategies for a specific type of writing.<br><br>☐ **I CAN** produce writing that is clear and coherent.<br><br>**W.5.5**<br>☐ **I CAN** improve my writing by planning, revising, editing, and rewriting with peers and teachers.<br><br>**W.5.10**<br>☐ **I CAN** write on a regular basis with stamina for different tasks, purposes, and audiences. | **L.5.2 a**<br>☐ **I CAN** use commas correctly to separate items in a series.<br><br>**L.5.2 b**<br>☐ **I CAN** use commas correctly to separate an introductory element of a sentence.<br><br>**L.5.2 c**<br>☐ **I CAN** use commas after the words yes and no to set them apart.<br><br>☐ **I CAN** set off a tag question from the rest of the sentence.<br><br>☐ **I CAN** use commas to indicate direct address.<br><br>**L.5.2 d**<br>☐ **I CAN** use underlining, quotation marks, or italics to indicate titles of works.<br><br>**L.5.2 e**<br>☐ **I CAN** spell fifth grade words correctly.<br><br>☐ **I CAN** use references to spell fifth grade words when needed.<br><br>**L.5.3 b**<br>☐ **I CAN** compare and contrast the use of voice in stories.<br><br>**L.5.4 a**<br>☐ **I CAN** use context clues to help me understand new words.<br><br>**L.5.4 c**<br>☐ **I CAN** use dictionaries, glossaries, and thesauruses to help me understand and pronounce new words.<br><br>**L.5.6**<br>☐ **I CAN** use fifth grade words correctly. | **SL.5.2**<br>☐ **I CAN** summarize what I read, see, and hear. |

| Vocabulary | | | |
|---|---|---|---|
| **RL** | **W** | | **L** |
| Character's Actions | Audience | Sequence | Affixes |
| Compare/Contrast | Characters | Situation | Combine |
| Events | Coherent | Transitional Phrases | Commas |
| Genre | Conclusion | Transitional Words | Conjunctions |
| Inferences | Conversation | | Direct address |
| Multimedia Elements | Description | | Expand |
| Narrator | Events | | Interjections |
| Point Of View | Narrator | | Introductory element |
| Quote | Organizational Strategies | | Italics |
| Setting | Planning | | Prepositions |
| Summarize | Purpose | | Reduce |
| Theme | Quotation | | References |
| Visual Elements | Sensory Details | | Roots |
| | Sensory Words | | Underlining |
| | | | Verb tenses |
| | | | Voice |

| Recommended Texts* | Resources |
|---|---|
| | |

# Pacing Guide

**Fifth Grade**
**Second Quarter**

# English Language Arts

## Introduction to the New ELA Pacing Guide

- Introduce 9-week content skills according to the guide
- Once a skill is mastered continue to practice it
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills may be introduced earlier than listed but not later and may be assesed at any point after introduction.
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- The website www.corestandards.org may be used to find more information and better understand Common Core State Standards

# Grade 5 English Language Arts Second Quarter

| Foundational Skills | Reading: Literature | Reading: Informational Text | Writing | Language | Speaking and Listening |
|---|---|---|---|---|---|
| **RF.5.4 b**<br>☐ **I CAN** read and understand prose and poetry fluently and accurately. | **RL.5.2**<br>☐ **I CAN** determine the theme of a poem.<br><br>☐ **I CAN** explain the speakers' point of view in a poem.<br><br>☐ **I CAN** summarize poetry.<br><br>**RL.5.4**<br>☐ **I CAN** understand figurative language, including similes and metaphors.<br><br>☐ **I CAN** determine the meaning of words/phrases as they are used in a text.<br><br>**RL.5.5**<br>☐ **I CAN** explain the parts of a poem using stanzas. | ***This is not a focus area during this quarter.***<br><br>*Continue to reinforce skills and concepts previously introduced, as necessary.* | **W.5.10**<br>☐ **I CAN** write on a regular basis with stamina for different tasks, purposes, and audiences. | **L.5.1 a**<br>☐ **I CAN** explain the use of conjunctions, prepositions, and interjections.<br><br>**L.5.1 b**<br>☐ **I CAN** form and use the perfect verb tenses.<br><br>**L.5.1 c**<br>☐ **I CAN** use verb tenses to show meaning.<br><br>**L.5.1 d**<br>☐ **I CAN** fix verb tenses that are used incorrectly.<br><br>**L.5.1 e**<br>☐ **I CAN** use conjunctions correctly (either/or, neither/nor).<br><br>**L.5.3 a**<br>☐ **I CAN** expand, combine, and reduce sentences to make them more interesting.<br><br>**L.5.3 b**<br>☐ **I CAN** compare and contrast the use of voice in poems.<br><br>**L.5.4 b**<br>☐ **I CAN** use affixes and roots to help me learn new words.<br><br>**L.5.4 c**<br>☐ **I CAN** use dictionaries, glossaries, and thesauruses to help me understand and pronounce new words.<br><br>**L.5.5 a**<br>☐ **I CAN** interpret figurative language.<br><br>**L.5.5 b**<br>☐ **I CAN** explain meaning of common idioms, adages, and proverbs.<br><br>**L.5.5 c**<br>☐ **I CAN** use the relationship of synonyms, antonyms, and homographs to help me understand each word.<br><br>**L.5.6**<br>☐ **I CAN** use fifth grade words correctly. | ***This is not a focus area during this quarter.***<br><br>*Continue to reinforce skills and concepts previously introduced, as necessary.* |

| Vocabulary | | |
|---|---|---|
| **RL**<br>Non-Fictional Texts<br><br>**RI**<br>Communicate<br>Events<br>Ideas<br>Inferences<br>Information Text Compare/Contrast<br>Quote<br>Solution<br>Structure<br>Topic | **W**<br>Comprehension<br>Conclusion<br>Details<br>Facts<br>Focus<br>Formatting<br>Linking Ideas<br>Logically Ordered<br>Reasons<br>Observations<br>Organize Ideas<br>Phrases<br>Related Opinion<br>Stamina<br>Topic | **L**<br>Adages<br>Antonyms<br>Dictionary Glossary<br>Homographs<br>Idioms<br>Proverbs<br>References<br>Synonyms<br>Thesaurus |

| Recommended Texts* | Resources* |
|---|---|
| | |

# Pacing Guide

**Fifth Grade**
**Third Quarter**

# English Language Arts

## Introduction to the New ELA Pacing Guide

- Introduce 9-week content skills according to the guide
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# Grade 5 English Language Arts Third Quarter

| Foundational Skills | Reading: Literature | Reading: Informational Text | Writing | Language | Speaking and Listening |
|---|---|---|---|---|---|
| **RF.5.4**<br>☐ **I CAN** use context clues to figure out unfamiliar words and understand the text. | **RL.5.2**<br>☐ **I CAN** summarize non-fictional text. | **RI.5.1**<br>☐ **I CAN** quote accurately from a text.<br>☐ **I CAN** draw inferences from a text.<br>**RI.5.3**<br>☐ **I CAN** explain how people, events, ideas, or concepts are related in informational text.<br>**RI.5.4**<br>☐ **I CAN** understand science and social studies vocabulary.<br>**RI.5.5**<br>☐ **I CAN** compare and contrast the structure of various texts.<br>**RI.5.6**<br>☐ **I CAN** compare and contrast two texts that tell about the same event or topic.<br>**RI.5.7**<br>☐ **I CAN** use a variety of texts to locate an answer or to solve a problem.<br>**RI.5.8**<br>☐ **I CAN** explain how authors support an idea.<br>**RI.5.9**<br>☐ **I CAN** put together ideas from different texts to communicate about a topic.<br>**RI.5.10**<br>☐ **I CAN** independently read and understand fifth grade nonfiction. | **W.5.1 a**<br>☐ **I CAN** introduce a topic and state a related opinion.<br>☐ **I CAN** organize my ideas to support my purpose.<br>**W.5.1 b**<br>☐ **I CAN** provide logically ordered reasons with supporting facts and details.<br>**W.5.1 d**<br>☐ **I CAN** provide a conclusion related to the opinion.<br>**W.5.2 a**<br>☐ **I CAN** introduce a topic clearly.<br>☐ **I CAN** provide general observations and focus.<br>☐ **I CAN** include formatting to aid in comprehension.<br>**W.5.2 b**<br>☐ **I CAN** develop the topic using facts and details.<br>**W.5.2 c**<br>☐ **I CAN** use words and phrases to link ideas and information.<br>**W.5.2 d**<br>☐ **I CAN** use clear language to inform.<br>**W.5.2 e**<br>☐ **I CAN** provide a conclusion related to the information.<br>**W.5.10**<br>☐ **I CAN** write on a regular basis with stamina for different tasks, purposes, and audiences. | **L.5.2 e**<br>☐ **I CAN** spell fifth grade words correctly.<br>☐ **I CAN** use references to spell fifth grade words when needed.<br>**L.5.6**<br>☐ **I CAN** use fifth grade words correctly.<br>**L.5.4 c**<br>☐ **I CAN** use dictionaries, glossaries, and thesauruses to help me understand and pronounce new words. | ***This is not a focus area during this quarter.***<br>*Continue to reinforce skills and concepts previously introduced, as necessary.* |

| Vocabulary | | | |
|---|---|---|---|
| **RF**<br>Multisyllabic Word<br>Syllabication Pattern<br><br>**RL**<br>Scene | **W**<br>Audience<br>Detail<br>Informational Text<br>Informative Text<br>Purpose<br>Research<br>Task<br>Technology<br>Transitional Word/ Phrase/Clause | **L**<br>compare<br>dictionary<br>glossary<br>reference material<br>spelling<br>thesaurus | **SL**<br>Conclusion<br>Detail<br>Evidence<br>Fact<br>Multimedia<br>Presentation<br>Reason<br>Role<br>Rule<br>Summarize<br>Topic |

| Recommended Texts* | Resources* |
|---|---|
| | |

# Pacing Guide

**Fifth Grade**
**Fourth Quarter**

# English Language Arts

## Introduction to the New ELA Pacing Guide

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# Grade 5 English Language Arts Fourth Quarter

| Foundational Skills | Reading: Literature | Reading: Informational Text | Writing | Language | Speaking and Listening |
|---|---|---|---|---|---|
| **RF.5.3**<br>☐ **I CAN** use phonics to help me read new fifth grade words with multiple syllables.<br><br>**RF.5.4 a**<br>☐ **I CAN** read and understand grade level text fluently and accurately. | **RL.5.5**<br>☐ **I CAN** explain the parts of a play using scenes. | ***This is not a focus area during this quarter.***<br><br>*Continue to reinforce skills and concepts previously introduced, as necessary.* | **W.5.1 c**<br>☐ **I CAN** use transitional words and phrases to link opinion with reasons.<br><br>**W.5.6**<br>☐ **I CAN** use technology to produce and publish writing while collaborating with others.<br><br>☐ **I CAN** use appropriate keyboarding skills to produce two pages of writing in a single sitting.<br><br>**W.5.7**<br>☐ **I CAN** conduct short research projects using several sources.<br><br>**W.5.8**<br>☐ **I CAN** research and use what I have experienced to gather information.<br><br>**W.5.9**<br>☐ **I CAN** draw specific details from stories to support analysis and reflection.<br><br>☐ **I CAN** draw evidence from informational text to use in research.<br><br>**W.5.10**<br>☐ **I CAN** write on a regular basis with stamina for different tasks, purposes, and audiences. | **L.5.2 e**<br>☐ **I CAN** spell fifth grade words correctly.<br><br>☐ **I CAN** use references to spell fifth grade words when needed.<br><br>**L.5.3 b**<br>☐ **I CAN** compare and contrast the use of voice in dramas.<br><br>**L.5.4 c**<br>☐ **I CAN** use dictionaries, glossaries, and thesauruses to help me understand and pronounce new words.<br><br>**L.5.6**<br>☐ **I CAN** use fifth grade words correctly. | **SL.5.1 a**<br>☐ **I CAN** come to discussions prepared to share my ideas.<br><br>☐ **I CAN** use my preparation to share new ideas about a topic during a discussion.<br><br>**SL.5.1 b**<br>☐ **I CAN** follow rules for discussions and complete my role.<br><br>**SL.5.1 c**<br>☐ **I CAN** ask and respond to questions in a discussion to help clarify the information discussed.<br><br>**SL.5.1 d**<br>☐ **I CAN** review key ideas expressed in a discussion.<br><br>☐ **I CAN** draw conclusions after a discussion.<br><br>**SL.5.3**<br>☐ **I CAN** summarize the points a speaker makes and support each claim with reason and evidence.<br><br>**SL.5.4**<br>☐ **I CAN** give a report in a logical sequence using facts and details.<br><br>☐ **I CAN** speak clearly and at a good pace.<br><br>**SL.5.5**<br>☐ **I CAN** use multi-media graphics and sound as well as visual aids to help my presentations.<br><br>**SL.5.6**<br>☐ **I CAN** adapt my speech to different situations, using formal English when appropriate. |