

Jasper City Schools
Fifth Grade ELA Pacing Guide
9.20.2018

- Thoughtful and effective planning throughout the school year is crucial for student mastery of standards.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year (e.g., explicit instruction, learning centers, IXL, etc.).
- Reflects standards assessed with the McGraw-Hill Unit Assessments
- **ONGOING** standards listed after pacing guide

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><u>Literature:</u> RL.5.1-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Informational Text:</u> RI.5.3-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. RI.5.7-Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8-Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9-Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p><u>Writing:</u> W.5.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3a-Orient the reader by establishing a situation and</p>	<p><u>Literature:</u> RL.5.2-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. RL.5.3-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><u>Writing:</u> W.5.2-Write informative or explanatory texts to examine a topic and convey ideas and information clearly. W.5.2a-Introduce a topic clearly, provide a general</p>	<p><u>Literature:</u> RI.5.1-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.4-Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes RL.5.5-Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6-Describe how a narrator’s or speaker’s point of view influences how events are described. RL 5.9-Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar</p>	<p><u>Literature:</u> All previously assessed and/or are ongoing</p> <p><u>Informational Text:</u> All previously assessed and/or are ongoing</p> <p><u>Writing:</u> W.5.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Language:</u></p>

introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.

W.5.3b-Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3c-Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3d-Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3e-Provide a conclusion that follows from the narrated experiences or events.

Language:

L.5.1-Demonstrate command of the conventions of Standard English grammar and usage when writing speaking.

L.5.1a-Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.2a-Use punctuation to separate items in a series

L.5.2b-Use a comma to separate an introductory element from the rest of the sentence.

L.5.2c-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?*).

L.5.4a-Use context (e.g., *cause/effect relationships and comparisons in text*) as a clue to the meaning of a word or phrase.

L.5.4b-Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

L.5.5b-Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5c-Use the relationship between particular words (e.g., *synonyms, antonyms, homographs*) to better understand each of the words.

observation and focus, and group related information logically; include formatting (e.g., *headings*), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b-Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c-Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

W.5.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e-Provide a concluding statement or section related to the information or explanation presented.

Language:

L.5.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.5.5a-Interpret figurative language, including similes and metaphors, in context.

themes and topics.

Informational Text:

RI.5.2-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Writing:

W.5.1-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1a-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.

W.5.1b-Provide logically ordered reasons that are supported by facts and details.

W.5.1c-Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

W.5.1d-Provide a concluding statement or section related to the opinion presented.

Language:

L.5.4-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

L.5.5a- Interpret figurative language including similes and metaphors in context

Ongoing Standards

(Assessed weekly, covered in Project Based Learning, and/or daily instruction)

Literature:

RL.5.7-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).

RL.5.10-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.

Informational:

RI.5.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or s

RI.5.5-Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6-Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.10-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.

Foundational Skills:

RF.5.3-Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4-Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a-Read on-level text with purpose and understanding.

RF. 5.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4.c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening:

SL.5.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topic and texts, building on others' ideas and expressing their own clearly.

SL.5.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c-Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d-Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2-Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3-Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4-Report of 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.

SL.5.5-Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6-Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 38 and 40 for specific expectations.)

Writing

W.5.4-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.7-Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8-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.

W.5.9a-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]”).

W.5.9b-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]”).

Language:

L.5.1 b-Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.1c-Use verb tense to convey various times, sequences, states, and conditions.

L.5.1d-Recognize and correct inappropriate shifts in verb tense

L.5.1e-Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

L.5.2d-Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2e-Spell grade-appropriate words correctly, consulting references as needed.

L.5.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3a-Expand, combine, and reduce sentences for meaning, reader or listener interest, and style.

L.5.3b-Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.4c-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.

L.5.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.6-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*).