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

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**Language:**

All previously assessed and/or are ongoing
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.5.4** - 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.

**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 skill.

- **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.5.4a** 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.5.4c** 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*).