

5th Grade Language Arts Pacing Guide

KEY		reading
		writing
		both

Ongoing Student Learning Expectations to be Addressed Each Nine Weeks

1. Enduring Understanding: Good readers use various strategies in order to comprehend literary texts.	1. Essential Question: How do comprehension strategies help a reader understand text at a deeper level?		Resources
	W.5.5.8	Write in response to literature	
	R.9.5.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	
	R.9.5.3	Generate and questions to establish purposes for reading	
	R.9.5.5	Monitor comprehension in relation to questions	
	R.9.5.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	
	R.9.5.7	Make inferences supported by a character's thoughts, words, and actions, or the narrator's description	
	R.9.5.10	Distinguish among facts and inferences supported by	
	R.9.5.11	Use such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information	
	R.9.5.18	Retell stories with detail	
	R.10.5.3	Vary reading strategies according to text and purpose	
R.10.5.8	Locate information to support opinions, predictions, and conclusions		
2. Enduring Understanding: Choosing to read as an independent activity increases skills, knowledge, and reading pleasure.	2. Essential Question: What guides the selection of reading for entertainment?		Resources
	R.10.5.1	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	
	R.10.5.2	Read texts that reflect contributions of different cultural groups	
	R.10.5.4	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	

3. Enduring Understanding: Writing in response to literature allows students to increase understanding, clarify thinking, and share thoughts with others.	3. Essential Question: What am I thinking about as I read?		Resources
	W.5.5.8	Write in response to literature	
	R.9.5.20	Evaluate a character's decision/action	
4. Enduring Understanding: Listening carefully and speaking correctly enhance understanding, remembering, and responding to what has been heard.	4. Essential Question: How do good listeners remember what they hear and respond to what others say?		Resources
	OV.1.5.2	Use standard English in classroom discussion	
	OV.1.5.3	Use appropriate oral communication for various purposes and audiences	
	OV.1.5.4	Demonstrate appropriate eye contact	
	OV.1.5.5	Use correct pronunciation to communicate ideas and	
	OV.1.5.6	Contribute appropriately to class discussion	
	OV.2.5.1	Demonstrate effective listening skills by exhibiting appropriate body language	
	OV.2.5.2	Establish purpose for listening	
	OV.2.5.3	Listen attentively for main ideas	
OV.2.5.4	Demonstrate attentive listening skills to respond to speaker's message		
5. Enduring Understanding: When writers want to share information, they use expository patterns or text structures.	5A. Essential Question: How are purpose and form determined in writing?		Resources
	W.5.5.2	Select the form of writing that addresses the intended audience	
	W.5.5.7	Write with and without prompts for a sustained period of time	
	W.5.5.9	Write on demand with or without prompt within a given time frame	
	5B. Essential Question: How does an author develop a plan before beginning to write?		
	W.4.5.1	Generate ideas using such strategies as reading, discussing, focused free-writing, observing, and brainstorming	
	W.4.5.2	Organize ideas by using such graphic organizers as webbing, mapping, and formal outlining with main topics	
6. Enduring Understanding: Writers train their eyes and ears to see and hear what good writing looks like and sounds like	6A. Essential Question: How do authors evaluate/improve their writing during and after the writing process?		Resources
	6B. Essential Question: How do effective authors hook and hold their readers' interest?		
	W.4.5.8	Revise content for central idea, organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.), unity, elaboration, clarity	
	W.4.5.10	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, rubric, and/or reference materials (e.g., dictionary, thesaurus)	
	W.7.5.6	Use logical sequence	
	W.7.5.7	Use writer's checklist or scoring guides/rubrics to improve written work	
	W.7.5.8	Self-evaluate writing using checklists or scoring guides/rubrics	

like.

7. Enduring Understanding:
 Speakers and writers use the
 structures and conventions of
 the English language to
 communicate effectively.

8. Enduring Understanding:
 Writers use the elements of story
 structure to create stories.

6C. Essential Question: How do authors become fluent writers?		
W.6.5.2	Use different kinds of sentences: Declarative, Interrogative, Imperative, Exclamatory	
W.6.5.6	Define and identify the parts of speech to construct effective sentences (common & proper nouns; pronouns to avoid repetition; active and linking verbs; adjectives to modify nouns and pronouns; adverbs to modify verbs, adjectives, and other adverbs; conjunctions to join; interjections for excitement; prepositions to indicate relationships)	
W.7.5.2	Use a variety of <i>sentence types</i> and lengths (see W.6.5.2)	
W.7.5.3	Use transition words	
7. Essential Question: When is a piece of writing ready to share with an audience?		Resources
W.4.5.11	Edit individually or in groups for appropriate grade-level conventions, within the following features: sentence formation, completeness, absence of fused sentences, expansion through standard coordination and modifiers, embedding through standard subordination, standard word order. USAGE: standard inflections, agreement, word meaning, conventions. MECHANICS: capitalization, punctuation, formatting, and spelling	
W.4.5.13	Maintain a writing <i>portfolio</i> that exhibits growth in	
W.6.5.1	Use a variety of simple and compound sentences of varied lengths	
W.6.5.2	Use different kinds of sentences: Declarative, Interrogative, Imperative, Exclamatory	
W.6.5.3	Use compound subjects and predicates to combine simple sentences for more effective writing <i>style</i>	
W.6.5.5	Identify and correct fragments and run-ons	
W.6.5.6	Define and identify the parts of speech to construct effective sentences (common and proper nouns, pronouns to avoid repetition, active and linking verbs, adjectives to modify verbs, adjectives, and other adverbs, conjunctions to join, interjections for excitement, prepositions to indicate relationships)	
W.6.5.7	Apply conventions of grammar with emphasis on the following: subject-verb agreement, parts of speech, parts of a sentence, conjugation in simple verb tenses, possessive pronouns	
W.6.5.8	Spell words by applying the correct spelling of roots, bases, and affixes	
W.6.5.9	Spell <i>homonyms</i> correctly according to usage	
W.6.5.10	Apply conventional rules of capitalization in writing	
W.6.5.11	Apply conventional rules of punctuation in writing with emphasis on end marks, quotation marks, comma in a series, comma in compound sentences, comma in complex sentences, commas in direct address	
8. Essential Question: How does an author develop a plan before beginning to write?		Resources
W.4.5.1	Generate ideas using such strategies as reading, discussing, focused free-writing, observing, and brainstorming	

W.4.5.2

Organize ideas by using such graphic organizers as webbing, mapping, and formal outlining with main topics

FIRST NINE WEEKS

Note: Refer to Ongoing Student Learning Expectations to be Addressed Each Nine Weeks

1. Essential Question: How do good readers determine the meaning of words?			Resources	
1. Enduring Understanding: Good readers used various strategies to achieve an extensive vocabulary.	R.11.5.2	Continue to develop and maintain an adequate body of sight words		
	R.11.5.4	Use knowledge of root words and affixes and word relationships to determine meaning		
	R.11.5.5	Use context to determine meaning of multiple meaning words		
	R.11.5.6	Use resources to determine meaning of technical and specialized vocabulary		
	R.11.5.9	Use word origins including common roots and word parts from Greek and Latin to analyze the meaning and determine pronunciation and derivations of complex words		
	R.11.5.10	Use context clues to select appropriate dictionary definition		
	2. Essential Question: How do readers become more fluent?			Resources
2. Enduring Understanding: Fluent readers can focus mental processes on comprehension of a text.	R.11.5.1	Automatically decode words to ensure focus on comprehension		
	R.11.5.12	Read grade level text orally with an approximate rate of 128 words per minute		
	R.11.5.13	Read grade level text orally with accuracy and expression		
Reading: Practical Text				
3A. Essential Question: What is the purpose of practical text?			Resources	
3. Enduring Understanding: Readers recognize and use the specific organization and features of functional/practical texts to obtain important information.	R.9.5.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading		
	R.9.5.2	Describe the interrelationships between text and other content areas		
	R.9.5.14	Use knowledge of text structure(s) to enhance understanding with emphasis on sequence and description		
	R.9.5.17	Skim materials to develop a general overview		
	R.10.5.4	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials		
	R.10.5.6	Skim materials to locate specific information		
	R.10.5.13	Read and utilize functional/practical texts, including catalogs, schedules, and diagrams		
	3B. Essential Question: What is the process for locating information?			
	R.9.5.11	Use such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information		
	R.9.5.13	Use the <i>text features</i> to locate and recall information with emphasis on fonts/effects and illustrations/photographs		
	R.9.5.16	Scan materials to locate specific information		
	R.10.5.7	Scan materials to develop a general overview		
	R.10.5.9	Use knowledge of text structure to locate information and aid comprehension		

R.10.5.14 Use graphic organizers to analyze information

Writing to Demonstrate Learning			
4. Enduring Understanding: Different purposes require different types of writing.	4. Essential Question: How does writing demonstrate learning?		Resources
	IR.12.5.5	Explain information presented in graphic sources	
	W.5.5.9	Write on demand with or without prompt within a given time frame	
	W.5.5.10	Write across the curriculum	
	R.9.5.15	Classify and organize text information in a variety of ways, including timelines and graphic organizers, to support and explain ideas	
Writing: Expository			
5. Enduring Understanding: When writers want to share information, they use expository patterns or text structures.	5A. Essential Question: How are purpose and form determined in writing?		Resources
	W.5.5.1	Write to describe, to inform, to entertain, to explain , and to persuade	
	W.5.5.3	Create expository , narrative, descriptive, and persuasive writings	
	5B. Essential Question: How does an author develop a plan before beginning to write?		
	W.7.5.5	Create a strong lead and conclusion	
	W.4.5.7	Create an effective lead sentence for each paragraph by using such features as questions or exclamations	
	W.4.5.3	Demonstrate an awareness of purpose and audience with emphasis on expository and letter writing	
6. Enduring Understanding: Writers train their eyes and ears to see and hear what good writing looks like and sounds like.	6. Essential Question: How do authors become fluent writers?		
	W.4.5.5	Use prewriting to draft <i>expository</i> paragraphs within an essay with emphasis on the following: Central idea, explanation, elaboration, unity, purpose and audience	
	W.4.5.6	Organize <i>expository</i> paragraphs that include a topic sentence, supporting details, and a concluding sentence	
7. Enduring Understanding: Speakers and writers use the structures and conventions of the English language to communicate effectively.	7. Essential Question: When is a piece of writing ready to share with an audience?		Resources
	W.6.5.3	Use compound subjects and predicates to combine simple sentences for more effective writing style	
	W.6.5.7	Apply conventions of grammar with emphasis on the following: subject-verb agreement, parts of speech, parts of a sentence, conjugation in simple verb tenses, possessive pronouns	

Second Nine Weeks			
Note: Refer to Ongoing Student Learning Expectations to be Addressed Each Nine Weeks			
Genre: Realistic Fiction: Teacher/Student Choice			
8. Enduring Understanding: Reading realistic fiction allows to make connections to real life experiences.	8. Essential Question: How do I determine if a book is realistic fiction?		Resources
	R.9.5.21	Evaluate personal, social, and political issues as presented in text	
	R.10.5.10	Read a variety of literature, including historical fiction, biography, and <u>realistic fiction</u>	
9. Enduring Understanding: To grasp the author's message, readers must understand the use of literary and story elements.	9A. Essential Question: What elements do all good realistic fiction stories possess?		Resources
	R.9.5.8	Analyze literary elements of character, plot, and setting	
	R.10.5.5	Identify cause/effect and problem/solution relationships	
	9B. Essential Question: How would understanding story elements help me comprehend realistic fiction better?		
	R.9.5.9	Compare/contrast the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot	
	R.9.5.7	Make inferences supported by a character's thoughts, words, and actions, or the narrator's description	
	R.9.5.12	Identify main ideas and supporting evidence in short reading passages	
	R.9.5.19	Summarize information including main idea and significant supporting details	
	R.9.5.20	Evaluate a character's decision/action	
R.10.5.14	Use graphic organizers to analyze information		
Writing: Descriptive Narrative			
10. Enduring Understanding: Writers use the elements of story structure to create stories.	10. Essential Question: How are purpose and form determined in writing?		Resources
	W.5.5.1	Write to describe, to inform, <u>to entertain</u> , to explain, and to persuade	
	W.5.5.2	Select the form of writing that addresses the intended audience	
	W.5.5.3	Create <i>expository</i> , <u>narrative</u> , descriptive, and persuasive writings	
11. Enduring Understanding: Speakers and writers use the structures and conventions of the English language to communicate effectively.	11. Essential Question: When is a piece of writing read to share with an audience?		Resources
	W.6.5.5	Identify and correct fragments and run-ons	
	W.6.5.8	Spell words by applying the correct spelling of roots, bases, and affixes	
	W.6.5.9	Spell <i>homonyms</i> correctly according to usage	
12. Enduring Understanding: Writers provide characteristics, features and examples in descriptions to help readers visualize.	12. Essential Question: How do authors make writing more descriptive?		Resources
	W.7.5.1	Use figurative language purposefully, such as simile and metaphor, to shape and control language	
	W.7.5.4	Use purposeful vocabulary for emphasis or elaboration	
	W.4.5.9	Revise <i>style</i> for sentence variety, tone, voice, <u>selected vocabulary</u> , selected information	

13. Enduring Understanding:
 Writers train their eyes and ears
 to see and hear what good
 writing looks like and sounds
 like.

13A. Essential Question: How do authors evaluate and improve their writing?		Resources
R.11.5.11	Anticipate noun following noun markers including a, an, and the	
13B. Essential Question: How do authors manipulate sentences to create interest?		
W.6.5.4	Define, identify, and use natural and inverted sentence order for emphasis and variety	

Reading: Poetry			
14. Enduring Understanding: Poets express feelings and ideas briefly and powerfully through carefully chosen words and poetic devices.	14. Essential Question: How does a poet develop a plan before beginning to write?		Resources
	W.4.5.1	Generate ideas using such strategies as reading, discussing, focused free-writing, observing, and brainstorming	
	W.4.5.3	Demonstrate an awareness of purpose and audience	
	W.5.5.4	Write poems using a variety of techniques/devices, with emphasis on writing patterned and rhymed poetry	
15. Enduring Understanding: Writers train their eyes and ears to see and hear how good writing looks and sounds.	15A. Essential Question: How do an authors evaluate/improve their writing during and after the writing process?		Resources
	15B. Essential Question: How do effective authors hook and hold their readers' interest?		
	W.7.5.1	Use figurative language purposefully, such as simile and metaphor, to shape and control language	
	W.7.5.4	Use purposeful vocabulary for emphasis or elaboration	
	W.4.5.9	Revise <i>style</i> for sentence variety, <i>tone</i> , <i>voice</i> , selected vocabulary, selected information	
	R.11.5.8	Identify figurative language such as idioms, similes and metaphors	
16. Enduring Understanding: Speakers and writers use the structures and conventions of the English language to communicate effectively.	16. Essential Question: When is a piece of writing ready to share with an audience?		Resources
	W.4.5.12	Use available technology for sharing and/or publication	
	W.4.5.13	Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations	
	W.4.5.14	Publish/share according to purpose and audience	

Third Nine Weeks

Note: Refer to Ongoing Student Learning Expectations to be Addressed Each Nine Weeks

Genre: Biography

Who Was...series or Teacher/Student Choice

17. Enduring Understanding: Reading biography allows for an examination of experiences that shaped the life of a person.	17A. Essential Question: What are the characteristics of a biography?		Resources
	R.9.5.13	Use the <i>text features</i> to locate and recall information, with emphasis on fonts/effects and illustrations/photographs	
	R.9.5.15	Classify and organize text information by level of importance in a variety of ways, including timelines and graphic organizers, to support and explain ideas	
	R.9.5.20	Evaluate a character's decision/action	
	R.10.5.5	Identify cause/effect and problem/solution relationships	
	R.10.5.10	Read a variety of literature, including historical fiction, biography , and realistic fiction	
	R.10.5.14	Use graphic organizers to analyze information	
	17B. Essential Question: How is the learning about biography demonstrated?		
	OV.1.5.4	Demonstrate appropriate eye contact	
	OV.1.5.7	Deliver oral <i>presentations</i> using standard English and	
	OV.1.5.8	Use illustrations, pictures, and/or charts in oral <i>presentations</i> across the curriculum	
	OV.2.5.2	Establish purpose for listening	
	OV.2.5.3	Listen attentively for main ideas	
OV.2.5.5	Evaluate <i>presentations</i> using established criteria/ <i>rubrics</i>		
OV.3.5.3	Use <i>visual aids</i> to convey information		
Writing: Persuasive			
18. Enduring Understanding: Different purposes require different types of writing.	18. Essential Question: How does a writer create persuasive writing?		Resources
	W.5.5.1	Write to describe, to inform, to entertain, to explain, and to persuade	
	W.5.5.3	Create <i>expository</i> , narrative, descriptive, and persuasive writings	
19. Enduring Understanding: Writers train their eyes and ears to see and hear how good writing looks and sounds.	19A. Essential Question: How do authors evaluate/improve their writing during and after the writing process?		Resources
	19B. Essential Question: How do effective authors hook and hold their readers' interest?		
	W.4.5.9	Revise <i>style</i> for sentence variety, tone, voice , selected vocabulary, selected information	
	W.6.5.4	Define, identify, and use natural and inverted sentence order for emphasis and variety	

Fourth Nine Weeks

Note: Refer to Ongoing Student Learning Expectations to be Addressed Each Nine Weeks

Genre: Historical Fiction

Joshua's Diary

20. Enduring Understanding: Authors use fictional characters and historical settings/events to convey the significance of a time period.	20A. Essential Question: What are the characteristics of historical fiction?		Resources	
	OV.1.5.1	Develop vocabulary from content area texts		
	R.9.5.15	Classify and organize text information by level of importance in a variety of ways, including timelines and graphic organizers, to support and explain ideas		
	R.10.5.3	Vary reading strategies according to text and purpose		
	R.10.5.5	Identify cause/effect and problem/solution relationships		
	R.10.5.10	Read a variety of literature, including historical fiction , biography, and realistic fiction		
	20B. Essential Question: How does reading stories set in a time period help with comprehending the problems and conflicts of that era?			
	R.9.5.2	Describe the interrelationships between text and other content areas		
	R.9.5.7	Make inferences supported by a character's thoughts, words, and actions, or the narrator's description		
	R.9.5.19	Summarize information including main idea and significant supporting detail		
R.9.5.20	Evaluate a character's decision/action			
R.9.5.21	Evaluate personal, social, and political issues as presented in text			
R.11.5.7	Determine useful and relevant words			

Genre: Historical Fiction

My Brother's Keeper, A Picture of Freedom, Freedom's Wings, The Journal of James Edmond Pease (or Teacher/Student Choice)

21. Enduring Understanding: Authors use fictional characters and historical settings/events to convey the significance of a time period.	21. Essential Question: How do reading stories set in a time period help in comprehending the problems and conflicts of that era?		Resources
	OV.1.5.1	Develop vocabulary from content area texts	
	W.5.5.6	Write to reflect ideas/interpretations of multicultural and universal themes and concepts	
	R.9.5.2	Describe the interrelationships between text and other content areas	
	R.9.5.15	Classify and organize text information by level of importance in a variety of ways, including timelines and graphic organizers, to support and explain ideas	
	R.9.5.21	Evaluate personal, social, and political issues as presented in text	
	R.10.5.3	Vary reading strategies according to text and purpose	
	R.10.5.5	Identify cause/effect and problem/solution relationships	
	R.10.5.10	Read a variety of literature, including historical fiction , biography, and realistic fiction	

Writing: Research/Inquiry		Resources
22. Enduring Understanding: Research involves using a variety of means to obtain information and then clearly communicating that information to convey meaning.	22A. Essential Question: How are topics selected for investigation?	
	W.5.5.1 Write to describe, to inform , to entertain, to explain , and to persuade	
	W.5.5.5 Write research reports using summarizing and paraphrasing	
	R.9.5.4 Generate questions relevant to text and topics	
	IR.12.5.1 Generate questions to select a specific topic for research	
	22B. Essential Question: How is information on a topic located?	
	OV.3.5.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, etc.) to enhance and show understanding of a specific topic	
	OV.3.5.2 Differentiate between fact and opinion in media	
	W.4.5.4 Use available technology to access information by using a card catalog	
	R.9.5.13 Use the text features to locate and recall information, with emphasis on fonts/effects and illustrations/photographs	
	R.9.5.16 Scan materials to locate specific information	
	R.10.5.6 Skim materials to locate specific information	
	R.10.5.9 Use knowledge of text structure to locate information and	
	R.11.5.6 Use resources to determine meaning of technical and specialized vocabulary	
	IR.12.5.4 Gather information from a source appropriate to purpose and topic	
	IR.12.5.3 Use print and electronic sources, including the card catalog, to locate information	
	IR.12.5.2 Use reference features (e.g., table of contents, indices, and glossaries, etc.) and text features (e.g., format, graphics, sequence, diagrams, table of contents, etc.) to access information	
	22C. Essential Question: How is information collected and organized?	
	R.9.5.16 Scan materials to locate specific information	
	IR.12.5.6 Develop notes to identify support, and paraphrase main	
	IR.12.5.7 Create a formal topic outline of main topics	
	22D. Essential Question: What does an author do to share research?	
	W.4.5.12 Use available technology for sharing and/or publication	
W.4.5.13 Maintain a writing portfolio that exhibits growth in meeting goals and expectations		
W.5.5.10 Write across the curriculum		
IR.12.5.5 Explain information presented in graphic sources		
IR.12.5.8 Use research to create an oral, written, or visual presentation/ product		