

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

* List your recommended texts and resources - we will be collecting them at the end of the year.



Fifth Grade First Quarter Pacing Guide

English Language Arts

Introduction to Your English Language Arts Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student

- Introduce 9-week content skills according to the Pacing Guide.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery

- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.

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The English Language Arts Pacing

Guide is based on the Common Core State Standards, and the I CAN statements are tailored to the needs of the students in the Selma City School District. For easy access to the actual state standards as well as supporting information and resources visit the official Common Core website at: www.corestandards.org.

learning expectations and provide a starting point for the implementation of the Common Core State Standards.

The following tips may be helpful as you begin using the Pacing Guide:

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>*Weeks 1&2 Review previous grade level standards.</p> <p>*Weeks 3&4 Start Smart</p> <p>*Week 5 Start Core Standards</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3] a. 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.5.3a]</p> <p>RF.5.3</p> <p><input type="checkbox"/> I CAN use phonics to help me read new fifth grade words with multiple syllables.</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]</p> <p>RL.4.1</p> <p><input type="checkbox"/> I CAN identify details.</p> <p>Refer-Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [RL.4.3]</p> <p>RL.4.3</p> <p><input type="checkbox"/> I CAN describe a character (thoughts, words, actions) in depth in a story and drama.</p> <p><input type="checkbox"/> I CAN describe a setting in depth in a story and drama.</p> <p>RL.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]</p> <p><input type="checkbox"/> I CAN quote from fiction text to explain meaning.</p> <p><input type="checkbox"/> I CAN quote from fiction text to explain my inferences.</p> <p>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). [RL.5.3]</p> <p>RL.5.3</p> <p>I CAN compare and contrast characters, setting or events.</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.[RI.4.1]</p> <p>RI.4.1</p> <p><input type="checkbox"/> I CAN identify details and examples from text.</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3]</p> <p>RI.4.3</p> <p><input type="checkbox"/> I CAN explain events or procedures in a historical, scientific, or technical text, including what happened and why.</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>Grade 4 topic or subject area</i>. [RI.4.4]</p> <p>RI.4.4</p> <p><input type="checkbox"/> I CAN determine the meaning of words and phrases using context clues.</p> <p>Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text. [RI.4.5]</p> <p>RI.4.5</p> <p><input type="checkbox"/> I CAN describe a comparison in a text.</p> <p><input type="checkbox"/> I CAN describe chronology in a text.</p>	<p>Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.4.3a]</p> <p>W.4.3 a</p> <p><input type="checkbox"/> I CAN construct a narrative paragraph with the correct sequencing and descriptive details.</p> <p><input type="checkbox"/> I CAN construct a narrative essay with correct sequencing and descriptive details.</p> <p><input type="checkbox"/> I CAN write an introduction sentence.</p> <p><input type="checkbox"/> I CAN write an introduction paragraph while establishing a situation.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.5.3a]</p> <p>W.5.3 a</p> <p><input type="checkbox"/> I CAN introduce a narrator or characters in a situation.</p> <p><input type="checkbox"/> I CAN organize events in sequence.</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. [W.5.3b]</p> <p>W.5.3 b</p> <p><input type="checkbox"/> I CAN use description and conversation to develop experiences and events.</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [W.5.3c]</p>	<p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). [L.4.1a]</p> <p>L.4.1 a</p> <p><input type="checkbox"/> I CAN use relative pronouns (who, whose, whom, which, that).</p> <p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. [L.4.1b]</p> <p>L.4.1 b</p> <p><input type="checkbox"/> I CAN form progressive verb tenses.</p> <p><input type="checkbox"/> I CAN use progressive verb tenses (I was talking. I am talking. I will be talking.)</p> <p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions. [L.4.1c]</p> <p>L.4.1 c</p> <p><input type="checkbox"/> I CAN use helping verbs to show different conditions.</p> <p>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). [L.4.1d]</p> <p>L.4.1 d</p> <p><input type="checkbox"/> I CAN order adjectives within the sentences.</p> <p>Use punctuation to separate items in a series.* [L.5.2a]</p> <p>L.5.2 a</p> <p><input type="checkbox"/> I CAN use commas correctly to separate items in a series.</p>	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.4.1a]</p> <p>SL.4.1 a</p> <p><input type="checkbox"/> I CAN build on others' ideas and express my own ideas clearly.</p> <p><input type="checkbox"/> I CAN come to discussions prepared to participate because I have studied appropriate materials.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. [SL.5.1]</p> <p>SL.5.1</p> <p><input type="checkbox"/> I CAN engage in discussions (one-on-one, in groups, and teacher-led) with partners on grade 5 topics and texts.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]</p> <p>SL.5.1b</p> <p><input type="checkbox"/> I CAN Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2]</p> <p>SL.5.2</p> <p><input type="checkbox"/> I CAN summarize what I read, see, and hear.</p>

of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). [RL.5.7]

RL.5.7

- I CAN** explain how visual elements contribute to a story.
- I CAN** analyze how multimedia elements contribute to a story.

Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8]

RI.4.8

- I CAN determine the author’s purpose.**
- I CAN** use evidence to support my reasoning.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]

RI.5.1

- I CAN** quote accurately from a text.
- I CAN** draw inferences from a text.

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.5.3]

RI.5.3

- I CAN** explain how people, events, ideas, or concepts are related in informational text.

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.5.5]

RI.5.5

- I CAN** compare and contrast the structure of various texts.

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.5.7]

RI.5.7

- I CAN** use a variety of texts to locate an answer or to solve a problem.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which

W.5.3 c

- I CAN** show sequence using transitional words or phrases.

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

W.5.3 d

- I CAN** use sensory details and words to share experiences and events.

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

W.5.3 e

- I CAN** provide a conclusion for the narrative.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.5.4]

W.5.4

- I CAN** produce writing that fits the task, purpose, and audience.
- I CAN** determine appropriate organizational strategies for a specific type of writing.
- I CAN** produce writing that is clear and coherent.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-5). [W.5.5]

W.5.5

- I CAN** improve my writing by planning, revising, editing, and rewriting with peers and teachers.

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

L.5.2 b

- I CAN** use commas correctly to separate an introductory element of a sentence.

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.5.2c]

L.5.2 c

- I CAN** use commas after the words yes and no to set them apart.
- I CAN** set off a tag question from the rest of the sentence.
- I CAN** use commas to indicate direct address.

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

L.5.2 d

- I CAN** use underlining, quotation marks, or italics to indicate titles of works.

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

L.5.2 e

- I CAN** spell fifth grade words correctly.
- I CAN** use references to spell fifth grade words when needed.

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

L.5.3 b

- I CAN** compare and contrast the use of voice in stories.

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

L.5.4 a

- I CAN** use context clues to help me understand new words.

reasons and evidence support which point(s). [RI.5.8]

RI.5.8

I CAN explain how authors support an idea.

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [RI.5.9]

RI.5.9

I CAN put together ideas from different texts to communicate about a topic.

Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.5.10]

W.5.10

I CAN write on a regular basis with stamina for different tasks, purposes, and audiences

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

L.5.5 a

I CAN interpret figurative language

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). [L.5.6]

L.5.6

I CAN use fifth grade words correctly.



Fifth Grade Second Quarter Pacing Guide

English Language Arts

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

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Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b]</p> <p>RF.5.4 b</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN read and understand prose and poetry fluently and accurately. 	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]</p> <p>RL.5.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN quote from fiction text to explain meaning. <input type="checkbox"/> I CAN quote from fiction text to explain <p>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.5.2]</p> <p>RL.5.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN determine the theme of a poem <input type="checkbox"/> I CAN explain the speakers' point of view in a poem. <input type="checkbox"/> CAN summarize poetry. <p>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). [RL.5.3]</p> <p>RL.5.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN compare and contrast characters, setting or events. <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [RL.5.4]</p> <p>RL.5.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN understand figurative language, including similes and metaphors. <input type="checkbox"/> I CAN determine the meaning of words/phrases as they are used in a text. 	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]</p> <p>RI.5.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN quote accurately from a text. <input type="checkbox"/> I CAN draw inferences from a text. <p>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.5.3]</p> <p>RI.5.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN explain how people, events, ideas, or concepts are related in informational text. <p>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.5.5]</p> <p>RI.5.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN compare and contrast the structure of various texts. <p>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.5.7]</p> <p>RI.5.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use a variety of texts to locate an answer or to solve a problem. 	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.5.4]</p> <p>W.5.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN produce writing that fits the task, purpose, and audience. <input type="checkbox"/> I CAN determine appropriate organizational strategies for a specific type of writing. <input type="checkbox"/> I CAN produce writing that is clear and coherent. <p>Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.5.10]</p> <p>W.5.10</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN write on a regular basis with stamina for different tasks, purposes, and audiences. 	<p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a]</p> <p>L.5.4 a</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use context clues to help me understand new words. <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [L.5.4b]</p> <p>L.5.4b</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN Use Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis) <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5]</p> <p>L.5.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN Demonstrate understanding of figurative language in word meanings. 	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. [SL.5.1]</p> <p>SL.5.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN engage in discussions (one-on-one, in groups, and teacher-led) with partners on grade 5 topics and texts. <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c]</p> <p>SL.5.1c</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN Pose and respond to questions by making comments that contribute to discussions with others. <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d]</p> <p>SL.5.1d</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN Review the key ideas expressed and draw conclusions from information discussed (one-on-one, in groups, and teacher-led) with partners. <p>Continue to reinforce skills and concepts previously introduced, as necessary.</p>

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

Fifth Grade Third Quarter Pacing Guide

English Language Arts

Introduction to Your English Language Arts Pacing Guide

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Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]</p> <p>RF.5.4 I CAN use context clues to figure out unfamiliar words and understand the text.</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]</p> <p>RL.5.1</p> <p><input type="checkbox"/> I CAN quote from fiction text to explain meaning.</p> <p><input type="checkbox"/> I CAN quote from fiction text to explain my inferences.</p> <p>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.5.2]</p> <p>RL.5.2</p> <p><input type="checkbox"/> I CAN summarize non-fictional text.</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5]</p> <p>RL.5.5</p> <p><input type="checkbox"/> I CAN explain the parts of a poem using stanzas.</p> <p>Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6]</p> <p>RL.5.6</p> <p><input type="checkbox"/> I CAN describe how a narrator or speaker's point of view influences a story.</p> <p>RL.5.7</p> <p><input type="checkbox"/> I CAN explain how visual elements contribute to a story.</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9]</p> <p>RL.5.9</p> <p><input type="checkbox"/> I CAN compare and contrast stories from the same genre.</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]</p> <p>RI.5.1</p> <p><input type="checkbox"/> I CAN quote accurately from a text.</p> <p><input type="checkbox"/> I CAN draw inferences from a text.</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2]</p> <p>RI.5.2</p> <p><input type="checkbox"/> I CAN determine the main idea.</p> <p><input type="checkbox"/> I CAN explain how the main idea is supported by details.</p> <p><input type="checkbox"/> I CAN summarize the text.</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. [RI.5.4]</p> <p>RI.5.4</p> <p><input type="checkbox"/> I CAN understand science and social studies vocabulary.</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. [RI.5.6]</p> <p>RI.5.6</p> <p><input type="checkbox"/> I CAN compare and contrast two texts that tell about the same event or topic.</p> <p>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.5.8]</p>	<p>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.5.1a]</p> <p>W.5.1 a</p> <p><input type="checkbox"/> I CAN introduce a topic and state a related opinion.</p> <p><input type="checkbox"/> I CAN organize my ideas to support my purpose.</p> <p>Provide logically ordered reasons that are supported by facts and details. [W.5.1b]</p> <p>W.5.1 b</p> <p><input type="checkbox"/> I CAN provide logically ordered reasons with supporting facts and details.</p> <p>Provide a concluding statement or section related to the opinion presented. [W.5.1d]</p> <p>W.5.1 d</p> <p><input type="checkbox"/> I CAN provide a conclusion related to the opinion.</p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.5.2a]</p> <p>W.5.2 a</p> <p><input type="checkbox"/> I CAN introduce a topic clearly.</p> <p><input type="checkbox"/> I CAN provide general observations and focus.</p> <p><input type="checkbox"/> I CAN include formatting to aid in comprehension.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.5.2b]</p>	<p>Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]</p> <p>L.5.2 e</p> <p><input type="checkbox"/> I CAN spell fifth grade words correctly.</p> <p><input type="checkbox"/> I CAN use references to spell fifth grade words when needed.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a]</p> <p>L.5.4 a</p> <p><input type="checkbox"/> I CAN use context clues to help me understand new words.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [L.5.4b]</p> <p>L.5.4b</p> <p><input type="checkbox"/> I CAN Use Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)</p> <p>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.5.4c]</p> <p>L.5.4 c</p> <p><input type="checkbox"/> I CAN use dictionaries, glossaries, and thesauruses understand and pronounce new words.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5]</p> <p>L.5.5</p> <p><input type="checkbox"/> I CAN Demonstrate understanding of figurative language in word meanings.</p>	<p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d]</p> <p>SL.5.1 d</p> <p><input type="checkbox"/> I CAN review key ideas expressed in a discussion.</p> <p><input type="checkbox"/> I CAN draw conclusions after a discussion.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [SL.5.3]</p> <p>SL.5.3</p> <p><input type="checkbox"/> I CAN summarize the points a speaker makes and support each claim with reason and evidence.</p> <p>Report on 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.5.4]</p> <p>SL.5.4</p> <p><input type="checkbox"/> I CAN give a report in a logical sequence using facts and details.</p> <p><input type="checkbox"/> I CAN speak clearly and at a good pace.</p>

		<p>RI.5.8</p> <p><input type="checkbox"/> I CAN explain how authors support an idea.</p>	<p>W.5.2 b</p> <p><input type="checkbox"/> I CAN develop the topic using facts and details.</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). [W.5.2c]</p> <p>W.5.2 c</p> <p><input type="checkbox"/> I CAN use words and phrases to link ideas and information.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.5.2d]</p> <p>W.5.2 d</p> <p><input type="checkbox"/> I CAN use clear language to inform.</p> <p>Provide a concluding statement or section related to the information or explanation presented. [W.5.2e]</p> <p>W.5.2 e</p> <p><input type="checkbox"/> I CAN provide a conclusion related to the information.</p> <p>Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.5.10]</p> <p>W.5.10</p> <p>I CAN write on a regular basis with stamina for different tasks, purposes, and audiences.</p>	<p>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). [L.5.6]</p> <p>L.5.6</p> <p><input type="checkbox"/> I CAN use fifth grade words correctly.</p>	



Fifth Grade Quarter 2020-2021 Pacing Guide

Vocabulary			
RF Multisyllabic Word Syllabication Pattern RL Scene	W Audience Detail Informational Text Informative Text Purpose Research Task Technology Transitional Word/ Phrase/Clause	L compare dictionary glossary reference material spelling thesaurus	SL Conclusion Detail Evidence Fact Multimedia Presentation Reason Role Rule Summarize Topic
Recommended Texts*		Resources*	
Reading Wonders Ready Common Core Reading			

* List your recommended texts and resources - we will be collecting them at the end of the year.

The English Language Arts Pacing

Guide is based on the Common Core State Standards, and the I CAN statements are tailored to the needs of the students in the Selma City School District. For easy access to the actual state standards as well as supporting information and resources visit the official Common Core website at: www.corestandards.org.

English Language Arts

Introduction to Your English Language Arts Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student

learning expectations and provide a starting point for the implementation of the Common Core State Standards.

The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- The website, www.corestandards.org, can be used to find more information and to better understand Common Core State Standards.
- An electronic version of the Pacing Guides can be found on the Selma City School District <http://www.selmacityschools.org/>.

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]</p> <p>RF.5.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use phonics to help me read new fifth grade words with multiple syllables. <p>Read on-level text with purpose and understanding. [RF.5.4a]</p> <p>RF.5.4 a</p> <p>I CAN read and understand grade level text fluently and accurately.</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]</p> <p>RL.5.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN quote from fiction text to explain meaning. <input type="checkbox"/> I CAN quote from fiction text to explain my inferences. <p>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.5.2]</p> <p>RL.5.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN summarize non-fictional text. <p>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). [RL.5.3]</p> <p>RL.5.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN compare and contrast characters, setting or events. <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5]</p> <p>RL.5.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN explain the parts of a poem using stanzas. <p>Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6]</p> <p>RL.5.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN describe how a narrator or speaker's point of view influences a story. 	<p>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.5.3]</p> <p>RI.5.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN explain how people, events, ideas, or concepts are related in informational text. <p>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.5.5]</p> <p>RI.5.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN compare and contrast the structure of various texts. <p>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.5.7]</p> <p>RI.5.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use a variety of texts to locate an answer or to solve a problem. <p>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.5.8]</p> <p>RI.5.8</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN explain how authors support an idea. <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [RI.5.9]</p> <p>RI.5.9</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN put together ideas from different texts to communicate about a topic. 	<p>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). [W.5.1c]</p> <p>W.5.1 c</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use transitional words and phrases to link opinion with reasons. <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [W.5.6]</p> <p>W.5.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use technology to produce and publish writing while collaborating with others. <input type="checkbox"/> I CAN use appropriate keyboarding skills to produce two pages of writing in a single sitting. <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [W.5.7]</p> <p>W.5.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN conduct short research projects using several sources. <p>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.5.8]</p> <p>W.5.8</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN research and use what I have experienced to gather information. 	<p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [L.5.1a]</p> <p>L.5.1a</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN explain the function of conjunctions, prepositions, and interjections in sentences. <p>Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]</p> <p>L.5.2e</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN Spell grade-appropriate words correctly, consulting references as needed. <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. [L.5.3b]</p> <p>L.5.3b</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a]</p> <p>L.5.4a</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use context clues to help me understand new words. <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [L.5.4b]</p> <p>L.5.4b</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN Use Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, 	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.5.1a]</p> <p>SL.5.1 a</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN come to discussions prepared to share my ideas. <input type="checkbox"/> I CAN use my preparation to share new ideas about a topic during a discussion. <p>Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]</p> <p>SL.5.1 b</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN follow rules for discussions and complete my role. <p>discussion and elaborate on the remarks of others. [SL.5.1c]</p> <p>SL.5.1 c</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN ask and respond to questions in a discussion to help clarify the information discussed. <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5]</p> <p>SL.5.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use multi-media graphics and sound as well as visual aids to help my presentations. <input type="checkbox"/> <p>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.) [SL.5.6]</p> <p>SL.5.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN adapt my speech to different situations, using formal English when appropriate.

			<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.5.9]</p> <p>W.5.9</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN draw specific details from stories to support analysis and reflection. <input type="checkbox"/> I CAN draw evidence from informational text to use in research. <p>Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.5.10]</p> <p>W.5.10</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN write on a regular basis with stamina for different tasks, purposes, and audiences. 	<p>photosynthesis)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5]</p> <p>L.5.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN Demonstrate understanding of figurative language in word meanings. <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs. [L.5.5b]</p> <p>L.5.5b</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN Recognize and explain the meaning of common idioms, adages, and proverbs. <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c]</p> <p>L.5.5c</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	
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