

# Fifth Grade Literacy Pacing Guide

<b>1<sup>st</sup> Nine Weeks</b>	
<b>Comprehension</b>	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2
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
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
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
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.5.7
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI.5.2
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. *	RI.5.5
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9
<b>Phonics and Word Recognition</b>	
Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.3
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
Read grade-level text with purpose and understanding.	RF.5.4c
<b>Writing</b>	
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.5.3a
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
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	W.5.3c
Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.5.3d
Provide a conclusion that follows from the narrated experiences or events.	W.5.3e

## Fifth Grade Literacy Pacing Guide

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Speaking and Listening	
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.	5.1 a
Follow agreed-upon rules for discussions and carry out assigned roles.	5.1 b
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	5.1c
Language Standards	
Demonstrate command of the conventions of standard English grammar and usage when writing (printing, <b>cursive</b> , or keyboarding) or speaking.	L.5.1
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	L.5.1a
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	L.5.1b
Use verb tense to convey various times, sequences, states, and conditions.	L.5.1c
Recognize and correct inappropriate shifts in verb tense. *	L.5.1d
Spell grade-appropriate words correctly, consulting references as needed.	L.5.2e
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	L5.3b
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
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
Recognize and explain the meaning of common idioms, adages, and proverbs.	L.5.5b

\* *Partial Standard & Supplemental – Introducing text structure, not compare & contrast*

**Making Meaning** ~ Unit 1 (2 weeks), Unit 4 (4 weeks), Unit 2 (1 week)

**Being A Writer** ~ - Writing Community (2 weeks), Writing Process (1 week), Personal Narrative (3 weeks), Expository Nonfiction (2 weeks)

## Fifth Grade Literacy Pacing Guide

<b>2<sup>nd</sup> Nine Weeks</b>	
<b>Comprehension</b>	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2
Describe how a narrator’s or speaker’s point of view influences how events are described.	RL.5.6
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
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI.5.2
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
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
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6
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
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
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9
<b>Fluency</b>	
Read grade-level text with purpose and understanding.	RF.5.4a
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4c
<b>Writing</b>	
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.1
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
Provide logically ordered reasons that are supported by facts and details.	W.5.1b
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	W.5.1c
Provide a concluding statement or section related to the opinion presented.	W.5.1d
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2
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

## Fifth Grade Literacy Pacing Guide

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.5.2b
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	W.5.2c
Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.5.2d
Provide a concluding statement or section related to the information or explanation presented.	W.5.2e
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 Language standards 1-3 up to and including grade 5.)	W.5.5
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.5.7
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
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9
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]”).	W.5.9a
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]”).	W.5.9b
<b>Speaking and Listening</b>	
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SL.5.1d
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
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	SL.5.6

## Fifth Grade Literacy Pacing Guide

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Language Standards	
Use correlative conjunctions (e.g., either/or, neither/nor).	L.5.1e
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2
Use punctuation to separate items in a series. *	L.5.2a
Use a comma to separate an introductory element from the rest of the sentence.	L.5.2b
Use underlining, quotation marks, or italics to indicate titles of works.	5.2d
Spell grade-appropriate words correctly, consulting references as needed.	L.5.2e
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.5.4
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
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
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
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	L.5.5c
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

\* *Partial Standard – Identify text structure, not compare & contrast*

\*\**Supplemental – Teach standard through any information text.*

**Making Meaning** ~ Unit 3 (2 weeks), Unit 5 (2 weeks), Unit 6 (3 weeks), Unit 7 (2 weeks)

**Being A Writer** ~ Expository Nonfiction (4 weeks), Expository Writing Task (1 week), Opinion Writing (3 weeks)

# Fifth Grade Literacy Pacing Guide

<b>3<sup>rd</sup> Nine Weeks</b>	
<b>Comprehension</b>	
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
Describe how a narrator’s or speaker’s point of view influences how events are described.	RL.5.6
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI.5.2
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
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
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	RI.5.5
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6
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
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9
<b>Reading Foundational Skills</b>	
Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.3
Read with sufficient accuracy and fluency to support comprehension.	RF.5.4
<b>Writing</b>	
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.1
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
Provide logically ordered reasons that are supported by facts and details.	W.5.1b
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	W.5.1c
Provide a concluding statement or section related to the opinion presented.	W.5.1d
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.5.3a
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
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	W.5.3c
Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.5.3d

## Fifth Grade Literacy Pacing Guide

Speaking & Listening	
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3
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
Language	
Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	L.5.1
Use correlative conjunctions (e.g., either/or, neither/nor).	L.5.1e
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2
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
Spell grade-appropriate words correctly, consulting references as needed.	L.5.2e
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	L.5.3a
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
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
Interpret figurative language, including similes and metaphors, in context.	L.5.5a
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	L.5.5c
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

\* Partial Standard      \*\*Supplemental –*Debate on Junk food* from *Making Meaning* utilize *Read Works* “*Couch Potato*” to meet RI.5.6 and RI.5.9

**Making Meaning** ~ Unit 7 (2 weeks), Unit 8 (4weeks) Unit 9 2 weeks

**Being A Writer** ~ Opinion Task, Fiction (6 weeks), Narrative Task

# Fifth Grade Literacy Pacing Guide

<b>4<sup>th</sup> Nine Weeks</b>	
<b>Comprehension</b>	
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
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI.5.2
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6
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
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
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9
<b>Reading Foundational Skills</b>	
Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.3
Read with sufficient accuracy and fluency to support comprehension.	RF.5.4
<b>Writing</b>	
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.1
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3
<b>Speaking and Listening</b>	
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	L.5.5
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	L.5.6

## Fifth Grade Literacy Pacing Guide

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Language	
Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	L.5.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2
Use punctuation to separate items in a series. *	L.5.2a
Use a comma to separate an introductory element from the rest of the sentence.	L.5.2b
Spell grade-appropriate words correctly, consulting references as needed.	L.5.2e
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.5.3
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.5.4
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
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
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5

*Instruction will be taught based on the standards and genres reflected in the class data.*

**Making Meaning** ~ Unit 9 (2 weeks)

**Being A Writer** ~ Poetry (2 weeks), Work on response to reading focusing on standard needs.