

Pojoaque Valley Schools

English Language Arts CCSS Pacing Guide

5th Grade

**Skills adapted from
Kentucky Department of Education
Math Deconstructed Standards
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 3

2015-2016

Pojoaque Valley Schools ELA Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the **focus standards by quarter**. Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:

- **College and Career Readiness (CCR) Anchor Standard**
- **Strand:** Identify the type of standard
- **Cluster:** Identify the sub-category of a set of standards.
- **Grade Level:** Identify the grade level of the intended standards
- **Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- **Skills and Knowledge:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.

Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts and Mathematics are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

Standards Insight was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge: The knowledge field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions).

Skills and Understanding: The skills field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this field to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

<u>Quarterly View of Standards</u>					
<u>5th Grade English Language Arts Pacing Guide</u>					
	Quarter	1	2	3	4
RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		X	X	X	X
RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		X		X	
RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		X	X		
RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		X	X	X	X
RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				X	
RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.				X	
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).					X
RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		X		X	
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.		X	X	X	X
RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		X	X	X	X
RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		X		X	
RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		X		X	
Version 3 2015-2016	Quarter	1	2	3	4
		5			
RI 5.5 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.		X		X	

RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			X		
RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		X		X	
RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			X	X	
RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		X		X	
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.	X	X	X	X	
RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X	X	
RF 5.4 Read with sufficient accuracy and fluency to support comprehension.	X	X	X		
W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			X		
W 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		X		X	
W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	X				
W 5.4 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 1-3 above.)	X	X	X	X	
W 5.5 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.)	X	X	X	X	
W 5.6 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.		X	X		
W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		X		X	
	Quarter	1	2	3	4
W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		X	X	X	

W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X	X	X	X
SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	X	X	X	X
SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		X		X
SL 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			X	
SL 5.4 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.		X	X	
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.		X		X
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 1 and 3 for specific expectations.)	X	X	X	X
L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X
L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X
L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X	X
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.	X	X	X	X
L 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		X		X
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., <i>however, although, nevertheless, similarly, moreover, in addition</i>)	X	X	X	X

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 5	Standard 1 (RL.5.1)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<p><i>Recurring</i></p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Explain explicitness of text by quoting accurately from the text</p> <p>Draw inferences using textual information</p>	<p>Explain explicitness of text by quoting accurately from the text</p> <p>Draw inferences using textual information</p>	<p>Explain explicitness of text by quoting accurately from the text</p> <p>Draw inferences using textual information</p>	<p>Explain explicitness of text by quoting accurately from the text</p> <p>Draw inferences using textual information</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>state explicit ideas and inferences from the text including accurate quotes</p>	<p>quote accurately</p> <p>what the text says explicitly</p> <p>drawing inferences</p> <p>text</p>	<p>Students know:</p> <p>difference between explicit information and an inference</p> <p>techniques for identifying important details during and after reading</p> <p>quotes from a text strengthen thinking</p> <p>vocabulary: inference, quote, explicitly</p>	<p>Students understand that/are able to:</p> <p>comprehend a text explicitly and implicitly</p> <p>use original language to explain explicit ideas from a text</p> <p>draw inferences about a text</p> <p>provide details and examples from text to support inferences</p> <p>select accurate quotes from the text to support explicit ideas and inferences</p> <p>Students understand that accurately quoting from a text supports a reader's explicit comprehension of or inferences about the text.</p>	<p>EERL.5.1. Identify words in the text to answer a question about explicit information.</p>	<p>Level IV Students will: EERL.5.1. Select words from the text to support an inference. Ex. When given support in making an inference from the text, select from word cards the words from text that support the inference. Ex. Given the text projected on an interactive whiteboard, underline the words from the text that support the inference made by the student in collaboration with the teacher.</p> <p>Level III Students will: EERL.5.1. Identify words in the text to answer a question about explicit information. Ex. Using cards with segments of the text written on them, answer explicit questions about the book by selecting appropriate cards. Ex. Given the text projected on an interactive whiteboard, underline the words from the text that provide the answer to explicit questions.</p> <p>Level II Students will: EERL.5.1. With guidance and support, identify words in the text to answer a question about explicit information. Ex. Given cards with segments of the text written that contain the relevant information, select the card that answers a question about explicit information from the text. Ex. Given a segment of the text projected on an interactive whiteboard that contains the relevant information, underline the words from the text that provide the answer to explicit questions.</p> <p>Level I Students will: EERL.5.1. With guidance and support, answer explicit questions about a familiar text. Ex. After shared reading and review of details from the story, choose which of two details, one related and one unrelated, came from the story.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 5	Standard 2 (RL.5.2)
<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.</p>	<p>Quarter 1:</p> <p>Determine the theme of a:</p> <ul style="list-style-type: none"> • story • drama • poem <p>using details in the text</p> <p>Explain how characters in a story or drama respond to challenges</p> <p>Explain how the speaker in a poem reflects upon a topic</p> <p>Summarize the key ideas and details of a:</p> <ul style="list-style-type: none"> • story • drama • poem <p>including how characters respond to challenges or how the speaker in a poem reflects upon a topic</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p> <p>Determine the theme of a:</p> <ul style="list-style-type: none"> • story • drama • poem <p>using details in the text</p> <p>Explain how characters in a story or drama respond to challenges</p> <p>Explain how the speaker in a poem reflects upon a topic</p> <p>Summarize the key ideas and details of a:</p> <ul style="list-style-type: none"> • story • drama • poem <p>including how characters respond to challenges or how the speaker in a poem reflects upon a topic</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>determine a theme of a story, drama, or poem based on details in the text, actions of characters, or reflection of a speaker</p> <p>summarize the text</p>	<p>theme</p> <p>story</p> <p>drama</p> <p>poem</p> <p>details in the text</p> <p>respond to challenges</p> <p>reflects upon a topic</p> <p>summarize</p>	<p>Students know:</p> <p>how to summarize a text</p> <p>theme of a story, poem, or drama is conveyed through details of the text, actions of characters, or reflections of a speaker</p> <p>vocabulary: theme, story, drama, poem, summarize</p>	<p>Students understand that/are able to:</p> <p>summarize a text</p> <p>determine a theme</p> <p>explain relationship between theme and details in a text, actions of characters, or reflections of speakers</p> <p>apply these concepts to stories, dramas, and poems</p> <p>Students understand that details that develop the theme of a story, drama, or poem lead to a better understanding of other perspectives and cultures.</p>	<p>EERL.5.2. Identify the central idea or theme of a familiar story, drama or poem.</p>	<p>Level IV Students will:</p> <p>EERL.5.2. Identify the central idea or theme of a story, drama, or poem. Ex. After the first or second reading of a story, drama, or poem, state the central idea or theme. Ex. After the first or second reading of a story, drama, or poem, identify the central idea of theme from an array of choices.</p> <p>Level III Students will:</p> <p>EERL.5.2. Identify the central idea or theme based of a familiar story, drama, or poem. Ex. After repeated readings of a story, drama, or poem, identify the central idea or theme from an array of choices. Ex. After repeated readings of a story, drama, or poem, state the central idea or theme. Ex. Reminded of two details from the text, state the central idea.</p> <p>Level II Students will:</p> <p>EERL.5.2. Identify the main idea of a familiar story. Ex. Select from choices the main idea of a familiar story.</p> <p>Level I Students will:</p> <p>EERL.5.2. With guidance and support, identify details from a familiar story. Ex. Given two choices, one related and one unrelated, identify a detail from a familiar story. Ex. Using a communication device or picture choice, point to one of two choices, one related and one unrelated, to identify a detail from a familiar story.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.					
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 5	Standard 3 (RL.5.3)	
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<p>Identify specific details that describe:</p> <ul style="list-style-type: none"> • characters • settings • events <p>in a story or drama</p> <p>Identify similarities of two or more:</p> <ul style="list-style-type: none"> • characters • settings • events <p>in a story or drama</p> <p>Identify differences between two or more characters in a story or drama</p> <p>Compare and contrast two or more:</p> <ul style="list-style-type: none"> • characters • settings • events <p>in a text using specific details from a text</p>	<p>Identify specific details that describe:</p> <ul style="list-style-type: none"> • characters • settings • events <p>in a story or drama</p> <p>Identify similarities of two or more:</p> <ul style="list-style-type: none"> • characters • settings • events <p>in a story or drama</p> <p>Identify differences between two or more characters in a story or drama</p> <p>Compare and contrast two or more:</p> <ul style="list-style-type: none"> • characters • settings • events <p>in a text using specific details from a text</p>			

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>compare and contrast two or more characters, settings, or events in a story including specific details of the text</p>	<p>compare and contrast</p> <p>character</p> <p>setting</p> <p>event</p> <p>story</p> <p>drama</p> <p>specific details</p>	<p>Students know:</p> <p>techniques for comparing and contrasting</p> <p>techniques for following two or more characters, setting, or events through a story</p> <p>importance of using details from text to support thinking</p> <p>vocabulary: compare, contrast, characters, settings, events, drama, interact</p>	<p>Students understand that/are able to use specific details from the text to compare and contrast two or more:</p> <p>characters</p> <p>settings</p> <p>events</p> <p>Students understand that details in a story or drama develop characters, settings, or events and lead to a better understanding of other perspectives and cultures.</p>	<p>EERL.5.3. Compare and contrast two characters in a familiar story.</p>	<p>Level IV Students will:</p> <p>EERL.5.3. Compare and contrast two characters in a story. Ex. Create a Venn diagram that shows how two characters are the same and different. Ex. Select from a list of adjectives those words that describe only one or both of the characters. Ex. Create character playing cards with details and descriptions.</p> <p>Level III Students will:</p> <p>EERL.5.3. Compare and contrast two characters in a familiar story. Ex. After repeated readings of a familiar text, select from a list of adjectives those that describe only one or both of the characters. Ex. Given a list of descriptors of one or both of the characters, sort them into appropriate places on a Venn diagram. Ex. Complete a simple Venn diagram with likes and differences of two characters.</p> <p>Level II Students will:</p> <p>EERL.5.3. Compare two characters in a familiar story. Ex. After repeated readings of a familiar text, select from a list of adjectives those that describe both of the characters. Ex. Choose from options, a word that describes two characters in a familiar story.</p> <p>Level I Students will:</p> <p>EERL.5.3. Identify words that describe a main character from a familiar story. Ex. After repeated readings of a familiar story in which the reader emphasizes words that describe a main character, select one or more words from a list that describes the character. Ex. Given a list of descriptive words (or symbols), select one or more that describes a main character. Ex. Match a character with a feeling chart or pictures.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
Strand: Reading Literature	Cluster: Craft and Structure		Grade: 5	Standard 4 (RL.5.4)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.	Recognize examples of figurative language in text, such as similes and metaphors Determine the: <ul style="list-style-type: none"> • meaning of words and phrases in texts 	Recognize examples of figurative language in text, such as similes and metaphors Determine the: <ul style="list-style-type: none"> • meaning of words and phrases in texts 	Recognize examples of figurative language in text, such as similes and metaphors Determine the: <ul style="list-style-type: none"> • meaning of words and phrases in texts • figurative meaning of words and phrases, including metaphors and similes, as used in a text 	Recognize examples of figurative language in text, such as similes and metaphors Determine the: <ul style="list-style-type: none"> • meaning of words and phrases in texts • figurative meaning of words and phrases, including metaphors and similes, as used in a text

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>determine the meaning of words and phrases based on how they are used in a text</p> <p>understand an author's use of similes and metaphors</p>	<p>determine the meaning of words and phrases</p> <p>text</p> <p>figurative language</p> <p>metaphor</p> <p>simile</p>	<p>Students know:</p> <p>context must be considered when determining the meaning of a word or phrase</p> <p>techniques for identifying and understanding metaphors</p> <p>techniques for identifying and understanding similes</p> <p>vocabulary: figurative language, metaphor, simile</p>	<p>Students understand that/are able to:</p> <p>determine meaning of unfamiliar words and phrases based on how they are used in a text</p> <p>identify and explain how an author uses metaphor</p> <p>identify and explain how an author uses simile</p> <p>Students understand that the meaning of a word or phrase depends upon how it is used in a text.</p>	<p>EERL.5.4. After listening to or reading a familiar text, determine the meanings of words and phrases.</p>	<p>Level IV Students will: EERL.5.4. N/A</p> <p>Level III Students will: EERL.5.4. After listening to or reading a familiar text, determine the meanings of words and phrases. Ex. Given a familiar text projected on an interactive whiteboard, define words and phrases highlighted by the teacher.</p> <p>Level II Students will: EERL.5.4. After listening to or reading a familiar text, identify the meanings of words and phrases. Ex. After listening to or reading a familiar text, identify the meaning of a word and phrase from an array of choices. Ex. After listening to or reading a familiar text, match words in the text with pictures or other visual/tactual representations of the word.</p> <p>Level I Students will: EERL.5.4. With prompts and support, identify the meaning of words in a familiar text.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Strand: Reading Literature	Cluster: Craft and Structure	Grade: 5	Standard 5 (RL.5.5)
<p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Quarter 1:</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p> <p>Explain how a series of :</p> <ul style="list-style-type: none"> • chapters • scenes • stanzas <p>fits together to provide the overall structure of a:</p> <ul style="list-style-type: none"> • story • drama • poem <p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>explain how chapters, scenes, or stanzas fit together to provide the overall structure for a story, drama, or poem</p>	<p>explain</p> <p>series of chapters, scenes, or stanzas</p> <p>fits together to provide the overall structure</p> <p>story</p> <p>drama</p> <p>poem</p>	<p>Students know:</p> <p>structural elements of stories, dramas, and poems</p> <p>parts of a story, drama, or poem fit together to create a cohesive whole</p> <p>vocabulary: chapter, scene, stanza</p>	<p>Students understand that/are able to:</p> <p>describe how parts of a story, drama, or poem fit together to create a cohesive whole</p> <p>use appropriate vocabulary to refer to parts of a text (such as chapter, scene, stanza)</p> <p>Students understand that each element of a text's structure works together to create a cohesive whole.</p>	<p>EERL.5.5. Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.</p>	<p>Level IV Students will:</p> <p>EERL.5.5. Identify the beginning, middle, and end of a poem, drama, or story. Ex. Using sentence strips, select a sentence from the beginning, a sentence from the middle, and a sentence from the end of a poem. Ex. Label the beginning, middle, and end using a plot diagram.</p> <p>Level III Students will:</p> <p>EERL.5.5. Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure. Ex. Using a story map, fill in the beginning, middle, and end of the story. Ex. Act out a drama including the beginning, middle, and end in the correct order. Ex. Label the beginning, middle, and end of a story with a clearly sequential structure using a plot diagram.</p> <p>Level II Students will:</p> <p>EERL.5.5. Given three parts from a familiar poem, drama, or story, arrange the parts into the correct sequence. Ex. Arrange picture that represent the beginning, middle, and end of a familiar story in the order in which they occurred in a story or drama. Ex. Given a story map with the middle filled in and words representing the beginning, middle, and end of the story or drama, arrange the words to show the beginning and end of the story map in the correct place.</p> <p>Level I Students will:</p> <p>EERL.5.5. Identify the beginning of a familiar story. Ex. Using picture clues, identify the beginning of a story. Ex. Point to the beginning of a story in the text.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Literature		Cluster: Craft and Structure		Grade: 5
Standard 6 (RL.5.6)		Quarter 1:	Quarter 2:	Quarter 3:
Describe how a narrator's or speaker's point of view influences how events are described.				<p>Identify narrator's or speaker's point of view</p> <p>Describe narrator's or speaker's point of view</p> <p>Identify relevant events</p> <p>Infer the characteristics of the narrator or speaker</p> <p>Describe how the:</p> <ul style="list-style-type: none"> • narrator's point of view influences the description of the event • speaker's point of view influences how the events are described

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>describe how point of view influences how events are described</p>	<p>describe</p> <p>narrator</p> <p>speaker</p> <p>point of view</p> <p>influences how events are described</p>	<p>Students know:</p> <p>techniques for identifying and tracking the point of view of narrators or speakers</p> <p>point of view influences how events are described</p> <p>vocabulary: narrator, speaker, point of view, influences</p>	<p>Students understand that/are able to:</p> <p>describe how the point of view of the narrator or speaker influenced the description of the events of a story</p> <p>Students understand that the information the reader gets in a story is impacted by the style of narration.</p>	<p>EERL.5.6. Determine the point of view of the narrator.</p>	<p>Level IV Students will:</p> <p>EERL.5.6. Describe the difference between the point of view of the narrator and another character in the story.</p> <p>Ex. Once the narrator has been identified as the little girl in <i>The Other Side</i>, describe how the story would be different if told by her mother.</p> <p>Ex. Determine when a story was told by the main character or by someone who was observing the main character and describe how the story would be different if told by someone else.</p> <p>Level III Students will:</p> <p>EERL.5.6. Determine the point of view of the narrator.</p> <p>Ex. Tell (verbally, pointing, signing) who is telling the story in <i>The Beauty and the Beast</i> (Beast, an outside narrator, Belle, or Lumiere), and determine if the narrator is a part of the story (first person) or telling us about the story (third person).</p> <p>Ex. Determine when a story was told by the main character or by someone who was observing the main character.</p> <p>Ex. Asked “Was the person telling the story talking about his own experience?,” answers yes or no.</p> <p>Level II Students will:</p> <p>EERL.5.6. Identify the narrator in a story with a character as the narrator.</p> <p>Ex. Answers the question, “Who is telling the story?”</p> <p>Level I Students will:</p> <p>EERL.5.6. Identify the speakers in a dialogue.</p> <p>Ex. Touch the picture of the speaker in an illustrated story while reading.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 5	Standard 7 (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).	Quarter 1:	Quarter 2:	Quarter 3:	<p>Quarter 4:</p> <p>Identify multimedia and visual elements within a text</p> <p>Recognize:</p> <ul style="list-style-type: none"> • • tone • beauty meaning • tone • beauty <p>of text</p> <p>Analyze how visual elements contribute to text :</p> <ul style="list-style-type: none"> • meaning <p>Analyze how multimedia elements contribute to text :</p> <ul style="list-style-type: none"> • meaning • tone • beauty

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text</p>	<p>analyze</p> <p>visual elements</p> <p>multimedia elements</p> <p>contribute to the meaning, tone, or beauty</p> <p>text</p> <p>graphic novel</p> <p>multimedia presentation of fiction, folktale, myth, poem</p>	<p>Students know:</p> <p>authors use visual and multimedia elements purposefully</p> <p>vocabulary: meaning, tone, beauty, visual elements, multimedia elements, graphic novel, multimedia presentation, fiction, folktale, myth, poem</p>	<p>Students understand that/are able to:</p> <p>read a variety of texts including graphic novels, multimedia presentations of fiction, folktale, myth, or poem</p> <p>analyze how visual elements of a text impact meaning, tone, or beauty of a text</p> <p>analyze multimedia elements of a text impact meaning, tone, or beauty of a text</p> <p>support thinking with examples from the text</p> <p>Students understand that the impact of a story or drama is influenced by the mode in which it is presented.</p>	<p>EERL.5.7. Identify illustrations and multimedia elements that add to understanding of a text.</p>	<p>Level IV Students will: EERL.5.7. Provide an example of how an illustration enhances understanding of the text. Ex. Select a picture from the text and describe what additional information was learned from it.</p> <p>Level III Students will: EERL.5.7. Identify illustrations and multimedia elements that add to understanding of a text. Ex. Find the element in the illustration of Julian and the Redwood from <i>Operation Redwood</i> that shows that redwoods in Operation Redwood are huge and not easy to replace. Ex. Given a multimedia version of a book, point to the animation of an object that plays an important role later in the story.</p> <p>Level II Students will: EERL.5.7. Identify illustrations and multimedia elements that show what is happening in the text. Ex. Point to the part of the illustration in <i>The Other Side</i> where the girl looks sad when reading, “She looked sad sometimes, that girl did.”</p> <p>Level I Students will: EERL.5.7. Identify the target item in an illustration or other multimedia element. Ex. Shown an illustration from <i>The Other Side</i>, point to the girl who is on the fence.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 5	Standard 9 (RL.5.9)	
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
	Identify the characteristics of a: <ul style="list-style-type: none"> • theme • topic • genre Compare and contrast how two or more stories of the same genre approach a similar: <ul style="list-style-type: none"> • theme • topic 		Identify the characteristics of a: <ul style="list-style-type: none"> • theme • topic • genre Compare and contrast how two or more stories of the same genre approach a similar: <ul style="list-style-type: none"> • theme • topic 		

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>compare and contrast how two or more texts from the same genre approach similar themes and topics</p>	<p>compare</p> <p>contrast</p> <p>same genre</p> <p>similar themes and topics</p>	<p>Students know:</p> <p>techniques for comparing and contrasting</p> <p>common genres in literature</p> <p>common themes and topics in literature</p> <p>vocabulary: compare, contrast, genre, similar, theme, topic</p>	<p>Students understand that/are able to:</p> <p>read two or more texts from the same genre to compare and contrast their approaches to similar themes and topics</p> <p>Students understand that stories discuss common topics and themes to help the reader understand other perspectives and cultures.</p>	<p>EERL.5.9. Compare two stories with similar topics.</p>	<p>Level IV Students will: EERL.5.9. Compare and contrast two stories with similar elements. Ex. Using a Venn diagram, place story elements in the location that illustrates what is the same and what is different.</p> <p>Level III Students will: EERL.5.9. Compare two stories with similar topics. Ex. Make a list of the things that are the same between the two books. Ex. Given a list of things that happen in one or both stories, identify those things that are the same in both stories.</p> <p>Level II Students will: EERL.5.9. Given a story, locate another story with the similar topic. Ex. Given a story about a pig, find another book about a farm animal (e.g., <i>Charlotte's Web</i>).</p> <p>Level I Students will: EERL.5.9. Identify the topic of a familiar book. Ex. Given a choice of animals or vehicles, select animals when asked, "What is <i>Charlotte's Web</i> about?"</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Literature		Cluster: Range of Reading and Level of Text Complexity	Grade: 5	Standard 10 (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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Comprehend in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently	Comprehend in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently	Comprehend in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently	Comprehend in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with scaffolding as needed:</p> <p>read and actively engage in comprehending appropriately complex stories and poetry</p>	<p>read and comprehend literature stories dramas poetry</p> <p>grade 4 - 5 text complexity band</p> <p>independently and proficiently</p>	<p>Students know:</p> <p>techniques for making meaning from difficult stories and poetry</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p>	<p>Students understand that/are able to:</p> <p>make meaning from difficult stories, dramas, and poetry</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts.</p>	<p>EERL.5.10. **This Literature Essential Element references all elements above.</p>	

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 5	Standard 1 (RI.5.1)
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Explain explicitness of text by quoting accurately from the text Draw inferences using textual information	Explain explicitness of text by quoting accurately from the text Draw inferences using textual information	Explain explicitness of text by quoting accurately from the text Draw inferences using textual information	Explain explicitness of text by quoting accurately from the text Draw inferences using textual information

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>state explicit ideas and inferences from the text including accurate quotes</p>	<p>quote accurately</p> <p>what the text says explicitly</p> <p>drawing inferences</p> <p>text</p>	<p>Students know:</p> <p>difference between explicit information and an inference</p> <p>techniques for identifying important details during and after reading</p> <p>quotes from a text strengthen thinking</p> <p>vocabulary: inference, quote, explicitly</p>	<p>Students are able to:</p> <p>comprehend a text explicitly and implicitly</p> <p>use original language to explain explicit ideas from a text</p> <p>draw inferences about a text</p> <p>provide details and examples from text to support inferences</p> <p>select accurate quotes from the text to support explicit ideas and inferences</p> <p>Students understand that accurately quoting from a text supports a reader's explicit comprehension of or inferences about the text.</p>	<p>EERI.5.1. Select words or phrases from the text to support inferences.</p>	<p>Level IV Students will: EERI.5.1. Explain what the text says to support inferences.</p> <p>Level III Students will: EERI.5.1. Select words or phrases from the text to support inferences. Ex. Given a conclusion/outcome from a science experiment (e.g., plant that wilted and died), select from an array words or phrases that could explain the outcome (e.g., lack of water, loud music, smells in the classroom).</p> <p>Level II Students will: EERI.5.1. Identify details from the text to support inferences. Ex. Answer a question about information from the text by pointing out a detail related to the information requested. Ex. After reading about George Washington, identify George as the person who says “I never told a lie” from a choice of two people. Ex. Show where in the text the information is found (e.g., Show in the book <i>Horses</i> where it tells how horses have helped humans.).</p> <p>Level I Students will: EERI.5.1. Identify what will happen next. Ex. During a shared reading of a text, identify what they think will happen next in the story given two choices. Ex. Agree or disagree when the teacher or a peer suggests what might happen next in a text during shared reading.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Informational		Cluster: Key Ideas and Details	Grade: 5	Standard 2 (RI.5.2)
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	<p>Explain how the supporting details of a text determine the main ideas</p> <p>Determine two or more ideas of a text</p> <p>Explain how multiple ideas are supported by key ideas</p> <p>Summarize the multiple ideas of a text using key details</p>		<p>Explain how the supporting details of a text determine the main ideas</p> <p>Determine two or more ideas of a text</p> <p>Explain how multiple ideas are supported by key ideas</p> <p>Summarize the multiple ideas of a text using key details</p>	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>determine two or more main ideas of a text</p> <p>explain how the main ideas are supported by key details of a text</p> <p>create summaries of a variety of informational texts</p>	<p>main ideas</p> <p>text</p> <p>explain</p> <p>supported by key details</p> <p>summarize</p>	<p>Students know:</p> <p>qualities of a summary</p> <p>a text can have more than one main idea</p> <p>the relationship between main ideas and supporting details</p> <p>vocabulary: main ideas, key details, summarize, support</p>	<p>Students understand that/are able to:</p> <p>summarize a text</p> <p>identify two more main ideas from a text</p> <p>explain relationship between main ideas and supporting details</p> <p>Students understand that key details support the main idea or main ideas of a text.</p>	<p>EERI.5.2. When given text, identify the main ideas that are supported by the key details.</p>	<p>Level IV Students will:</p> <p>EERI.5.2. When given a text, generate the main ideas based on details of the text. Ex. After reviewing the details of a text, state the main ideas and restate the related details.</p> <p>Level III Students will:</p> <p>EERI.5.2. When given text, identify the main ideas that are supported by the key details. Ex. Read a poster (life cycle of plants) and identify the details that support the main idea (seeds, roots, flower, etc.). Ex. Read <i>Weekly Reader</i>-type magazine and answer questions about the main ideas and key details.</p> <p>Level II Students will:</p> <p>EERI.5.2. When given simple text and two details, identify one main idea. Ex. After reading a simple passage and discussing two details from it, answer questions related to the main idea. Ex. Use pictures, symbols, or objects from text to represent the main idea. Ex. Points to an illustration in a science text when asked “What is the story about?”</p> <p>Level I Students will:</p> <p>ERI.5.2. With guidance and support, identify details from a familiar story. Ex. Select an object from a set of two objects that relate to a text read aloud. Ex. Given two choices, one related and one unrelated, identify a detail from a familiar historical story. Ex. Using a communication device or picture choice, point to one of two choices, one related and one unrelated, to identify a detail from a familiar text.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Informational		Cluster: Key Ideas and Details	Grade: 5	Standard 3 (RI.5.3)
<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.</p>	<p>Quarter 1:</p> <p>Explain the relationships or interactions between two or more:</p> <ul style="list-style-type: none"> • individuals • events • ideas • concepts <p>in multiple types of informational text</p> <p>Use specific information from text to support the relationship identified between :</p> <ul style="list-style-type: none"> • individuals • ideas • concepts <p>in multiple types of informational text</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p> <p>Explain the relationships or interactions between two or more:</p> <ul style="list-style-type: none"> • individuals • events • ideas • concepts <p>in multiple types of informational text</p> <p>Use specific information from text to support the relationship identified between :</p> <ul style="list-style-type: none"> • individuals • ideas • concepts <p>in multiple types of informational text</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>explain specific information from a text that illustrates relationships or interactions between individuals, events, ideas, or concepts</p>	<p>relationships or interactions</p> <p>individuals</p> <p>events</p> <p>ideas</p> <p>concepts</p> <p>historical text</p> <p>scientific text</p> <p>technical text</p> <p>specific information</p>	<p>Students know:</p> <p>techniques for explaining relationships or interactions between individuals, events, ideas, or concepts</p> <p>importance of supporting thinking with information from the text</p> <p>vocabulary: relationships, interactions, events, ideas, concepts, specific</p>	<p>Students understand that/are able to:</p> <p>explain relationships or interactions between individuals, events, ideas, or concepts</p> <p>support thinking with specific information from the text</p> <p>apply this skill to historical, scientific, and technical texts</p> <p>Students understand that historical, scientific, or technical texts use specific information to explain relationships or interactions between individuals, events, ideas, or concepts.</p>	<p>EERI.5.3. Make connections between two individuals or events/actions in a text.</p>	<p>Level IV Students will: EERI.5.3. Make connections between two individuals, events, ideas, or concepts. Ex. Use a T-chart to identify the connections between historical figures (Lincoln and Washington) for events, ideas, or concepts.</p> <p>Level III Students will: EERI.5.3. Make connections between two individuals or events/actions in a text. Ex. Determine the relationship of events in a text (e.g., What needs to happen so that hurricanes can form?). Ex. Determine the relationship of actions or steps in a text (e.g., what to do in a set directions).</p> <p>Level II Students will: EERI.5.3. Connect text to different pictures about a single event. Ex. After reading a biographical passage (Abraham Lincoln), match pictures to events significant to a single event (White House, shooting, Civil War, etc.).</p> <p>Level I Students will: EERI.5.3. Match two pictures showing the “same” event. Ex. Match a picture of Abraham Lincoln in the White House to a picture of Abraham Lincoln delivering a speech.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Strand: Reading Informational		Cluster: Craft and Structure	Grade: 5	Standard 4 (RI.5.4)
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Identify:	Identify:	Identify:	Identify:
	<ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	<ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	<ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	<ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
	Determine the meaning of:	Determine the meaning of:	Determine the meaning of:	Determine the meaning of:
<ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	<ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	<ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	<ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>use clues in a text and outside resources to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area</p>	<p>determine the meaning of general academic words and phrases</p> <p>domain-specific words and phrases in a text</p> <p>relevant to a grade 5 topic or subject area</p>	<p>Students know:</p> <p>features of a text related to word meaning (bold terms, glossary, context clues)</p> <p>steps for using an online or print dictionary</p> <p>several strategies for determining the meaning of an unknown word or phrase</p> <p>techniques for identifying and recording unfamiliar words</p> <p>the difference between domain-specific and academic words and phrases</p> <p>vocabulary: context clues, glossary, dictionary</p>	<p>Students understand that/are able to:</p> <p>distinguish between domain-specific and academic words</p> <p>identify unfamiliar words and phrases</p> <p>use features of a text to determine the meaning of unfamiliar words and phrases</p> <p>use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases</p> <p>Students understand that clues in a text help a reader understand the meaning of words and phrases.</p>	<p>EERI.5.4. After listening to or reading a text, determine the meanings of domain-specific words and phrases.</p>	<p>Level IV Students will:</p> <p>EERI.5.4. Use the domain-specific word within context. Ex. Use the domain specific word in a sentence. Ex. Using the parts of the body (heart, lungs, muscles, etc.), match the words to the correct pictures. Ex. On a map, label with pictures the location of the school, church, theater, etc.</p> <p>Level III Students will:</p> <p>EERI.5.4. After listening to or reading a text, determine the meanings of domain-specific words and phrases. Ex. After shared reading of a science text, match words with basic definitions from an array of choices. Ex. Use a basic picture dictionary to determine word meaning. Ex. Use online graphical dictionaries and technology to determine the meaning of words from a text.</p> <p>Level II Students will:</p> <p>EERI.5.4. Match a word with a picture or object. Ex. Match a picture of a bird to the word <i>bird</i>. Ex. Match a map to the word <i>map</i>.</p> <p>Level I Students will:</p> <p>EERI.5.4. With guidance and support, recognize pictures and related words in a text. Ex. After shared reading of text, point to pictures related to words in the text. Ex. During shared reading of text, gaze at a picture related to a word in the text upon request.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Strand: Reading Informational	Cluster: Craft and Structure	Grade: 4	Standard 5 (RI.5.5)	
<p>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.</p>	<p>Quarter 1: Determine the overall structure: <ul style="list-style-type: none"> • (e.g., chronology • comparison • cause/effect • problem/solution) of a text or a part of a text</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of: <ul style="list-style-type: none"> • events • ideas • concepts or • information in a text or part of a text</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of: <ul style="list-style-type: none"> • events • ideas • concepts or • information in a text or part of a text in two or more texts</p>	<p>Quarter 2:</p>	<p>Quarter 3: Determine the overall structure: <ul style="list-style-type: none"> • (e.g., chronology • comparison • cause/effect • problem/solution) of a text or a part of a text</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of: <ul style="list-style-type: none"> • events • ideas • concepts or • information in a text or part of a text</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of: <ul style="list-style-type: none"> • events • ideas • concepts or • information in a text or part of a text in two or more texts</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to compare and contrast how events, ideas, concepts, or information are structured in different texts including:</p> <p>chronology</p> <p>comparison</p> <p>cause/effect</p> <p>problem/solution</p> <p>events</p> <p>ideas</p> <p>concepts</p> <p>information</p> <p>texts</p>	<p>compare and contrast</p> <p>overall structure</p> <p>chronology</p> <p>comparison</p> <p>cause/effect</p> <p>problem/solution</p> <p>events</p> <p>ideas</p> <p>concepts</p> <p>information</p> <p>texts</p>	<p>Students know:</p> <p>common signal words for text structures</p> <p>note-taking devices (graphic organizers) for text structures</p> <p>vocabulary: chronology, comparison, cause/effect, problem/solution, compare, contrast, structure</p>	<p>Students understand that/are able to:</p> <p>identify the structure used to organize a text or part of a text</p> <p>compare and contrast structures of two or more texts</p> <p>Students understand that categories of information are presented in common text structures.</p>	<p>EERI.5.5. Identify the beginning, middle, and end of a text with a clear sequential structure.</p>	<p>Level IV Students will: EERI.5.5. N/A</p> <p>Level III Students will: EERI.5.5. Identify the beginning, middle, and end of a text with a clear sequential structure. Ex. Using sentence strips, select a sentence from the beginning, a sentence from the middle, and a sentence from the end of a historical text (e.g., Pilgrims came to America, met Native Americans, and learned to grow corn). Ex. Using a story map, fill in the beginning, middle, and end of a text about plants (e.g., <i>seed, plant, flower</i>).</p> <p>Level II Students will: EERI.5.5. Given three parts from a text, arrange the parts into the correct sequence. Ex. Arrange pictures that represent the beginning, middle, and end of a familiar text in the order in which they occurred. Ex. Given a story map with the middle filled in and words representing the beginning, middle, and end of the historical text, arrange the words to show the beginning and end of the story map in the correct place.</p> <p>Level I Students will: EERI.5.5. Identify the beginning of a familiar text. Ex. After shared reading of a science text, use picture clues to identify the beginning of the text. Ex. Point to the beginning of a familiar historical text.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.					
Strand: Reading Informational		Cluster: Craft and Structure	Grade: 5		Standard 6 (RI.5.6)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			Describe the events or main ideas of multiple accounts Distinguish between firsthand or second hand accounts Compare and contrast multiple accounts of the same event or topic Describe the similarities and differences in each point of view Support your analysis with evidence from the texts		

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>analyze similarities and differences in the point of views expressed in multiple accounts of the same event or topic</p>	<p>analyze</p> <p>multiple accounts same event or topic</p> <p>important similarities</p> <p>important differences</p> <p>point of view they represent</p>	<p>Students know:</p> <p>techniques for identifying similarities and differences (i.e. graphic organizers)</p> <p>point of view influences how events or topics are explained</p> <p>vocabulary: account, similarities, point of view</p>	<p>Students understand that/are able to:</p> <p>analyze the point of view represented in varying accounts of the same event or topic</p> <p>Students understand that information a reader gets in a text is impacted by the point of view of the source.</p>	<p>EERI.5.6. Given two pieces of information on the same event or topic, note what is the same.</p>	<p>Level IV Students will:</p> <p>EERI.5.6. Given two pieces of information with similar topics, compare and contrast them.</p> <p>Ex. Given two accounts of what happened during a winter storm, categorize what is the same and different about the two accounts.</p> <p>Ex. Compare and contrast the accounts of two students in the class who went on the same field trip.</p> <p>Level III Students will:</p> <p>EERI.5.6. Given two pieces of information on the same topic, note what is the same.</p> <p>Ex. Given two brief videos about the same event or topic, ask students what was the “same.”</p> <p>Ex. Given two short statements about an event experienced by different students, ask students what was the “same.”</p> <p>Level II Students will:</p> <p>ERI.5.6. Recognize similar aspects in two pieces of information.</p> <p>Ex. Identify facts that are the “same” across two sources.</p> <p>Ex. After shared reading of two texts about plants, identify a fact that is the “same” in both.</p> <p>Level I Students will:</p> <p>EERI.5.6. Identify “same” when shown words or pictures about a topic or event.</p> <p>Ex. Given two photos that show the same event and asked “Are these the same?,” indicates a positive response.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: 5	Standard 7 (RI.5.7)
<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.</p>	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		<p>Obtain information from print and sources</p> <p>Identify problem solving steps</p> <p>Collect information/data</p> <p>Locate an answer or solve problem efficiently from various:</p> <ul style="list-style-type: none"> • print sources • digital sources <p>Organize information to answer efficiently</p>		<p>Obtain information from print and sources</p> <p>Identify problem solving steps</p> <p>Collect information/data</p> <p>Locate an answer or solve problem efficiently from various:</p> <ul style="list-style-type: none"> • print sources • digital sources <p>Organize information to answer efficiently</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>locate an answer quickly or solve a problem efficiently using information from multiple print or digital sources</p>	<p>draw on information from multiple print or digital sources</p> <p>demonstrating the ability to locate an answer to a question quickly</p> <p>demonstrating the ability to solve a problem efficiently</p>	<p>Students know:</p> <p>techniques for locating an answer in a text quickly</p> <p>techniques for using a text to solve a problem efficiently</p> <p>techniques for synthesizing information from multiple sources</p> <p>vocabulary: multiple sources, digital sources</p>	<p>Students understand that/are able to use print and digital sources to:</p> <p>locate an answer in a text quickly</p> <p>use a text to solve a problem efficiently</p> <p>synthesize information from multiple sources</p> <p>Students understand that information from multiple texts can be put together to answer questions and solve problems.</p>	<p>EERI.5.7. Use print or digital sources for information to answer a question.</p>	<p>Level IV Students will: EERI.5.7. Use print or digital sources to gather information. Ex. When asked “What color is the Japanese Flag?” use multiple print or digital sources to obtain answer.</p> <p>Level III Students will: EERI.5.7. Use print or digital sources for information to answer a question. Ex. Use a weather chart to answer, “What is the weather today?” Ex. Use ABC, an alphabet book application for the iPad.</p> <p>Level II Students will: EERI.5.7. Use words or pictures to answer questions. Ex. Given three pictures of historical places, identify the one discussed in a recent lesson.</p> <p>Level I Students will: EERI.5.7. Uses a word or picture to answer a question. Ex. Uses assistive technology to answer a question about informational text.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: 5	Standard 8 (RI.5.8)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			Identify: <ul style="list-style-type: none"> • an author’s particular points in a text • which evidence and reasons support each point Explain how an author uses evidence and reasons to support particular points in a text	Identify: <ul style="list-style-type: none"> • an author’s particular points in a text • which evidence and reasons support each point Explain how an author uses evidence and reasons to support particular points in a text

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>explain how an author uses reasons and evidence to support particular points in a text</p>	<p>explain</p> <p>how an author uses reasons evidence</p> <p>support particular points</p> <p>text</p>	<p>Students know:</p> <p>an author's points should be supported by reasons and evidence</p> <p>techniques for identifying an author's point(s)</p> <p>techniques for identifying supporting reasons and evidence</p> <p>techniques for understanding the relationship between main points, reasons, and evidence</p> <p>vocabulary: reasons, evidence, support</p>	<p>Students understand that/are able to:</p> <p>identify an author's point(s)</p> <p>identify the reasons an author gives to support point(s)</p> <p>identify evidence used to support particular points</p> <p>describe the relationship between main points, reasons, and evidence</p> <p>Students understand that reasons and evidence in a text are selected to support an author's assumptions.</p>	<p>EERI.5.8. Identify the evidence or reasons the author uses to support points in text.</p>	<p>Level IV Students will:</p> <p>EERI.5.8. Identify more than one piece of evidence that supports the author's points in the text.</p> <p>Ex. Find several reasons the author gives for a point in the text (e.g., Swimming pool rules: "No glass in pool." The teacher asks, "What are several reasons?" The student answers, "cuts", etc.).</p> <p>Ex. State a point the author makes and several reasons the author gave.</p> <p>Level III Students will:</p> <p>EERI.5.8. Identify the evidence the author uses.</p> <p>Ex. After reading to identify the evidence an author provides (e.g., Vegetables have important vitamins and minerals that your body needs to survive.), restate the evidence.</p> <p>Ex. Restate a reason the author gives for a point in the text (e.g., What is one reason swimming pool rules include "no glass in pool?").</p> <p>Ex. Select from two choices the evidence that supports a point the author makes in the text (e.g., Plants die when they get too dry, plants need water.).</p> <p>Level II Students will:</p> <p>EERI.5.8. Identify an author's main points.</p> <p>Ex. After shared reading of a historical piece, select the picture or word card that best describes the author's main point.</p> <p>Ex. Given two main points (one the author stated and one the author did not) related to the topic of a shared reading in a science text, select the one from the text.</p> <p>Level I Students will:</p> <p>EERI.5.8. With prompts and supports, identify a book about a specific topic.</p> <p>Ex. After shared reading of a text, select the picture or word card that represents the topic.</p> <p>Ex. Point to a book about hurricanes to select a book to read on that topic.</p> <p>Ex. Choose a picture symbol of a bear to read a book about bears.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: 5	Standard 9 (RI.5.9)
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Identify the information from each text on the same topic Integrate information from several texts on the same topic		Identify the information from each text on the same topic Integrate information from several texts on the same topic

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>share knowledge about a topic based on information integrated from several texts about the topic</p>	<p>integrate information from several texts on the same topic</p> <p>write or speak about the subject knowledgeably</p>	<p>Students know:</p> <p>techniques for identifying important points</p> <p>techniques for identifying key details</p> <p>techniques for integrating information from two or more texts</p> <p>qualities of knowledgeable writing</p> <p>qualities of knowledgeable speaking</p> <p>vocabulary: integrate information, knowledgeably</p>	<p>Students understand that/are able to write or speak knowledgeably about a topic by:</p> <p>identifying important points from two texts</p> <p>identifying key details from two texts</p> <p>integrating information about a single topic from several texts</p> <p>Students understand that knowledgeable speaking and writing about a topic depends on integrating information from several texts about that topic.</p>	<p>EERI.5.9. Collect information from two or more texts on the same topic to share information about a subject.</p>	<p>Level IV Students will:</p> <p>EERI.5.9. Collect information from two or more texts on the same topic to share information about a subject. Ex. Select three books on a topic (e.g., fossils, bears) and share a fact from the passages.</p> <p>Level III Students will:</p> <p>EERI.5.9. Collect information from two or more texts on the same topic to share information about a subject. Ex. From three options, select two passages on a topic (e.g., From two books about bears, state one fact about bears.).</p> <p>Level II Students will:</p> <p>EERI.5.9. Collect information from one text to share information about a subject. Ex. After shared reading of an informational text, restate a fact from the text.</p> <p>Level I Students will:</p> <p>EERI.5.9. With guidance and support, indicate where information is found in a text. Ex. Given an informational book on bears and asked, “Where is something about bears?,” point to text or illustration in the book. Ex. Choose between two picture symbols showing a fact from an informational text.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Informational		Cluster: Range of Reading and Level of Text Complexity	Grade: 5	Standard 10 (RI.5.10)
<p>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.</p>	<p>Quarter 1:</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently</p>	<p>Quarter 2:</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently</p>	<p>Quarter 3:</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently</p>	<p>Quarter 4:</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with scaffolding as needed:</p> <p>read and actively engage in comprehending appropriately complex informational texts</p>	<p>read and comprehend informational texts</p> <p>history / social studies texts</p> <p>science texts</p> <p>technical texts</p> <p>text complexity band</p> <p>independently and proficiently</p>	<p>Students know:</p> <p>techniques for making meaning from appropriately difficult informational text</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p>	<p>Students understand that/are able to:</p> <p>make meaning from appropriately complex informational texts</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts.</p>	<p>EERI.5.10. **This Informational Text Essential Element references all elements above.</p>	

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard: n/a				
Strand: Reading Foundational Skills		Cluster: Phonics and Word Recognition	Grade: 5	Standard (RF.5.3)
<p><i>Recurring</i></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Identify syllabication patterns	Identify syllabication patterns	Identify syllabication patterns	Identify syllabication patterns
	Identify root words	Identify root words	Identify root words	Identify root words
	Explain meanings of prefixes and suffixes	Explain meanings of prefixes and suffixes	Explain meanings of prefixes and suffixes	Explain meanings of prefixes and suffixes
	Accurately read words with Latin roots	Accurately read words with Latin roots	Accurately read words with Latin roots	Accurately read words with Latin roots
	Apply grade level-level phonics and word analysis skills in decoding words	Apply grade level-level phonics and word analysis skills in decoding words	Apply grade level-level phonics and word analysis skills in decoding words	Apply grade level-level phonics and word analysis skills in decoding words
	Synthesize phonics and word analysis skills to decode words	Synthesize phonics and word analysis skills to decode words	Synthesize phonics and word analysis skills to decode words	Synthesize phonics and word analysis skills to decode words
Read accurately unfamiliar multisyllabic words in context and out of context	Read accurately unfamiliar multisyllabic words in context and out of context	Read accurately unfamiliar multisyllabic words in context and out of context	Read accurately unfamiliar multisyllabic words in context and out of context	Read accurately unfamiliar multisyllabic words in context and out of context

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>read familiar and unfamiliar fifth grade texts with accuracy and comprehension</p>	<p>grade-level phonics and word analysis skills</p> <p>decoding words</p> <p>letter-sound correspondences</p> <p>morphology</p>	<p>Students know:</p> <p>letter sound correspondences</p> <p>syllabication patterns</p> <p>morphology (e.g. roots and affixes)</p> <p>vocabulary: root, affix, prefix, suffix, multisyllabic word</p>	<p>Students are able to:</p> <p>apply letter sound correspondences</p> <p>apply syllabication patterns</p> <p>use knowledge of morphology (e.g. roots and affixes)</p> <p>accurately read unfamiliar multisyllabic words in and out of context</p> <p>Students understand that there are systematic relationships between letters and sounds and that written words are composed of letter patterns that represent the sound of spoken words.</p>	<p>EERF.5.3. Know and apply phonics and word analysis skills in decoding words.</p> <p>Decode two-syllable words.</p> <p>Read more than 20 common high-frequency words.</p>	<p>Level IV Students will:</p> <p>EERF.5.3.a. Decode up to multiple-syllable words. Ex. Read text comprised of frequently encountered two- and three-syllable words.</p> <p>EERF.5.3.b. Read more than 100 words. Ex. Given word cards (Dolch or Frye), read 100 or more word cards for the teacher.</p> <p>Level III Students will:</p> <p>EERF.5.3.a. Decode two-syllable words. Ex. Read text comprised of single-syllable words with accuracy. Ex. Use decoding skills to match familiar words with picture-based representations of the words.</p> <p>EERF.5.3.b. Read more than 20 common high-frequency words. Ex. Given word cards (Dolch or Frye), read word cards for the teacher. Ex. When participating in shared reading, the teacher will read parts while the student reads the words in their repertoire.</p> <p>Level II Students will:</p> <p>EERF.5.3.a. Identify the beginning and ending consonant sounds of familiar words. Ex. Asked what the first and last sound in <i>mat</i> is, respond with /m/ and /t/ sound. Ex. Represents the initial and final sound in efforts to spell familiar words. Ex. Given a word card, the student will indicate (point to) the letter that is at the beginning of the word and the letter at the end of the word.</p> <p>EERF.5.3.b. Read up to 20 common high-frequency words. Ex. When participating in shared reading, the teacher will read parts while the student reads the words in their repertoire.</p> <p>Level I Students will:</p> <p>EERF.5.3.a. Identify initial letter in own name. Ex. Selects first letter of own name from an array of letters. Ex. State first letter of own name when asked. Ex. Given three student names, can pick out own name based on the first letter.</p> <p>EERF.5.3.b. Identify words associated with familiar pictures and symbols used to support routines, schedules, and communication. Ex. Identify words routinely encountered on their daily schedule represented by pictures</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard: n/a				
Strand: Reading Foundational Skills		Cluster: Fluency	Grade: 5	Standard (RF.5.4)
<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Quarter 1:</p> <p>To support comprehension:</p> <p>Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings</p> <p>Confirm or self-correct word recognition and understanding by using context</p> <p>Reread with fluency as necessary</p> <p>Read on-level text with:</p> <ul style="list-style-type: none"> • accuracy • appropriate rate • expression on successive readings 	<p>Quarter 2:</p> <p>To support comprehension:</p> <p>Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings</p> <p>Confirm or self-correct word recognition and understanding by using context</p> <p>Reread with fluency as necessary</p> <p>Read on-level text with:</p> <ul style="list-style-type: none"> • accuracy • appropriate rate <p>expression on successive readings</p>	<p>Quarter 3:</p> <p>To support comprehension:</p> <p>Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings</p> <p>Confirm or self-correct word recognition and understanding by using context</p> <p>Reread with fluency as necessary</p> <p>Read on-level text with:</p> <ul style="list-style-type: none"> • accuracy • appropriate rate <p>expression on successive readings</p>	<p>Quarter 4:</p> <p>To support comprehension:</p> <p>Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings</p> <p>Confirm or self-correct word recognition and understanding by using context</p> <p>Reread with fluency as necessary</p> <p>Read on-level text with:</p> <ul style="list-style-type: none"> • accuracy • appropriate rate <p>expression on successive readings</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students orally read fifth grade-level texts (prose and poetry):</p> <p>with purpose and understanding</p> <p>orally with accuracy, appropriate rate, and expression</p> <p>using context to confirm or self-correct word recognition, rereading as necessary</p>	<p>fluency</p> <p>grade-level prose and poetry</p> <p>appropriate rate</p>	<p>Students know:</p> <p>the meaning of punctuation marks</p> <p>techniques to break text up into meaningful groups of words (phrasing)</p> <p>recovery strategies if they make a reading mistake (self-correct)</p> <p>techniques to make appropriate changes in voice, pitch, and expression while reading orally</p> <p>rereading is a strategy that aids in word recognition and comprehension</p> <p>using context is a strategy that aids in word recognition and comprehension</p>	<p>Students understand that/are able to:</p> <p>read with purpose and understanding</p> <p>read orally with accuracy</p> <p>read orally at an appropriate rate</p> <p>read orally with expression</p> <p>use context to aid in word recognition</p> <p>break text up into meaningful groups of words (phrases)</p> <p>recover if they make a mistake (self-correct)</p> <p>make appropriate changes in voice, pitch, and expression while reading orally</p> <p>Students understand that fluent readers learn to recognize words quickly and accurately as a way of obtaining meaning from what is read.</p>	<p>EERF.5.4. Read text comprised of familiar words with accuracy and understanding.</p>	<p>Level IV Students will: EERF.5.4. Read paragraphs and lengthier text with accuracy and understanding. Ex. Read a short story and answer questions about it.</p> <p>Level III Students will: EERF.5.4. Read text comprised of familiar words with accuracy and understanding. Ex. Read simple sentences and answer questions about them. Ex. After reading a passage, answer questions by selecting from three possible choices.</p> <p>Level II Students will: EERF.5.4. Read single words with understanding. Ex. Pair single words with pictures. Ex. Read a one-word direction and follow it, (e.g., <i>go, sit</i>).</p> <p>Level I Students will: EERF.5.4. Attend to reading. Ex. Indicate attention to readers when others are reading. Ex. Look at page when others are reading.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: 5	Standard (W.5.1)
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 	Quarter 1:	Quarter 2:	<p>Quarter 3:</p> <p>Write an opinion piece on a topic or text, supporting a point of view with logical reasons and information that includes :</p> <ul style="list-style-type: none"> • introduction to the topic or text written clearly • an opinion about a topic or text • related ideas grouped logically to support purpose • determined reasons supported by facts and details • defined links between opinions and reasons using words, phrases, and clauses • concluding statement or section that related to the opinion presented 	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students write opinion pieces that assert and support a point of view by:</p> <p>introducing a topic</p> <p>stating an opinion</p> <p>creating an organizational structure that groups ideas logically to support the writer's purpose</p> <p>providing logically ordered reasons supported by facts and details</p> <p>using words, phrases, and clauses to link opinions and reasons</p> <p>ending with a concluding statement or section that relates to the opinion</p>	<p>opinion piece</p> <p>introduce the topic or text clearly</p> <p>state an opinion</p> <p>organizational structure</p> <p>logically grouped and ordered</p> <p>writer's purpose</p> <p>reasons supported by facts and details</p> <p>supporting a point of view</p> <p>linking words, phrases, clauses</p> <p>concluding statement or section</p>	<p>Students know:</p> <p>opinion pieces support a point of view with logically supported reasons and information</p> <p>point of view is strengthened by reasons that are supported by facts and details</p> <p>techniques for linking opinions and reasons (words, phrases, and clauses)</p> <p>opinion pieces follow a predictable structure (e.g. introduction with statement of topic, reasons to support, a logical organizational structure to support writer's purpose, and concluding statement)</p> <p>vocabulary words: point of view, opinion</p>	<p>Students understand that/are able to:</p> <p>identify qualities of opinion pieces</p> <p>develop a point of view</p> <p>supply reasons, information, facts, and details to support the opinion</p> <p>use linking words, phrases, and clauses to connect opinion and reasons</p> <p>write with a predictable structure (e.g. introduction with statement of topic and opinion, reasons to support, logical organizational structure, and concluding statement related to opinion)</p> <p>Students understand that well-developed</p>	<p>EEW.5.1. Write an opinion about a topic or text and reasons to support the opinion.</p> <p>Introduce a topic or text and state an opinion about it.</p> <p>Provide reasons to support the opinion.</p> <p>N/A</p> <p>N/A</p>	<p>Level IV Students will:</p> <p>EEW.5.1.a. Independently introduce a topic or text and state an opinion about it. Ex. During free writing time in class, write an opinion about a favorite local team in their journal. Ex. Given a double-entry journal, enter information and quote from text in the first column, and express opinions about that information in the second column.</p> <p>EEW.5.1.b. Logically order reasons to support the opinion. Ex. After writing an opinion about a favorite local team in their journal, write reasons to support that opinion in logical order (e.g., <i>Panthers are good. Score points. Tackle hard. Kick far.</i>). Ex. After writing, <i>school corndogs are bad</i>, the student writes reasons <i>no stik</i> [stick], <i>cold, and not krute</i> [crunchy]. Ex. Given a double-entry journal, enters information and quotes from text in the first column, and expresses opinions about that information in the second column and writes reasons for opinions (e.g., <i>It was scary. Dark. Girl alone. Rain and wind.</i>). EEW.5.1.c-d. N/A</p> <p>Level III Students will:</p> <p>EEW.5.1.a. Introduce a topic or text and state an opinion about it. Ex. For a book review assignment, write the name of a self-selected text, and then write an opinion about it. Ex. Given an opinion essay writing assignment, write a topic (e.g., <i>school corndogs</i>) and then state an opinion about it (e.g., <i>school corndogs bad</i>). EW.5.1.b. Provide reasons to support the opinion. Ex. After writing an opinion of a text (e.g., not so good), write reasons that support the opinion (e.g., no jokes, no boys, not funny). Ex. After writing, <i>school corndogs are bad</i>, the student writes reasons <i>cold, no stik</i> [stick], <i>cold, not krute</i> [crunchy]. Ex. After writing an opinion (e.g., <i>good to read</i>) of a text (<i>Operation Redwood</i>), write reasons (e.g., <i>like trees, boy good</i>). EEW.5.1.c-d. N/A</p>

			<p>opinions express a point-of-view and are supported by valid reasons and information.</p>	<p>Level II Students will:</p> <p>EEW.5.1.a. With guidance and support, introduce a topic or text and state an opinion about it. Ex. Use a ready-made set-up in multimedia software to select a book by clicking on a scanned picture of the cover and select an opinion from a bank of words and phrases which is entered in a word document. Ex. Working with a teacher who walks the student through each step, first select a book from a collection offered by the teacher. Next, the teacher asks, “Do you think it was a good book?” The student replies, “yes” and the teacher tells the student to write <i>It was good</i> providing spelling support as needed. Ex. Given a template (e.g., [Name of book] is [great, good, bad, awful].), write the topic sentence for a book review.</p> <p>EEW.5.1.b. With guidance and support, provide reasons to support the opinion. Ex. After writing an opinion of a book (<i>so-so</i>), select reasons from a bank of options and alphabet letters in talking word processing software (e.g., <i>characters, boring, too long</i>). Ex. After writing, <i>school corndogs are bad</i>, complete slot-filler sentences prepared by the teacher in talking word processing software: <i>Corndogs are bad because they cold. They need stick.</i></p> <p>EEW.5.1.c-d. N/A</p> <p>Level I Students will:</p> <p>EEW.5.1.a. With guidance and support, identify an opinion about a text or topic. Ex. After reading a book with the class, state an opinion about it when asked (e.g., The teacher asks the student, “Did you like it?” and the student responds, “no” by looking down, shaking his head, or engaging in whatever gesture means no.), and observe/listen as the teacher says and writes, “[Name of student] does not like [Title of book].” Ex. While peers are writing, indicate an opinion about the topic (e.g., Peers are writing letters to the cafeteria about the corndogs they serve, the teacher asks the students, “Do you think the corndogs are good or bad?” and shows two picture communication symbols (<i>good, bad</i>). The student looks at, points to, or touches the picture symbol of <i>bad</i>.) Then, the student observes and listens as the teacher models by writing and speaking aloud, “Corndogs are bad.”</p> <p>EEW.5.1.b. With guidance and support, select from an array of reasons to support an opinion.</p>
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					<p>Ex. Given an array of words that support the opinion that a book was <i>bad</i>, look at, point to, circle, or otherwise mark words to support the opinion which the teacher adds to the topic sentence and reads aloud as the student listens/observes (e.g., “[Name of student] does not like [Title of book] because it is [boring, scary, too long, not funny].”).</p> <p>Ex. Given a ready-made set-up in multimedia software, use scanning to select reasons that <i>corndogs are bad</i> from an array of logical reasons, which the teacher models by writing and speaking aloud in a repeated line structure (e.g., “Corndogs are bad. They are greasy. They are cold. They are stale.”).</p> <p>EEW.5.1.c-d. N/A</p>
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Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: 5	Standard 2 (W.5.2)
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in 	Quarter 1:	<p>Quarter 2:</p> <p>Write an informative/explanatory text that includes:</p> <ul style="list-style-type: none"> • a clearly defined topic • topic supported with <ul style="list-style-type: none"> -facts -definitions -concrete details -quotations -other information -examples • related information grouped together • linked ideas within and across categories of information using words, phrases, and clauses • precise language and domain-specific vocabulary to inform about or explain the topic • a concluding statement or section related to the information or explanation presented 	Quarter 3:	<p>Quarter 4:</p> <p>Write an informative/explanatory text that includes:</p> <ul style="list-style-type: none"> • a clearly defined topic • topic supported with <ul style="list-style-type: none"> -facts -definitions -concrete details -quotations -other information -examples • related information grouped together • linked ideas within and across categories of information using words, phrases, and clauses • precise language and domain-specific vocabulary to inform about or explain the topic • a concluding statement or section related to the information or explanation presented

<p>contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>				
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students write pieces that inform or explain about a topic by:</p> <p>introducing the topic clearly</p> <p>providing general observations and focus</p> <p>grouping related information logically</p> <p>using linking words, phrases, and clauses to connect ideas within and across categories</p> <p>including formatting, illustrations, and multimedia purposefully</p> <p>fully developing a topic through relevant facts, definitions, concrete details, and quotations</p> <p>using precise word choice including domain-specific vocabulary</p>	<p>informative / explanatory texts</p> <p>examine a topic</p> <p>convey ideas and information clearly</p> <p>introduce a topic clearly</p> <p>provide a general observation and focus</p> <p>group related information logically</p> <p>formatting</p> <p>headings</p> <p>multimedia</p> <p>precise language</p> <p>domain-specific vocabulary</p> <p>concluding statement or section</p>	<p>Students know:</p> <p>informative/explanatory texts teach readers about a topic by examining the topic and conveying ideas and information clearly</p> <p>informative/explanatory texts should be engaging and may be entertaining to readers</p> <p>formatting (e.g. headings), illustrations, and multimedia may aid comprehension</p> <p>informative/explanatory pieces follow a predictable structure (e.g. introduce topic, develop topic, concluding statement)</p> <p>topics are developed with facts, definitions, and details, quotations, and other information</p> <p>linking words and</p>	<p>Students understand that/are able to:</p> <p>identify qualities of informative/explanatory pieces</p> <p>write informative/explanatory pieces with a predictable structure (introduce topic, provide a general observation and focus, develop topic, and conclusion)</p> <p>incorporate useful formatting, illustrations, and multimedia</p> <p>employ facts, definitions, details, quotations, examples, and other information to develop topics</p> <p>arrange related information together</p> <p>employ linking words</p>	<p>EEW.5.2. Write to convey ideas and information clearly.</p> <p>Introduce a topic and organize illustrations or other multimedia related to it.</p> <p>Provide facts, details, or other information related to the topic.</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Level IV Students will:</p> <p>EEW.5.2.a. Independently introduce a topic and organize illustrations or other multimedia related to it. Ex. Enter a topic in visual planning software, insert related illustrations, and copy hyperlinks of relevant videos. Ex. Enter a title in online multimedia presentation software, arrange and add related illustrations, and copy hyperlinks of relevant videos.</p> <p>EW.5.2.b. Logically order details to support the topic. Ex. After entering a topic in visual planning software, insert related illustrations, and copy hyperlinks of relevant videos. Then, add related written details and facts. Ex. After entering a title in online multimedia presentation software, arrange and add related illustrations, and copy hyperlinks of relevant videos. Then, add related written details and facts.</p> <p>EEW.5.2.c-e. N/A</p> <p>Level III Students will:</p> <p>EW.5.2.a. Introduce a topic and organize illustrations or other multimedia related to it. Ex. Write the topic of the writing project on the first slide of a multimedia presentation, then insert illustrations and other multimedia elements on subsequent slides. Ex. Write the topic of the writing at the top of the page and then draw an illustration about it.</p> <p>EW.5.2.b. Provide facts, details, or other information related to the topic. Ex. After introducing a topic and selecting illustrations to support it, label the illustrations to provide facts about the topic. Ex. After writing the topic on the first slide and inserting illustrations and videos on subsequent slides in a multimedia presentation, write facts or other details about the topic and supporting the illustrations on each slide.</p> <p>EEW.5.2.c-e. N/A</p> <p>Level II Students will:</p> <p>EW.5.2.a. Introduce a topic and select illustrations or other multimedia related to it. Ex. Write the topic, select from a set of illustrations and videos that the teacher has</p>

<p>ending with a relevant concluding statement or section</p>		<p>phrases and their functions</p> <p>precise language and domain-specific vocabulary are used to inform about and explain the topic</p> <p>relevant concluding statement or section relates to the information or explanation presented</p> <p>vocabulary: informative, explanatory</p>	<p>and phrases to connect ideas</p> <p>include precise language and domain-specific vocabulary</p> <p>Students understand that informative / explanatory writing defines a selected topic and conveys facts about it.</p>		<p>gathered about the topic, and organize them for use in writing.</p> <p>Ex. Write the topic to complete a slot-filler sentence created by the teacher, <i>[Topic] is really interesting</i>. Then, select a video on the topic from a set of videos already previewed by peers.</p> <p>EEW.5.2.b. Select facts, details, or other information related to the topic.</p> <p>Ex. Given a ready-made set-up in multimedia presentation software, select facts and details that match the self-selected illustrations on the topic and write additional notes (e.g., Having selected <i>Trees are plants</i>, the student might type with word prediction software, <i>Rocks are not plants</i>).</p> <p>Ex. Select facts and details from a list generated by a group of students to use in writing about a topic (e.g., The teacher works with a small group of students [using pictures as needed to prompt their memory] to write a list of facts and details they recall about a given topic. Then, the students select details from the resulting list to use in their own writing.).</p> <p>Ex. Using open-ended sentences (sentence with blanks), insert a supporting detail related to the topic.</p> <p>EEW.5.2.c-e. N/A</p> <p>Level I Students will:</p> <p>EEW.5.2.a. With guidance and support, select illustrations or other multimedia related to a familiar topic.</p> <p>Ex. Use partner-assisted scanning to select an illustration on a topic the group is writing about in shared writing, and then observe as a member of the group writes the topic down and reads it aloud to the group.</p> <p>Ex. Watch a selection of videos and then indicate which one is on the stated topic, which the teacher then writes down, and reads aloud for the student while pointing to each word.</p> <p>EEW.5.2.b. With guidance and support, identify objects, artifacts, or other information related to the topic.</p> <p>Ex. While working with a peer on a report about a familiar topic (e.g., <i>trees</i>), look, point to, or touch a choice related to the topic (e.g., a choice of a leaf and an unrelated object).</p> <p>Ex. While working with a group on a shared writing project about fruits and vegetables, identify a picture of an object related to the topic given two choices (e.g., Look, point to, or touch a picture of an apple when the teacher says, “An apple is a kind of fruit. Which picture should we put with our sentence about apples?” and gives the student a</p>
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					choice of two pictures). EEW.5.2.c-e. N/A
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Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: 5	Standard 3 (W.5.3)
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>Quarter 1: Write a narrative that effectively:</p> <ul style="list-style-type: none"> establishes a situation organizes story events to determine logical sequence that results in a conclusion utilizes appropriate transitional words/phrases and clauses to move the events along includes concrete and/or sensory details to develop experiences or events uses techniques such as dialogue and description to develop experiences, events, characters leads to a conclusion 	<p>Quarter 2:</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students write narratives that include real or imagined experiences or events using descriptive details, and clear event sequences by:</p> <p>establishing the situation</p> <p>-introducing narrator and/or characters</p> <p>organizing an event sequence that unfolds naturally</p> <p>using narrative techniques, such as dialogue, description and pacing to develop experiences and events or show the responses of characters to situations</p> <p>using varied transitional words, phrases and clauses</p> <p>using concrete words and phrases and sensory details to convey experiences and events</p>	<p>narrative</p> <p>effective technique</p> <p>clear event sequences</p> <p>event sequence that unfolds naturally</p> <p>narrative techniques</p> <p>transitional words and phrases</p> <p>concrete words and phrases</p> <p>sensory details</p> <p>conclusion</p>	<p>Students know narratives can be real or imagined and include:</p> <p>established situations</p> <p>narrators and/or characters</p> <p>event sequences that unfold naturally</p> <p>narrative techniques such as dialogue, descriptions and pacing</p> <p>a variety of transitional words, phrases and clauses</p> <p>concrete words and phrases and sensory details to convey precise details</p> <p>conclusions based on the narrated experiences or events</p>	<p>Students understand that/are able to write a narrative which includes:</p> <p>real or imagined experiences or events</p> <p>an established situation</p> <p>narrators and/or characters</p> <p>narrative techniques such as dialogue, descriptions and pacing to develop experiences and events or show the responses of characters to situations</p> <p>varied transitional words, phrases and clauses to manage the sequence of events</p> <p>concrete words and phrases and sensory details to convey experiences and events</p>	<p>EEW.5.3. Select an event or personal experience and write about it.</p> <p>a-b. Introduce the experience or situation, and follow with three or more events in sequence.</p> <p>c. N/A</p> <p>d. N/A</p> <p>e. N/A</p>	<p>Level IV Students will:</p> <p>EEW.5.3.a-b. Introduce the experience or situation in one sentence and then follow with sentences that include three or more events in sequence.</p> <p>Ex. Write about a personal experience (e.g., <i>I go soping</i> [shopping]) and include three or more events (e.g., <i>We go ml</i> [mall]. <i>I eat. Mom by gme</i> [buy game]).</p> <p>Ex. Write about an event (e.g., <i>We had bk fr</i> [book fair]) and include three events (e.g., <i>We lk bx</i> [look at books]. <i>I tel</i> [tell] <i>Mom. I by bk</i> [buy book]).</p> <p>EEW.5.3.c-e. N/A</p> <p>Level III Students will:</p> <p>EEW.5.3.a-b. Introduce the experience or situation, and follow with three or more events in sequence.</p> <p>Ex. Write about a personal experience (e.g., <i>Go sop</i> [shopping]) and include three or more events (e.g., <i>Go ml</i> [mall]. <i>Eat. By gme</i> [buy game]).</p> <p>Ex. Write about an event (e.g., <i>bk fr</i> [book fair]) and include three events (e.g., <i>lk bx</i> [look at books]. <i>tel</i> [tell] <i>Mom. by bk</i> [buy book]).</p> <p>EEW.5.3.c-e. N/A</p> <p>Level II Students will:</p> <p>EW.5.3.a-b. Write about an event or personal experience including two events in sequence.</p> <p>Ex. Write about a personal experience (e.g., <i>sop</i> [shopping]) including two events (e.g., <i>Go ml</i> [mall]. <i>Eat.</i>).</p> <p>Ex. Write about an event (e.g., <i>bk fr</i> [book fair]) and include two events (e.g., <i>lk bx</i> [look at books] and <i>by bk</i> [buy book]).</p> <p>EEW.5.3.c-e. N/A</p> <p>Level I Students will:</p> <p>EEW.5.3.a-b. Participate in a shared writing about a personal experience.</p> <p>Ex. Point to a word to be added to the shared writing product.</p> <p>Ex. Choose from picture symbols to communicate words to add to a shared writing</p>

<p>precisely</p> <p>providing a conclusion that follows from narrated experiences or events</p>		<p>vocabulary word: narrative</p>	<p>precisely</p> <p>a conclusion that follows from the narrated experience or event</p> <p>Students understand that an author reflects on his/her life by writing a narrative to convey a real or imagined experience or event.</p>		<p>product about a personal experience.</p> <p>Ex. Touch a choice in a word bank projected on an interactive whiteboard to fill in the blank on a shared writing project.</p> <p>EEW.5.3.c-e. N/A</p>
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Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 5	Standard 4 (W.5.4)
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 1-3 above.)	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Analyze the reason for writing a piece to decide on: <ul style="list-style-type: none"> • task • purpose • audience 	Analyze the reason for writing a piece to decide on: <ul style="list-style-type: none"> • task • purpose • audience 	Analyze the reason for writing a piece to decide on: <ul style="list-style-type: none"> • task • purpose • audience 	Analyze the reason for writing a piece to decide on: <ul style="list-style-type: none"> • task • purpose • audience
	Determine suitable : <ul style="list-style-type: none"> • idea development strategies • organization appropriate to task, purpose and audience	Determine suitable : <ul style="list-style-type: none"> • idea development strategies • organization appropriate to task, purpose and audience	Determine suitable : <ul style="list-style-type: none"> • idea development strategies • organization appropriate to task, purpose and audience	Determine suitable : <ul style="list-style-type: none"> • idea development strategies • organization appropriate to task, purpose and audience
	Produce a writing piece that is clear and cohesive with: <ul style="list-style-type: none"> • idea development • organization appropriate to task, purpose and audience	Produce a writing piece that is clear and cohesive with: <ul style="list-style-type: none"> • idea development • organization appropriate to task, purpose and audience	Produce a writing piece that is clear and cohesive with: <ul style="list-style-type: none"> • idea development • organization appropriate to task, purpose and audience	Produce a writing piece that is clear and cohesive with: <ul style="list-style-type: none"> • idea development • organization appropriate to task, purpose and audience

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>are flexible in their use of development and organization to create clear and coherent writing appropriate to task, purpose, and audience</p> <p>apply this skill to all types of writing (opinion, informative/explanatory, and narrative)</p>	<p>clear and coherent writing</p> <p>development and organization appropriate to task, purpose, and audience</p> <p>grade-specific expectations</p>	<p>Students know:</p> <p>qualities of clear and coherent writing</p> <p>purposes for a variety of types of writing</p> <p>potential audiences for a variety of types of writing</p> <p>techniques for developing ideas</p> <p>techniques for organizing writing</p>	<p>Students understand that/are able to:</p> <p>produce clear and coherent writing</p> <p>analyze a writing task to determine what is required</p> <p>adapt writing to fulfill a specific purpose</p> <p>adapt writing to meet the needs of an audience</p> <p>develop ideas in a way appropriate to task and purpose</p> <p>organize thoughts in a way appropriate to task and purpose</p> <p>apply these skills to a variety of types of writing</p> <p>Students understand that clear and coherent writing pieces are</p>	<p>EEW.5.4. Produce writing that is appropriate to task, purpose, and audience.</p>	<p>Level IV Students will:</p> <p>EW.5.4. Produce writing that is appropriate to a wide variety of tasks, purposes, and audiences.</p> <p>Ex. Write a thank you letter to a guest speaker that is appropriately formatted and understood by its audience.</p> <p>Ex. Write a story for a kindergarten class that is understood when read aloud to that class.</p> <p>Ex. Write a note to remind the teacher to bring a book back from the library that results in the desired outcome.</p> <p>Level III Students will:</p> <p>EEW.5.4. Produce writing that is appropriate to task, purpose, and audience.</p> <p>Ex. Write about a personal experience.</p> <p>Ex. Write about a topic and include facts and illustrations relevant to the topic.</p> <p>Ex. Write an e-mail that is understood by recipient.</p> <p>Level II Students will:</p> <p>EW.5.4. With guidance and support, produce writing that is appropriate to task, purpose, and audience.</p> <p>Ex. With guidance and support, write about a personal experience.</p> <p>Ex. With guidance and support, write about a topic and include facts and illustrations relevant to the topic.</p> <p>Ex. Use a set of guidelines or template to write an e-mail that is understood by the recipient.</p> <p>Level I Students will:</p> <p>EEW.5.4. With guidance and support, produce group writing that is appropriate to task, purpose, and audience.</p> <p>Ex. Use picture communication symbols to make requests (e.g., use picture exchange to request a food item during lunch) that are written by the teacher and read aloud as the student listens and observes.</p> <p>Ex. Use single message voice output devices to make comments during shared writing</p>

			organized and developed based on task, purpose, and audience.		(e.g., “I know something about that.”) that are written by the teacher and read aloud as the student observes and listens. Ex. Use a multiple message voice output device to state an opinion (e.g., “I like that!”) that is added to a two-column written opinion chart and read aloud with the other opinion statements as the student observes and listens.
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Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 5	Standard 5 (W.5.5)	
<p>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.)</p>	<p>Quarter 1:</p> <p>With guidance and support from peers and adults, students learn how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach to strengthen writing. <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3)</p>	<p>Quarter 2:</p> <p>With guidance and support from peers and adults, students learn how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach to strengthen writing. <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3)</p>	<p>Quarter 3:</p> <p>With guidance and support from peers and adults, students learn how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach to strengthen writing. <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3)</p>	<p>Quarter 4:</p> <p>With guidance and support from peers and adults, students learn how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach to strengthen writing. <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3)</p>	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with guidance and support from peers and adults, develop and strengthen writing by:</p> <p>planning</p> <p>revising</p> <p>editing</p> <p>rewriting</p> <p>trying a new approach</p>	<p>guidance and support from adults and peers</p> <p>develop and strengthen writing as needed</p> <p>planning</p> <p>revising</p> <p>editing</p> <p>rewriting</p> <p>trying a new approach</p>	<p>Students know:</p> <p>when to use guidance and support from peers and adults</p> <p>qualities of well-developed and strong writing</p> <p>techniques for planning writing</p> <p>techniques for revising writing</p> <p>techniques for editing writing</p> <p>techniques for rewriting</p> <p>a variety of approaches to writing</p> <p>vocabulary: plan, revise, edit, rewrite, approach</p>	<p>Students understand that/are able to:</p> <p>use adult and peer guidance and support to strengthen writing</p> <p>plan writing</p> <p>revise writing</p> <p>edit writing</p> <p>rewrite</p> <p>try a new approach to their writing piece</p> <p>produce writing that is well-developed and strong</p> <p>Students understand that planning, revising, editing, rewriting, and trying new approaches are critical to the development of strong writing pieces.</p>	<p>EEW.5.5. With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.</p>	<p>Level IV Students will:</p> <p>EEW.5.5. With guidance and support from peers and adults, write and revise using the editing process.</p> <p>Ex. After working with the teacher to brainstorm ideas for writing, use personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback.</p> <p>Ex. After using a graphic organizer tool to brainstorm and organize ideas, write a first draft, share with a peer, and edit draft by adding additional details based on peer feedback.</p> <p>Level III Students will:</p> <p>EEW.5.5. With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.</p> <p>Ex. After working with the teacher to brainstorm ideas for writing that are then entered in a word bank for the student to use when writing, add more information to own writing after sharing and getting suggestions from peers.</p> <p>Ex. After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline.</p> <p>Level II Students will:</p> <p>EEW.5.5. With guidance and support from adults and peers, add more information to own writing.</p> <p>Ex. Use a talking word processor to read own writing to peers and then, with the help of peers, add more to writing to strengthen it.</p> <p>Ex. Read own writing about a personal experience (e.g., <i>Go ml [mall]. Eat. By gme [buy game]</i>), and then work with peers to add more (e.g., <i>gme [Game] is for me.</i>).</p> <p>Level I Students will:</p> <p>EEW.5.5. With guidance and support from peers and adults, write.</p> <p>Ex. With guidance and support from peers, select letters on an alternative keyboard to produce writing.</p> <p>Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (e.g., “Tell me the next one.”) and write desired letters (e.g., “Write that one for me.”).</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 5	Standard 6 (W.5.6)	
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
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.		With some guidance and support: <ul style="list-style-type: none"> • use keyboarding skills • use technology software to produce and publish writing • use the Internet to communicate with others • evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others • use keyboarding skills to type two or more pages in a single sitting 	With some guidance and support: <ul style="list-style-type: none"> • use keyboarding skills • use technology software to produce and publish writing • use the Internet to communicate with others • evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others • use keyboarding skills to type two or more pages in a single sitting 		

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with some guidance and support from adults:</p> <p>use technology to produce and publish writing</p> <p>use technology to interact and collaborate with others</p> <p>use the Internet to produce and publish writing</p> <p>use the Internet to interact and collaborate with others</p> <p>demonstrate sufficient command of keyboarding skills by typing a minimum of two pages in a single sitting</p>	<p>some guidance and support from adults</p> <p>use technology, including the Internet</p> <p>produce</p> <p>publish</p> <p>interact and collaborate with others</p> <p>sufficient command of keyboarding skills</p> <p>minimum of two pages in a single sitting</p>	<p>Students know:</p> <p>when to use guidance and support from adults</p> <p>technology can be used to produce and publish writing</p> <p>the Internet can be used to produce and publish writing</p> <p>techniques for using technology to interact and collaborate with others</p> <p>techniques for using the Internet to interact and collaborate with others</p> <p>vocabulary: technology, Internet, interact, collaborate, keyboard</p>	<p>Students understand that/are able to:</p> <p>use adult guidance and support</p> <p>use technology to produce and publish writing</p> <p>use the Internet to produce and publish writing</p> <p>use technology to interact and collaborate with others</p> <p>use the Internet to interact and collaborate with others</p> <p>use keyboarding skills</p> <p>type a minimum of two pages in a single sitting</p> <p>Students understand that technology, including the Internet, may be used</p>	<p>EW.5.6. With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>	<p>Level IV Students will: EEW.5.6. With minimal guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting websites designated by the teacher, use a talking word processor to draft notes and then share what was learned with peers.</p> <p>Level III Students will: EW.5.6. With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Working with an adult, navigate the Internet to identify images to use in writing about a self-selected topic. The teacher and student interact about each image and copy/paste selected pictures into a writing project. Ex. Work with a group of peers to complete a research project selecting images from the Internet and writing about the topic using talking word processors. Peers help stretch out the sounds in words to type words using word prediction software.</p> <p>Level II Students will: EEW.5.6. With guidance and support from adults, use technology to produce writing. Ex. Work with an adult to scan through choices in an onscreen word bank and select words for use in labeling pictures selected to accompany writing about a topic. Ex. Complete slot-filler sentences created by an adult in a talking word processor program by clicking on the appropriate words in a word bank. Ex. Working with an adult and word prediction software, select a letter on the keyboard, scan through the choices that are produced by the word prediction software, and select a word to produce writing to contribute to a peer’s text.</p> <p>Level I Students will: EEW.5.6. With guidance and support from adults, use technology to communicate. Ex. With guidance and support from an adult, use a multiple message voice output</p>

			efficiently, through skillful keyboarding, to effectively produce and publish writing as well as interact and collaborate with others.		device to state an opinion about a book, which the teacher writes on a class book chart and reads aloud while the student listens and observes. Ex. With guidance and support from an adult, list facts about a topic using a sequenced message device. Ex. With an adult use a PECS book with symbols to create sentences (e.g., “I see ____.”) for a repeated line text, share the text with a peer who provides a picture of another thing that might be seen (and can be added to the text with a teacher’s assistance).
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Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
Strand: Writing		Cluster: Build and Present Knowledge	Grade: 5	Standard 7 (W.5.7)
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Identify and discriminate between various research sources (i.e. atlas, map, encyclopedia, internet) Identify different aspects of a selected topic Compare/contrast information from various research sources Interpret information derived from various sources Participate in short research and writing projects Conduct investigations on different aspects of a topic		Identify and discriminate between various research sources (i.e. atlas, map, encyclopedia, internet) Identify different aspects of a selected topic Compare/contrast information from various research sources Interpret information derived from various sources Participate in short research and writing projects Conduct investigations on different aspects of a topic

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>use several sources to conduct short research projects about topics of individual interest to build understandings of different aspects of topics</p>	<p>conduct short research projects</p> <p>several sources</p> <p>build knowledge</p> <p>investigation of different aspects of a topic</p>	<p>Students know:</p> <p>research is a way to build knowledge</p> <p>steps in the research process (i.e. define question, locate resources, evaluate and use information, organize findings, share findings, etc.)</p> <p>thorough research investigates multiple facets of a topic</p> <p>thorough research uses several sources</p> <p>vocabulary: research process</p>	<p>Students understand that/are able to:</p> <p>select a topic for short research</p> <p>consider different aspects of the topic</p> <p>locate multiple sources to learn about the topic</p> <p>use a graphic organizer to record thoughts</p> <p>build knowledge about a topic through research</p> <p>Students understand that research based on several sources is a way to build a multi-faceted understanding of a topic.</p>	<p>EEW.5.7. Conduct short research projects using two or more sources.</p>	<p>Level IV Students will:</p> <p>EEW.5.7. Conduct short research projects using multiple sources.</p> <p>Ex. Find pictures from the Internet, magazines, newspapers, and catalogs, to support a written report about a topic.</p> <p>Ex. Read three or more books to find information to include in a short research project.</p> <p>Ex. Use sticky notes to mark pages in several books where there is relevant information, and then write that information in a group research project.</p> <p>Level III Students will:</p> <p>EEW.5.7. Conduct short research projects using two or more sources.</p> <p>Ex. Read two different books to find information to include in a short research project.</p> <p>Ex. Search the Internet and use screen reading software to read several sites and identify information to include a short research project.</p> <p>Ex. Use a library book with accompanying video to find facts about a research topic (e.g., dinosaurs or fossils) and contribute that information to a group presentation on the topic.</p> <p>Level II Students will:</p> <p>EEW.5.7. With guidance and support, gather information about a topic.</p> <p>Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.</p> <p>Ex. With guidance and support, the student reads two different books, gets support in highlighting relevant information, and uses the information in a short research project.</p> <p>Ex. Given screen reading software that reads the text on a webpage, work with peers to identify information to include in a group research project.</p> <p>Level I Students will:</p> <p>EEW.5.7. Participate with a group in using multiple sources to conduct a short research project.</p> <p>Ex. Work with a group of peers who are working on a research project and select information to include from options offered by peers.</p> <p>Ex. Use a multiple message voice output device to ask questions programmed by the</p>

					<p>teacher (e.g., “What does it say? Is that good? Should we look at something else?”) that guide the group in completing the research project.</p> <p>Ex. Explore two webpages using a screen reader, choose one piece of information from each, type letters about them, and have Level III or II peer also type short notes and read them aloud.</p>
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Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
Strand: Writing		Cluster: Build and Present Knowledge	Grade: 5	Standard 8 (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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Recall relevant information from experiences	Recall relevant information from experiences		Recall relevant information from experiences
		Gather relevant information from print and digital sources		Gather relevant information from print and digital sources
		Identify source list		Identify source list
		Summarize information in notes and finished work		Summarize information in notes and finished work
		Paraphrase information in notes and finished work		Paraphrase information in notes and finished work
		List sources		List sources

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>recall relevant information from experiences</p> <p>gather relevant information from print and digital sources</p> <p>summarize or paraphrase information in notes and finished work</p> <p>provide a list of sources</p>	<p>recall relevant information</p> <p>gather relevant information from print and digital sources</p> <p>summarize</p> <p>paraphrase</p> <p>notes</p> <p>finished work</p> <p>provide a list of sources</p>	<p>Students know:</p> <p>the difference between print and digital sources</p> <p>techniques for taking notes on sources</p> <p>techniques for categorizing information</p> <p>what to include in a list of sources</p> <p>vocabulary: relevant information, print, digital sources, summarize, paraphrase, notes, sources</p>	<p>Students understand that/are able to:</p> <p>recall relevant information from experience</p> <p>locate relevant information from print and digital sources</p> <p>take notes</p> <p>summarize or paraphrase in notes and finished work</p> <p>provide list of sources</p> <p>Students understand that research involves summarizing or paraphrasing recalled experiences or gathered information from listed print and digital sources.</p>	<p>EEW.5.8. Recall information from personal experiences or gather relevant information from print and digital sources to include in writing.</p>	<p>Level IV Students will:</p> <p>EEW.5.8. Recall information from personal experiences and gather relevant information from print and digital sources to include in writing. Ex. Recall information about a trip to the zoo and gather additional information about the animals they saw and include both in a written product (e.g., <i>I went to zoo. Saw gila</i>[gorilla]. <i>He eat fruit. Also eat ants.</i>) Ex. Recall information from a science project and gather information about the project by watching video clips. Combine information from both in writing.</p> <p>Level III Students will:</p> <p>EEW.5.8. Recall information from personal experiences or gather relevant information from print and digital sources to include in writing. Ex. Recall information from a trip to the zoo and write based on recollections (e.g., <i>I went to zoo. Saw gila</i> [gorilla].). Ex. Look at a webpage to learn about the kind of gorillas at the zoo and writes based on what he or she learns (e.g., <i>gila</i> [Gorilla] <i>eat fruit. Gila</i> [Gorilla] <i>eat ant.</i>).</p> <p>Level II Students will:</p> <p>EEW.5.8. Recall information from personal experiences to include in writing. Ex. Recall an event that occurred on a trip to the zoo and write about it (e.g., <i>we sg</i> [sing] <i>bas</i> [bus].). Ex. Recall information from an interaction with peers and write about it (e.g., <i>fun lunch. Laf</i> [laugh] <i>milk nos</i> [nose].).</p> <p>Level I Students will:</p> <p>EEW.5.8. Recall personal experiences. Ex. Respond “yes” or “no” when the teacher asks whether or not he or she has done something (e.g., “Did you ever go to the store?” or “Have you seen a gorilla?”) and listen/observe as the teacher writes and reads aloud, “[Name] went to the store.” Ex. Access pre-stored messages on a dynamic display communication device to report on personal experiences (e.g., “I went to the zoo with my grandma and papa.”), and listen/observe as the teacher writes that text in a group repeated line text and reads it aloud.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: 5	Standard 9 (W.5.9)
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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]").</p> <p>b. 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]").</p>	Quarter 1:	<p>Quarter 2:</p> <p>Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p>	<p>Quarter 3:</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p>	<p>Quarter 4:</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students critically read literature and informational texts to draw evidence in support of analysis, reflection, and research by:</p> <p>comparing and contrasting two or more characters, settings, or events in a story or a drama, drawing on specific details in the text</p> <p>explaining how an author uses reasons and evidence to support particular points in a text and identifying which reasons and evidence support which point(s)</p>	<p>literary text</p> <p>informational text</p> <p>analysis</p> <p>reflection</p> <p>research</p> <p>grade 5 reading standards</p>	<p>Students know:</p> <p>elements of analytical, reflective, and research-based writing</p> <p>varying techniques for critical reading of literature and informational texts</p> <p>techniques for note-taking during and after reading</p> <p>techniques for composing academic writing including descriptions, explanations, and comparisons and contrasts</p> <p>vocabulary: evidence, literary text, informational text, analysis, reflection, research</p>	<p>Students understand that/are able to:</p> <p>compose an analytical, reflective, or research-based piece in response to a literature and informational text</p> <p>analyze a prompt about a text to determine what is being asked</p> <p>form ideas in response to a prompt about a text</p> <p>support ideas with evidence from a text</p> <p>Students understand that analysis, reflection, and research are strengthened by citing relevant evidence from appropriate texts.</p>	<p>EEW.5.9. Use information from literary and informational text to support writing.</p> <p>Apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story.”).</p> <p>Apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational text (e.g., “Identify evidence the author uses.”).</p>	<p>Level IV Students will:</p> <p>EEW.5.9.a. N/A</p> <p>EEW.5.9.b. N/A</p> <p>Level III Students will:</p> <p>EEW.5.9.a. Apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story.”). Ex. After reading to compare and contrast two characters in a story, write about the ways they are the same and different. Ex. After listening to or reading two related texts, write about which they like best and provide details to explain why.</p> <p>EEW.5.9.b. Apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational text (e.g., “Identify evidence the author uses.”). Ex. After reading to identify the evidence an author provides (e.g., Vegetables have important vitamins and minerals that your body needs to survive.), the student writes about the evidence in support of own opinion about the topic (e.g., <i>Vegetables are gross. Gummy [gummy] vitamins bettr [better].</i>). Ex. After reading a short history text, identify key events that contributed to our lives and write a summary of the supporting details provided by the author.</p> <p>Level II Students will:</p> <p>EEW.5.9.a. With guidance and support, apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story.”). Ex. Working with the teacher, highlight words in the text that show how two characters are the same and different, and then the student uses the highlighted word to write about the characters. Ex. After listening to or reading a familiar text, use a ready-made set-up in multimedia software to identify words from the text that relate to the setting and write about how it compares to their own community.</p> <p>EEW.5.9.b. With guidance and support, apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational text (e.g., “Identify evidence the author uses.”). Ex. After reading to identify the evidence an author provides (e.g., Vegetables have</p>

					<p>important vitamins and minerals that your body needs to survive.), work with the teacher who supports each step to write about the evidence in support of own opinion about the topic (e.g., <i>Vegetables are gross. Gumy [gummy] vitamins betr [better].</i>).</p> <p>Ex. Using a ready-made set up in multimedia software, use the words the group identified about the topic and alphabet access to fill in the blanks on the writing template created by the teacher.</p> <p>Level I Students will:</p> <p>EEW.5.9.a. With guidance and support, participate in writing tasks that follow shared reading of poetry, prose, and other forms of literature.</p> <p>Ex. After participating in shared reading of a book, use a single message voice output device to contribute an idea to a shared writing project.</p> <p>Ex. After participating in a shared reading of a poem, use a ready-made set-up in multimedia software to select words to complete a fill-in-the-blank version of the poem.</p> <p>EEW.5.9.b. With guidance and support, participate in writing tasks that follow shared reading of informational texts.</p> <p>Ex. After participating in shared reading of a book about healthy eating, use a preprogrammed voice output device to contribute ideas to the group writing project.</p> <p>Ex. After participating in a shared reading of a book, point to pictures to include in shared research project the group is writing.</p>
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Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
Strand: Writing		Cluster: Range of Writing	Grade: 5	Standard 10 (W.5.10)
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Quarter 1: Write routinely for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences	Quarter 2: Write routinely for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences	Quarter 3: Write routinely for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences	Quarter 4: Write routinely for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>With practice and support, students:</p> <p>produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames.</p>	<p>write routinely</p> <p>range of tasks, purposes, and audiences</p> <p>extended time frames</p> <p>shorter time frames</p>	<p>Students know:</p> <p>techniques for writing in short and/or extended time frames</p> <p>task specific writing procedures</p> <p>techniques for creating writing appropriate for specific audiences and purposes</p>	<p>Students understand that/are able to:</p> <p>complete various pieces of writing over varying lengths of time</p> <p>organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</p> <p>Students understand that writing pieces are organized and developed based on task, audience, and purpose.</p>	<p>EW.5.10. Write routinely for a variety of tasks, purposes, and audiences.</p>	<p>Level IV Students will: EEW.5.10. N/A</p> <p>Level III Students will: EEW.5.10. Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project.</p> <p>Level II Students will: EEW.5.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank on the computer, write a note to include in the home-school notebook. Ex. Using a template with steps to follow, send an e-mail to a friend. Ex. With guidance and support, write labels to go with a display for a group research project.</p> <p>Level I Students will: EEW.5.10. With guidance and support, communicate routinely during shared writing for a variety of purposes and audiences. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, use the device to contribute comments during shared writing. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, tell about their feelings, which are then written in a class feelings chart and read aloud as the students observe and listen.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 5	Standard 1 (SL.5.1)	
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>Quarter 1:</p> <p>Follow agreed-upon rules during discussion</p> <p>Carry out assigned roles during discussions</p> <p>Formulate questions and responses based on comments made by others to clarify understanding of discussion or presentation</p> <p>Connect comments to the remarks of others</p> <p>Think critically about ideas posed to draw conclusions</p> <p>Express ideas clearly</p>	<p>Quarter 2:</p> <p>Follow agreed-upon rules during discussion</p> <p>Carry out assigned roles during discussions</p> <p>Formulate questions and responses based on comments made by others to clarify understanding of discussion or presentation</p> <p>Connect comments to the remarks of others</p> <p>Think critically about ideas posed to draw conclusions</p> <p>Express ideas clearly</p>	<p>Quarter 3:</p> <p>Follow agreed-upon rules during discussion</p> <p>Carry out assigned roles during discussions</p> <p>Formulate questions and responses based on comments made by others to clarify understanding of discussion or presentation</p> <p>Connect comments to the remarks of others</p> <p>Think critically about ideas posed to draw conclusions</p> <p>Express ideas clearly</p>	<p>Quarter 4:</p> <p>Follow agreed-upon rules during discussion</p> <p>Carry out assigned roles during discussions</p> <p>Formulate questions and responses based on comments made by others to clarify understanding of discussion or presentation</p> <p>Connect comments to the remarks of others</p> <p>Think critically about ideas posed to draw conclusions</p> <p>Express ideas clearly</p>

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.				
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students engage effectively in a range of discussions with a variety of participants, demonstrating the ability to:</p> <p>be prepared by reading or studying required materials</p> <p>explore and use ideas gained from preparation</p> <p>follow agreed-upon rules for discussion</p> <p>carry out assigned discussion roles</p> <p>pose and respond to specific questions to clarify or follow up</p> <p>make comments that contribute to discussion</p> <p>make comments that elaborate on the remarks of others</p> <p>review key ideas</p>	<p>engage effectively</p> <p>range of collaborative discussions</p> <p>diverse partners</p> <p>grade 5 topics and texts</p> <p>building on others' ideas</p> <p>come to discussions prepared</p> <p>agreed-upon rules for discussions</p> <p>assigned roles</p> <p>elaborate on the remarks of others</p>	<p>Students know:</p> <p>techniques to prepare for discussions</p> <p>how to incorporate known information about the topic into the discussion</p> <p>agreed-upon rules for discussions</p> <p>techniques to pose and respond to questions</p> <p>asking questions aids understanding</p> <p>techniques to elaborate on the remarks of others</p> <p>the value of reviewing key ideas expressed during the discussion</p> <p>how to draw conclusions based on discussions</p>	<p>Students understand that/are able to:</p> <p>prepare for collaborative discussions</p> <p>use information gained during preparation to explore ideas</p> <p>listen attentively to discussions about grade 5 topics and texts</p> <p>contribute to discussions about grade 5 topics and texts</p> <p>follow agreed-upon rules for discussion</p> <p>contribute to collaborative discussions</p> <p>discuss topics or text one-on-one or in groups</p>	<p>EESL.5.1. Participate in collaborative discussions.</p> <p>Prepare for discussions.</p> <p>Engage in discussions to share information on the topic.</p> <p>Communicate directly with peers in multi-turn exchanges.</p> <p>Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.</p>	<p>Level IV Students will:</p> <p>EESL.5.1.a. Prepare for discussions by completing assignments related to the discussion. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about rocks.).</p> <p>EESL.5.1.b. Engage in discussions sharing information on the topic across repeated turns. Ex. Share information about plants (e.g., <i>seed makes plant</i>) multiple times during a discussion. Ex. Given a multiple message communication device, combine words to share information on the topic (e.g., <i>Seed in ground. Plant grow.</i>) more than once during a group conversation.</p> <p>EESL.5.1.c. Initiate multi-turn exchanges with peers. Ex. During the morning routine, approach a peer, initiate an exchange, and continue the exchange by responding to the peer's reply (e.g., Show the peer a book, and say "See?" The peer replies, "Uh-ha, did you read it?" The student says, "Yeah, want it?" Peer says, "Already read it.").</p> <p>Ex. During a science project, turn to a peer and initiate an exchange related to the task, and respond to the peer's reply (e.g., The student says, "What now?" The peer replies and the student asks, "How?").</p> <p>EESL.5.1.d. Ask and answer questions of adult or peer communication partners to clarify and elaborate key issues. Ex. During a discussion of the key issues of a book chapter, ask and answer questions about the book chapter (e.g., The student asks peers, "How did you know?" The peers point to the place in the book where the information appears, and the student says, "Can you read it?" After hearing it, the student "Is that like the other book?"). Ex. After listening to the directions for a group project, raise hand to ask questions about the directions (e.g., The student asks, "What do we need?" The teacher restates the list and the student again raises her hand to ask, "Where is it?" The teacher responds by asking, "Where do we keep them?" The student points to the cabinet, and the teacher confirms.).</p>

<p>expressed</p> <p>explain their own ideas and understanding</p>			<p>participate in teacher-led discussions</p> <p>ask and answer specific questions</p> <p>elaborate on the remarks of others</p> <p>review key ideas expressed during the discussion</p> <p>draw conclusions based on discussions</p> <p>Students understand that engaging in effective discussions involve preparation, listening, clarifying, reviewing key ideas, and drawing conclusions.</p>	<p>Level III Students will:</p> <p>EESL.5.1.a. Prepare for discussions. Ex. Prepare for a discussion by preprogramming or organizing messages on a voice output communication device. Ex. Prepare for a discussion by making a list of ideas, words, or information to share.</p> <p>EESL.5.1.b. Engage in discussions to share information on the topic. Ex. Share information about plants (e.g., <i>seed makes plant</i>). Ex. Given a multiple message communication device, combine words to share information on the topic (e.g., <i>Seed in ground</i>).</p> <p>EESL.5.1.c. Communicate directly with peers in multi-turn exchanges. Ex. During a literature circle, use a multiple message voice output device to communicate with a peer (e.g., Say, “I like it.” As the conversation continues, the student adds, “funny” and “don’t understand.”). Ex. During a science project, communicate with a peer about the task (e.g., The peer says, “I need help.” The student says, “What?” The peer says, “Hold this.” The student says “Okay?” Then adds, “Done?”).</p> <p>EESL.5.1.d. Ask and answer questions of adult or peer communication partners to identify key issues of the discussion. Ex. During a group conversation, ask and answer questions about the topic or a detail of the conversation (e.g., The student asks the teacher, “What does that mean?” In her response, the teacher asks the student, “Do you know what that means?” and the student replies, “yes.”). Ex. While engaged in partner reading with a peer, the student asks, “Can you read that again?” After the second reading, the student asks, “What’s [insert word]?” The peer explains the word and asks, “Do you get it now?” and the student says, “yes.”).</p> <p>Level II Students will:</p> <p>EESL.5.1.a. With support, prepare for discussions. Ex. Work with an adult to prepare for a discussion by preprogramming or organizing messages on a voice output communication device. Ex. Prepare for a discussion by working with an adult to prepare a list of ideas, words, or information to share with a group of peers. Ex. Before a discussion about a video on rocks, watch the video and highlight items on a list that would be good to share during the discussion.</p> <p>EESL.5.1.b. When guidance and support, add information to the discussion on the</p>
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					<p>Ex. Follow the discussion as it moves from one speaker to the next by looking at each speaker.</p> <p>Ex. Use a multiple message communication device preprogrammed with discussion continuers (e.g., “What does everyone else think? Who else has something to say? Anyone have something to add?”), the student uses the device to insert continuing comments during the discussion.</p> <p>EESL.5.1.d. Answer simple questions (i.e., <i>who</i> and <i>what</i>) related to the topic of the discussion.</p> <p>Ex. While participating in a small group discussion about a clear topic, choose from two pictures to answer the teacher’s question, “Who are we talking about?”</p> <p>Ex. While participating in a small group discussion about a clear topic, choose from two objects the one that represents the topic when asked, “What are we talking about?”</p>
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Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 5	Standard 2 (SL.5.2)
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Quarter 1:	Quarter 2: Summarize: <ul style="list-style-type: none"> • a written text read aloud • information presented in divers media, including: <ul style="list-style-type: none"> o visually o quantitatively o orally 	Quarter 3:	Quarter 4: Summarize: <ul style="list-style-type: none"> • a written text read aloud • information presented in divers media, including: <ul style="list-style-type: none"> o visually o quantitatively o orally

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>During or after listening or viewing, students:</p> <p>summarize a written text read aloud or information presented in diverse media and formats</p>	<p>summarize</p> <p>diverse media and formats, including visually, quantitatively, and orally</p>	<p>Students know:</p> <p>strategies to summarize a written text read aloud or information presented in diverse media and formats</p> <p>vocabulary words: summarize</p>	<p>Students understand that/are able to:</p> <p>summarize a written text read aloud or information presented in diverse media and formats</p> <p>Students understand that in order to comprehend text read aloud or information presented in diverse formats (including visually, quantitatively, and orally), they must be able to summarize the text or information presented.</p>	<p>EESL.5.2. Identify the main idea and supporting details of a text presented through diverse media.</p>	<p>Level IV Students will:</p> <p>EESL.5.2. Paraphrase the main idea and supporting details of a text presented through diverse media.</p> <p>Ex. After viewing a presentation, restate the main idea and key supporting details on the slides of the presentation in own words.</p> <p>Ex. After watching a video, list the main idea of the video and key supporting details in own words.</p> <p>Level III Students will:</p> <p>EESL.5.2. Identify the main idea and supporting details of a text presented through diverse media.</p> <p>Ex. After viewing a presentation, select a statement that best reflects the main idea and two or three supporting details on the slides of the presentation.</p> <p>Ex. After watching a video, state the main idea of the video and then recall two or three supporting details.</p> <p>Level II Students will:</p> <p>EESL.5.2. Identify the main idea of a text presented through diverse media.</p> <p>Ex. After viewing a presentation, select a statement that best reflects the main idea of the presentation.</p> <p>Ex. After watching a video, state the main idea of the video.</p> <p>Level I Students will:</p> <p>EESL.5.2. With support, identify details from a text presented through diverse media.</p> <p>Ex. After viewing a presentation on an interactive whiteboard, identify from a display of pictures those that were included in the presentation.</p> <p>Ex. While viewing a presentation on an interactive whiteboard, circle the parts of pictures that represent details in the text that was read aloud.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 5	Standard 3 (SL.5.3)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			Identify a speaker's: <ul style="list-style-type: none"> • points • claims • reasons and evidence Summarize the points a speaker makes Explain how each of a speaker's claims is supported by reasons and evidence	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>During or after listening or viewing, students:</p> <p>summarize a speaker's points</p> <p>explain how each claim is supported by reasons and evidence</p>	<p>summarize</p> <p>explain</p> <p>claim</p> <p>reasons</p> <p>evidence</p>	<p>The student knows:</p> <p>techniques for attentive listening</p> <p>techniques for recording main points, claims, reasons, and evidence while listening to a speaker</p> <p>signal words included in speeches to indicate transitions or relationships between ideas</p> <p>techniques for summarizing</p>	<p>Students understand that/are able to:</p> <p>listen attentively to a speaker to summarize:</p> <p>key points</p> <p>reasons given to support points</p> <p>supporting evidence</p> <p>Students understand that discerning listening involves critiquing and evaluating.</p>	<p>EESL.5.3. Identify the main point a speaker makes.</p>	<p>Level IV Students will:</p> <p>EESL.5.3. Paraphrase the main point and supporting points a speaker makes. Ex. Restate the speaker's main point in own words and highlight supporting points selected from a list of choices. Ex. State the main point and list some supporting points that a speaker makes.</p> <p>Level III Students will:</p> <p>EESL.5.3. Identify the main point a speaker makes. Ex. Restate the main point the speaker makes on the topic. Ex. Select from an array of choices the one that best reflects the speaker's main point.</p> <p>Level II Students will:</p> <p>EESL.5.3. Identify a point that the speaker makes. Ex. After listening to a peer present to the class, identify something the peer said from a list presented with partner-assisted scanning (e.g., peer reads each item in the list and the student says "yes" or "no" to indicate if the item was part of what peer said in presentation.). Ex. Given a list of three things, listen to a speaker and highlight the one that matches what the speaker says.</p> <p>Level I Students will:</p> <p>EESL.5.3. Recognize speaker. Ex. Establish eye gaze with speaker. Ex. Face toward the speaker. Ex. Nod or otherwise acknowledge the speaker.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 5	Standard 4 (SL.5.4)
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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		<p>Speak clearly at an understandable pace while</p> <ul style="list-style-type: none"> • reporting on a topic or text • presenting an opinion <p>Sequence ideas logically</p> <p>Use appropriate facts and relevant, descriptive details that support main ideas or themes</p>	<p>Speak clearly at an understandable pace while</p> <ul style="list-style-type: none"> • reporting on a topic or text • presenting an opinion <p>Sequence ideas logically</p> <p>Use appropriate facts and relevant, descriptive details that support main ideas or themes</p>	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students report on a topic or text or present an opinion with:</p> <p>logically sequenced ideas</p> <p>appropriate facts</p> <p>relevant, descriptive details</p> <p>Information selected and organized to support main ideas or themes</p> <p>clear speaking</p> <p>understandable pace</p>	<p>report on a topic or text</p> <p>present an opinion</p> <p>sequencing ideas logically</p> <p>appropriate facts</p> <p>relevant, descriptive details</p> <p>main ideas or themes</p> <p>speak clearly</p> <p>understandable pace</p>	<p>The student knows:</p> <p>techniques for sequencing ideas logically</p> <p>facts and details support main ideas or themes</p> <p>the importance of speaking clearly</p> <p>the importance of speaking at an understandable pace</p>	<p>Students understand that/are able to:</p> <p>report on a topic or text or present an opinion</p> <p>sequence ideas logically</p> <p>use appropriate facts and relevant, descriptive details to support main ideas or themes</p> <p>speak clearly</p> <p>speak at an understandable pace</p> <p>Students understand that the technique, ideas, and organization of a speaker impact the engagement and understanding of the audience.</p>	<p>EESL.5.4. Create a simple report or presentation about a curriculum-based topic.</p>	<p>Level IV Students will:</p> <p>EESL.5.4. Create a report or presentation about a curriculum-based topic including a statement of own opinion about the topic.</p> <p>Ex. Create a report about recycling and include a clear opinion about whether there is a need for a recycling in own town.</p> <p>Ex. Create a report about a book and focus on which characters are the favorite and why.</p> <p>Level III Students will:</p> <p>EESL.5.4. Create a simple report or presentation about a curriculum-based topic.</p> <p>Ex. Select artifacts that reflect the topic being studied in science, write labels for each, and arrange them in a visual display to talk about during the school science fair.</p> <p>Ex. Select illustrations from a book read during class and give a short presentation describing each illustration and its relationship to the story.</p> <p>Level II Students will:</p> <p>EESL.5.4. Create a simple presentation about a personally relevant topic.</p> <p>Ex. Select pictures from a family vacation, label the pictures (e.g., people’s names and places) and sequence them for a presentation.</p> <p>Ex. Select objects from a collection (e.g., toys, rocks, videos) and select words from a multiple message communication device to go with each object to use in a presentation.</p> <p>Level I Students will:</p> <p>EESL.5.4. Select a picture, object, or artifact from an array of options to add to a group-created presentation about a curriculum-based topic.</p> <p>Ex. Select a picture of a favorite character to add to a presentation about the book created by a small group.</p> <p>Ex. Select a favorite object from a science activity to add to a presentation created by a small group.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 5	Standard 5 (SL.5.5)
<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	Quarter 1:	<p>Quarter 2:</p> <p>Determine when it’s appropriate to add:</p> <ul style="list-style-type: none"> • graphics • sound • visual displays <p>in presentations to enhance development of main ideas or themes</p> <p>Use:</p> <ul style="list-style-type: none"> • graphics to enhance the main idea or theme when appropriate during presentations • sound to enhance the main idea or theme when appropriate during presentations • visual displays to enhance the main idea or theme when appropriate during presentations 	Quarter 3:	<p>Quarter 4:</p> <p>Determine when it’s appropriate to add:</p> <ul style="list-style-type: none"> • graphics • sound • visual displays <p>in presentations to enhance development of main ideas or themes</p> <p>Use:</p> <ul style="list-style-type: none"> • graphics to enhance the main idea or theme when appropriate during presentations • sound to enhance the main idea or theme when appropriate during presentations • visual displays to enhance the main idea or theme when appropriate during presentations

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>include multimedia components and visual displays to enhance the development of main ideas or themes in presentations</p>	<p>multimedia components</p> <p>graphics</p> <p>sound</p> <p>visual displays</p> <p>presentations</p> <p>when appropriate to enhance</p> <p>main ideas or themes</p>	<p>Student know:</p> <p>varied multimedia components including: graphics and sound</p> <p>when multimedia components and visual displays could be used to enhance the development of main ideas or themes</p> <p>techniques for creating multimedia components or visual displays that enhance the development of main ideas or themes</p>	<p>Students understand that/are able to:</p> <p>enhance the development of a main idea or theme in a presentation through the use of graphics, sound, and visual displays.</p> <p>Students understand that a speaker's main ideas and themes can be enhanced by multimedia components and visual displays.</p>	<p>EESL.5.5. Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation.</p>	<p>Level IV Students will: EESL.5.5. N/A</p> <p>Level III Students will: EESL.5.5. Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation. Ex. Working with a group to create a report, draw or select pictures to enhance the report. Ex. Given the text of a report, combine tactual materials to add to each page and enhance the overall report.</p> <p>Level II Students will: EESL.5.5. Select an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation. Ex. Working with a group to create a report, select photographs from an array to enhance the report. Ex. After reviewing the text of a report with the group who created it, select tactual materials to enhance the report.</p> <p>Level I Students will: EESL.5.5. Match audio recordings, images, photographs, or other visuals/tactual displays to portions of a group-constructed report or presentation. Ex. Choose from two choices a picture to match a portion of a group report when working with a group on a report (e.g., A peer says, “We need a picture to go with this. It says <i>the mountain is the largest in the world</i>. Pick a picture of a big mountain.” Then, the student chooses the matching picture from a choice of two.). Ex. Working with a group on a presentation, listen to a page read aloud on the computer and then, select from an array of three the photo that best matches the text on the page.</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 5	Standard 6 (SL.5.6)	
<p>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 on pages 28 and 29 for specific expectations.)</p>	<p>Quarter 1:</p> <p>Identify audience, task, and situation</p> <p>Identify characteristics of formal and informal speaking</p> <p>Analyze situation to determine appropriate speech use (formal English or informal discourse)</p> <p>Speak appropriately for a variety of contexts and tasks, using formal English when appropriate to task and situation</p>	<p>Quarter 2:</p> <p>Identify audience, task, and situation</p> <p>Identify characteristics of formal and informal speaking</p> <p>Analyze situation to determine appropriate speech use (formal English or informal discourse)</p> <p>Speak appropriately for a variety of contexts and tasks, using formal English when appropriate to task and situation</p>	<p>Quarter 3:</p> <p>Identify audience, task, and situation</p> <p>Identify characteristics of formal and informal speaking</p> <p>Analyze situation to determine appropriate speech use (formal English or informal discourse)</p> <p>Speak appropriately for a variety of contexts and tasks, using formal English when appropriate to task and situation</p>	<p>Quarter 4:</p> <p>Identify audience, task, and situation</p> <p>Identify characteristics of formal and informal speaking</p> <p>Analyze situation to determine appropriate speech use (formal English or informal discourse)</p> <p>Speak appropriately for a variety of contexts and tasks, using formal English when appropriate to task and situation</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>adapt speech to a variety of contexts and tasks</p> <p>use formal English in appropriate to tasks and situations</p>	<p>adapt speech</p> <p>variety of contexts and tasks</p> <p>formal English</p> <p>appropriate to task and situation</p>	<p>Students knows:</p> <p>what types of contexts call for formal English</p> <p>techniques for evaluating whether formal English is appropriate to a task and situation</p> <p>vocabulary: formal English</p>	<p>Students understand that/are able to:</p> <p>adapt speech appropriate to task and situation</p> <p>use formal English when appropriate to task and situation</p> <p>Students understand that a speaker is flexible in his/her use of language and technique based on task and situation.</p>	<p>EESL.5.6. Use formal and informal language.</p>	<p>Level IV Students will: EESL.5.6. Use formal and informal language as appropriate. Ex. Upon entering the classroom, greets peers informally (e.g., “Hey!”) and teachers formally (e.g., “Good morning.”). Ex. During a group discussion, informally comment on a peer’s remarks (e.g., “No way!”) and formally offer own remarks (e.g., “I think it was the man.”).</p> <p>Level III Students will: ESL.5.6. Use formal and informal language. Ex. Use phrases and informal expressions in responding to peers. Ex. Respond formally to questions posed by unfamiliar others. Ex. Revise comment using formal language when asked to say something another way. Ex. Upon entering the principal’s office, select a message on the voice output device that says, “I have something to say, but it will take me a minute.” And then begins to construct a formal message linking multiple symbols together. Ex. Upon joining a group of peers at a lunch table, navigate to the page in a communication device with preprogrammed messages for friends instead of the page with more formal greetings.</p> <p>Level II Students will: EESL.5.6. Differentiate between communication partners and contexts that call for formal and informal communication. Ex. When asked, “Should you answer with one word right now?” respond appropriately, “yes” or “no” based on the situation. Ex. When a class guest asks if the student wants a turn and he or she selects the message “No way!,” the student responds to the teacher’s request to be polite by selecting the message that says, “No thanks.”</p> <p>Level I Students will: EESL.5.6. Communicate informally with others. Ex. Gesture (e.g., wave hand, nod head) to communicate informally with someone in the hallway. Ex. Use a single message voice output device to comment informally during shared reading, “No Way!”</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Strand: Language		Cluster: Conventions of Standard English	Grade: 5	Standard 1 (L.5.1)
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<p>Quarter 1:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Explain the function of :</p> <ul style="list-style-type: none"> • conjunctions • prepositions • interjections <p>in particular sentences</p> <p>use the perfect verb tense</p> <p>Use:</p> <ul style="list-style-type: none"> • perfect verb tenses • verb tenses to convey various times • sequences • states • conditions <p>Correct inappropriate changes in verb tense</p> <p>Use correlative conjunctions</p>	<p>Quarter 2:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Explain the function of :</p> <ul style="list-style-type: none"> • conjunctions • prepositions • interjections <p>in particular sentences</p> <p>use the perfect verb tense</p> <p>Use:</p> <ul style="list-style-type: none"> • perfect verb tenses • verb tenses to convey various times • sequences • states • conditions <p>Correct inappropriate changes in verb tense</p> <p>Use correlative conjunctions</p>	<p>Quarter 3:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Explain the function of :</p> <ul style="list-style-type: none"> • conjunctions • prepositions • interjections <p>in particular sentences</p> <p>use the perfect verb tense</p> <p>Use:</p> <ul style="list-style-type: none"> • perfect verb tenses • verb tenses to convey various times • sequences • states • conditions <p>Correct inappropriate changes in verb tense</p> <p>Use correlative conjunctions</p>	<p>Quarter 4:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Explain the function of :</p> <ul style="list-style-type: none"> • conjunctions • prepositions • interjections <p>in particular sentences</p> <p>use the perfect verb tense</p> <p>Use:</p> <ul style="list-style-type: none"> • perfect verb tenses • verb tenses to convey various times • sequences • states • conditions <p>Correct inappropriate changes in verb tense</p> <p>Use correlative conjunctions</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, when writing and/or speaking, apply standard grammar and usage including:</p> <p>understanding parts of speech (conjunctions, prepositions, interjections)</p> <p>varying verb tenses (including perfect verb tenses)</p> <p>recognizing and correcting shifts in verb tense</p> <p>using conjunctions</p>	<p>demonstrate command conventions of standard English</p> <p>grammar and usage</p> <p>conjunctions</p> <p>prepositions</p> <p>interjections</p> <p>perfect verb tenses</p> <p>verb tense</p> <p>inappropriate shifts in verb tense</p> <p>correlative conjunctions</p>	<p>Students know:</p> <p>correct grammar and usage impacts how well a message is understood</p> <p>techniques for recognizing incorrect verb tense</p> <p>vocabulary: conjunctions, prepositions, interjections, verb tenses</p>	<p>Students understand that/are able to:</p> <p>explain the function of conjunctions, prepositions, and interjections in particular sentences</p> <p>vary verb tenses (including perfect verb tenses)</p> <p>use verb tense to convey time, sequence, state, and condition</p> <p>recognize and correct shifts in verb tense</p> <p>use conjunctions</p> <p>Students understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.</p>	<p>EEL.5.1. Demonstrate standard English grammar and usage when communicating.</p> <p>a. Use singular and plural nouns with matching verbs (e.g., <i>Sam eats, dogs eat</i>).</p> <p>b. N/A</p> <p>c. N/A</p> <p>d. (See EEL.5.1.a.)</p> <p>e. Use frequently occurring conjunctions: <i>and, but, or, for, because</i>.</p>	<p>Level IV Students will:</p> <p>EEL.5.1.a. Generate sentences that use singular and plural nouns with matching verbs. Ex. Complete sentence combining activities that combine two simple sentences, such as <i>The dog eats.</i> and <i>The cat eats.</i> into one: <i>The dog and cat eat.</i></p> <p>EEL.5.1.b-c. N/A</p> <p>EL.5.1.d. (See EEL.5.1.a.)</p> <p>EEL.5.1.e. Generate a sentence that correctly includes frequently occurring conjunctions: <i>and, but, or, for, because</i>. Ex. Complete a sentence combining activities that combine two simple sentences such as <i>I like pizza.</i> and <i>I like hamburgers.</i> into one sentence: <i>I like pizza and hamburgers.</i></p> <p>Level III Students will:</p> <p>EEL.5.1.a. Use singular and plural nouns with matching verbs (e.g., <i>Sam eats, dogs eat</i>). Ex. Combine words to create simple sentences that describe pictures depicting singular and plural nouns (e.g., <i>The boy runs. The boys run.</i>).</p> <p>EEL.5.1.b-c. N/A</p> <p>EEL.5.1.d. (See EEL.5.1.a.)</p> <p>EEL.5.1.e. Use frequently occurring conjunctions: <i>and, but, or, for, because</i>. Ex. Tell the names of two friends to sit between: <i>Sam and Linda</i>.</p> <p>Level II Students will:</p> <p>EEL.5.1.a. Combine nouns and verbs in communication. Ex. Dictate captions for each picture in a class book about a field trip, combining a name with the action the person is doing.</p> <p>EEL.5.1.b-c. N/A</p> <p>EEL.5.1.d. (See EEL.5.1.a.)</p> <p>EEL.5.1.e. With guidance and support, use <i>and</i> to combine words. Ex. Help read the list of items to purchase on a shopping trip by combining each item on the list with <i>and</i>.</p> <p>Level I Students will:</p>

					<p>EEL.5.1.a. Demonstrate an understanding of common verbs. Ex. Demonstrates an action (<i>jump</i>) in response to a teacher request. Ex. Point to a picture depicting an action (<i>run</i>) in response to a teacher request.</p> <p>EEL.5.1.b-c. N/A</p> <p>EEL.5.1.d. (See EEL.5.1.a.)</p> <p>EEL.5.1.e. Participate in lessons focused on using <i>and</i> to expand sentences. Ex During a shared writing activity, make word choices to complete the sentence with a structure (e.g., <i>I like to eat [food] and [food].</i>).</p>
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Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Strand: Language		Cluster: Conventions of Standard English	Grade: 5	Standard 2 (L.5.2)
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Quarter 1: Use commas to separate items in a series</p> <p>Use a comma to separate an introductory element from the rest of the sentence</p> <p>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g. <i>Yes, thank you</i>), to set off a tag questions from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (<i>Is that you, Steve?</i>)</p> <p>Know underlining or italics indicate the title of a book, play, film, long musical works, broadcast series and quotation marks indicate a title of other titles such as an article, poem, or story</p> <p>Use underlining, quotation marks, or italics to indicate titles of works</p> <p>Recall and apply spelling rules Identify and correct misspelled words</p> <p>Consult references as needed</p>	<p>Quarter 2: Use commas to separate items in a series</p> <p>Use a comma to separate an introductory element from the rest of the sentence</p> <p>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g. <i>Yes, thank you</i>), to set off a tag questions from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (<i>Is that you, Steve?</i>)</p> <p>Know underlining or italics indicate the title of a book, play, film, long musical works, broadcast series and quotation marks indicate a title of other titles such as an article, poem, or story</p> <p>Use underlining, quotation marks, or italics to indicate titles of works</p> <p>Recall and apply spelling rules Identify and correct misspelled words</p> <p>Consult references as needed</p>	<p>Quarter 3: Use commas to separate items in a series</p> <p>Use a comma to separate an introductory element from the rest of the sentence</p> <p>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g. <i>Yes, thank you</i>), to set off a tag questions from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (<i>Is that you, Steve?</i>)</p> <p>Know underlining or italics indicate the title of a book, play, film, long musical works, broadcast series and quotation marks indicate a title of other titles such as an article, poem, or story</p> <p>Use underlining, quotation marks, or italics to indicate titles of works</p> <p>Recall and apply spelling rules Identify and correct misspelled words</p> <p>Consult references as needed</p>	<p>Quarter 4: Use commas to separate items in a series</p> <p>Use a comma to separate an introductory element from the rest of the sentence</p> <p>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g. <i>Yes, thank you</i>), to set off a tag questions from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (<i>Is that you, Steve?</i>)</p> <p>Know underlining or italics indicate the title of a book, play, film, long musical works, broadcast series and quotation marks indicate a title of other titles such as an article, poem, or story</p> <p>Use underlining, quotation marks, or italics to indicate titles of works</p> <p>Recall and apply spelling rules Identify and correct misspelled words</p> <p>Consult references as needed</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, when writing, apply standard capitalization, punctuation, and spelling including:</p> <p>using punctuation to separate items in a series</p> <p>using a comma to separate an introductory element</p> <p>using a comma to set off the words yes or no</p> <p>using a comma to set off a tag question</p> <p>using a comma to indicate direct address</p> <p>using underlining to indicate titles of works</p> <p>using quotation marks to indicate titles of works</p> <p>using italics to indicate</p>	<p>demonstrate command conventions of standard English</p> <p>capitalization</p> <p>punctuation</p> <p>spelling</p> <p>comma</p> <p>introductory element</p> <p>tag question</p> <p>direct address</p> <p>underlining</p> <p>quotation marks</p> <p>italics</p> <p>grade-appropriate words</p> <p>references (for spelling)</p>	<p>Students know:</p> <p>punctuation is used to separate items in a series</p> <p>commas are used to separate an introductory element from the rest of the sentence</p> <p>commas are used to set off the words yes and no</p> <p>commas are used to set off a tag question from the rest of the sentence</p> <p>commas as used to indicate direct address</p> <p>titles of works are indicated through underlining, quotation marks, or italics</p> <p>correct spelling of</p>	<p>Students understand that/are able to:</p> <p>use punctuation to separate items in a series</p> <p>use a comma to separate an introductory element</p> <p>use a comma to set off the words yes or no</p> <p>use a comma to set off a tag question</p> <p>use a comma to indicate direct address</p> <p>use underlining to indicate titles of works</p> <p>use quotation marks to indicate titles of works</p> <p>use italics to indicate titles of works</p> <p>spell grade-</p>	<p>EEL.5.2. Use conventions of standard English.</p> <p>a. Capitalize names and the first word in a sentence. EEL.5.2.b.</p> <p>Use a period to mark the end of a sentence.</p> <p>c. N/A</p> <p>d. N/A</p> <p>e. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.</p>	<p>Level IV Students will:</p> <p>EEL.5.2.a. Capitalize names and the first word in a sentence in own writing. Ex. Use shift or caps lock to capitalize names and the first letter in sentence in own writing.</p> <p>EEL.5.2.b. Use a period to mark the end of a sentence in own writing.</p> <p>EL.5.2.c-d. N/A</p> <p>EEL.5.2.e. Spell most words correctly with full phonetic representations of misspelled words. Ex. Write a short message with most of the words spelled correctly and remaining words spelled phonetically with all sounds represented.</p> <p>Level III Students will:</p> <p>EEL.5.2.a. Capitalize names and the first word in a sentence. Ex. Indicate need to capitalized first letter (e.g., The teacher is writing the morning message and stops to ask, “How do I start?” The student responds, “Start with a capital letter.”).</p> <p>Ex. Indicate name with capitalized first letter as correct when presented with options with and without capitalization.</p> <p>EEL.5.2.b. Use a period to mark the end of a sentence. Ex. During a shared writing activity, the student adds a word to finish a sentence and adds a period (e.g., The teacher has written, <i>I like</i>, and the student writes, <i>toys</i>, and adds a period at the end.).</p> <p>EEL.5.2.c-d. N/A</p> <p>EL.5.2.e. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. Ex. Spell the word, <i>take</i> as <i>tak</i> if it is an unknown word. Ex. Spell the word, <i>city</i> as <i>sit</i>, if it is an unknown word. Ex. Spell the word, <i>wok</i> as <i>wock</i>, if it is an unknown word.</p> <p>Level II Students will:</p>

<p>titles of works</p> <p>spelling grade-appropriate words</p> <p>consulting word reference materials to check and correct spellings</p>		<p>grade-appropriate words</p> <p>techniques for consulting word references</p> <p>vocabulary: punctuation, comma, introductory element, tag question, quotation marks, italics, reference material</p>	<p>appropriate words</p> <p>consult word reference materials to check and correct spellings</p> <p>Students understand that the effectiveness of a message is enhanced through correct capitalization, punctuation, and spelling.</p>		<p>EEL.5.2.a. With guidance and support, indicate that the first word in a sentence must be capitalized. Ex. Indicate need to capitalized first letter when asked (e.g., The teacher is writing the morning message and stops to ask, “What do I need to do to that first word in the sentence?” The student responds, “Capital.”).</p> <p>EEL.5.2.b. Indicate the need to mark the end of a sentence with a period in shared writing. Ex. During a shared writing activity, the teacher asks, “What do I need to put on the end of that sentence?” The student responds, “a period.”</p> <p>EEL.5.2.c-d. N/A</p> <p>EEL.5.2.e. Identify the consonant to represent the final phoneme in familiar words. Ex. Say or point to the letter <i>t</i> when asked, “What letter goes at the end of the word, hat?”</p> <p>Level I Students will:</p> <p>EEL.5.2.a. Attend to own name in text. Ex. Point to own name on cubby. Ex. Point to own name when presented paired with picture. Ex. Looks at own name when asked to identify it from a field of two choices (e.g., The teacher shows two name cards and says, “Show me your name Anna.” The student points to or eyes gazes to the card that has <i>Anna</i> written on it.</p> <p>EEL.5.2.b. Indicate a mark that is used at the end of a sentence. Ex. Look at or touch the picture of a period when the teacher shows a picture of a period and a question mark and says, “Can you show me the period. It’s the mark we put at the end of a sentence.”</p> <p>EEL.5.2.c-d. N/A</p> <p>EEL.5.2.e. Participate in spelling and alphabet activities. Ex. Select a letter from a choice of two letters when the teacher says, “What letter should I put in front of the word, <i>at</i>?” The student indicates the letter <i>h</i> and the teacher says, “That’s <i>h</i>. When I put it in front of <i>-at</i>, I spell <i>hat</i>, h-a-t. Let’s try another one.”</p>
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***May identify focus skills per quarter**

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Strand: Language	Cluster: Knowledge of Language	Grade: 5	Standard 3 (L.5.3)	
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Quarter 1:</p> <p>Use knowledge of language and language conventions when speaking</p> <p>Recognize various sentence structures</p> <p>Expand, combine, and reduce sentences for:</p> <ul style="list-style-type: none"> • meaning • reader/listener interest • style <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in:</p> <ul style="list-style-type: none"> • stories • dramas • poems 	<p>Quarter 2:</p> <p>Use knowledge of language and language conventions when speaking</p> <p>Recognize various sentence structures</p> <p>Expand, combine, and reduce sentences for:</p> <ul style="list-style-type: none"> • meaning • reader/listener interest • style <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in:</p> <ul style="list-style-type: none"> • stories • dramas • poems 	<p>Quarter 3:</p> <p>Use knowledge of language and language conventions when speaking</p> <p>Recognize various sentence structures</p> <p>Expand, combine, and reduce sentences for:</p> <ul style="list-style-type: none"> • meaning • reader/listener interest • style <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in:</p> <ul style="list-style-type: none"> • stories • dramas • poems 	<p>Quarter 4:</p> <p>Use knowledge of language and language conventions when speaking</p> <p>Recognize various sentence structures</p> <p>Expand, combine, and reduce sentences for:</p> <ul style="list-style-type: none"> • meaning • reader/listener interest • style <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in:</p> <ul style="list-style-type: none"> • stories • dramas • poems

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, in writing and/or speaking:</p> <p>expand, combine, and reduce sentences for meaning, reader/listener interest, and style</p> <p>compare and contrast varieties of English used in stories, dramas, or poems</p>	<p>conventions</p> <p>varieties of English</p>	<p>Students know:</p> <p>techniques to manipulate sentences (expanding, combining, reducing) for meaning, listener/reader interest, and style</p> <p>different varieties of English (e.g. dialects, registers) are used in stories, dramas, or poems</p> <p>vocabulary: conventions, style, compare and contrast</p>	<p>Students understand that/are able to:</p> <p>expand, combine and reduce sentences for meaning, reader/listener interest, and style</p> <p>compare and contrast varieties of English (e.g. dialects, registers) used in stories, dramas, or poems</p> <p>Students understand that creating effective sentences and using varieties of English (e.g. dialects, registers) impact reader/listener engagement.</p>	<p>EEL.5.3. Use language to achieve desired meaning when communicating.</p> <p>b. N/A</p>	<p>Level IV Students will:</p> <p>EEL.5.3.a. Listen and communicate to obtain information to perform a task. Ex. Ask for directions to perform an assigned task. Ex. Follow multi-step verbal directions to complete assigned task.</p> <p>EEL.5.3.b. N/A</p> <p>Level III Students will:</p> <p>EEL.5.3.a. Use language to achieve desired meaning in communicating. Ex. Ask for help to complete an assigned task. Ex. Repeat or rephrase directions to perform a task.</p> <p>EEL.5.3.b. N/A</p> <p>Level II Students will:</p> <p>EEL.5.3.a. Communicate to achieve three or more communicative functions (e.g., request, comment, share information). Ex. Use picture exchange to request a preferred item. Ex. Make a comment during lunch time (e.g., “too loud”) or another part of the day (e.g., “don’t wanna”). Ex. Ask a simple question (e.g., “Why?”).</p> <p>EEL.5.3.b. N/A</p> <p>Level I Students will:</p> <p>EEL.5.3.a. Express at least two communicative functions that may or may not be in a conventional fashion. Ex. Turn head away to indicate rejection (e.g., rejecting a food, drink, looking at a person). Ex. Push away an undesired object. Ex. Vocalize to indicate selection when offered a choice of two items. Ex. Vocalize to get attention from teacher or peer.</p> <p>EEL.5.3.b. N/A</p>

Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 5	Standard 4 (L.4.4)	
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). 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. 	<p>Quarter 1: Determine the meaning of unknown and multiple-meaning words by:</p> <ul style="list-style-type: none"> Examining a text to find clues to the meanings of words (e.g., cause/effect relationships and comparisons in text) 	<p>Quarter 2: Determine the meaning of unknown and multiple-meaning words by:</p> <ul style="list-style-type: none"> Examining a text to find clues to the meanings of words (e.g., cause/effect relationships and comparisons in text) 	<p>Quarter 3: Determine the meaning of unknown and multiple-meaning words by:</p> <ul style="list-style-type: none"> Examining a text to find clues to the meanings of words (e.g., cause/effect relationships and comparisons in text) Using common Greek and Latin affixes and roots as clues to the meanings of words (e.g., <i>photograph, photosynthesis</i>) <p>Use print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to:</p> <ul style="list-style-type: none"> find pronunciation <p>determine the meaning of key words and phrases</p>	<p>Quarter 4: Determine the meaning of unknown and multiple-meaning words by:</p> <ul style="list-style-type: none"> Examining a text to find clues to the meanings of words (e.g., cause/effect relationships and comparisons in text) Using common Greek and Latin affixes and roots as clues to the meanings of words (e.g., <i>photograph, photosynthesis</i>) <p>Use print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to:</p> <ul style="list-style-type: none"> find pronunciation <p>determine the meaning of key words and phrases</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students employ a variety of strategies in writing or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content by choosing strategies including:</p> <p>using the following context clues to determine meaning: cause/effect relationships, comparisons in text</p> <p>using Greek and Latin affixes and roots as clues to the meaning of a word</p> <p>checking reference materials (glossaries, dictionaries, thesauruses) in print or digital format, for the pronunciation and precise meaning of a word</p>	<p>grade 5 reading and content</p> <p>common, grade-appropriate Greek and Latin affixes and roots</p> <p>range of strategies</p> <p>precise meaning</p>	<p>Students know:</p> <p>context (e.g. cause/effect relationships, comparisons in text) is a clue to the meaning of the word</p> <p>many words or parts of words come from the ancient Greek and Latin languages</p> <p>understanding Greek and Latin roots provide clues to meanings of unknown words</p> <p>reference materials (e.g. glossaries, dictionaries, thesauruses) provide information about words</p> <p>reference materials are in print and digital formats</p> <p>vocabulary: context,</p>	<p>Students understand that/are able to:</p> <p>determine the meaning of unknown words or phrases by drawing upon context clues (e.g. cause/effect relationships, comparisons in text)</p> <p>identify and use Greek and Latin affixes and roots as clues to the meaning of a word</p> <p>use reference materials (e.g. glossaries, dictionaries, thesauruses) in print and digital formats to ascertain the pronunciation and establish the precise meaning of a word or phrase</p> <p>Students understand that they can determine meaning by using context and identifying Greek and</p>	<p>EEL.5.4. Determine or clarify the meaning of vocabulary drawn from reading and content areas.</p> <p>a. Use context as a clue to determine the meaning of words.</p> <p>b. Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs.</p> <p>c. N/A</p>	<p>Level IV Students will:</p> <p>EEL.5.4.a. N/A</p> <p>EEL.5.4.b. N/A</p> <p>Level III Students will:</p> <p>EEL.5.4.a. Use context as a clue to determine the meaning of words. Ex. When given a topic, use words on a multi-message communication device to predict meaning of new vocabulary word. (e.g., The teacher says, “Today, we’re going to read a book about recycling. Here are some pictures from the book. Use your communication device to see if you can find any words that tell what recycling means.” The student selects words, use and more or use and again.). Ex. “This month is March. What are months? Where can we find them in our classroom?”</p> <p>EEL.5.4.b. Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs. Ex. “This month is March. What are months? Where can we find them in our classroom?”</p> <p>Level II Students will:</p> <p>EEL.5.4.a. Recognize the meaning of words. Ex. Follow simple oral or signed directions (e.g., “Clean up your desk,” “Open your book,” “Hand me the red crayon”).</p> <p>EEL.5.4.b. Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common verbs. Ex. The teacher asks, “Are you running?,” and the student answers correctly to describe present activity.</p> <p>Level I Students will:</p> <p>EEL.5.4.a. Respond to the meaning of a word in context. Ex. Follow a one word command.</p> <p>EEL.5.4.b. Respond to temporal word in context. Ex. Given the word <i>running</i> and two pictures, one of a boy running and one of a boy</p>

		clue, affix, root word, roots, glossaries, dictionaries, thesauruses, reference materials, digital, pronunciation, cause/effect relationship, comparison, compare	Latin roots and affixes and this can be verified by consulting reference materials.		sitting, points to the picture of the boy running.
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Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 5: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 5	Standard 5 (L.5.5)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
			Interpret figurative language using similes and metaphors Recognize and explain meanings of: <ul style="list-style-type: none"> • idioms • adages • proverbs Utilize: <ul style="list-style-type: none"> • synonyms • antonyms • homographs to understand figurative language	Interpret figurative language using similes and metaphors Recognize and explain meanings of: <ul style="list-style-type: none"> • idioms • adages • proverbs Utilize: <ul style="list-style-type: none"> • synonyms • antonyms • homographs to understand figurative language

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to demonstrate understanding of figurative language, word relationships and nuances in word meanings by:</p> <p>interpreting similes in context</p> <p>interpreting metaphors in context</p> <p>recognizing and explaining the meaning of common idioms</p> <p>recognizing and explaining the meaning of common adages</p> <p>recognizing and explaining the meaning of common proverbs</p> <p>using the relationship between particular synonyms to better understand each of the</p>	<p>demonstrate understanding</p> <p>figurative language</p> <p>word relationships</p> <p>nuances in word meanings</p> <p>interpret</p> <p>similes in context</p> <p>metaphors in context</p> <p>recognize and explain</p> <p>common idioms</p> <p>common adages</p> <p>common proverbs</p> <p>synonym</p> <p>antonym</p> <p>homograph</p>	<p>Students know:</p> <p>words should not always be interpreted literally</p> <p>techniques for identifying similes in context</p> <p>techniques for identifying metaphors in context</p> <p>techniques for identifying idioms in context</p> <p>techniques for identifying adages in context</p> <p>techniques for identifying proverbs in context</p> <p>the relationship between words can be used to understand words</p> <p>definition: figurative</p>	<p>Students understand that/are able to:</p> <p>interpret the meaning of similes in context</p> <p>interpret the meaning of metaphors in context</p> <p>recognize and explain the meaning of common idioms</p> <p>recognize and explain the meaning of common adages</p> <p>recognize and explain the meaning of common proverbs</p> <p>use the relationship between synonyms to better understand each of the words</p> <p>use the relationship between antonyms to better understand each of the words</p>	<p>EEL.5.5. Demonstrate understanding of word relationships.</p> <p>a. Use simple, common idioms (e.g., <i>You bet!</i>, <i>It's a deal.</i>, <i>We're cool.</i>).</p> <p>b. N/A</p> <p>c. N/A</p>	<p>Level IV Students will: N/A</p> <p>Level III Students will: EEL.5.5. Use simple, common idioms (e.g., <i>You bet!</i>, <i>It's a deal.</i>, <i>We're cool.</i>). Ex. Use a single switch to say, "Hey, you're cool." and "You're cool, too." Ex. Initiate use of a common idiom (e.g., <i>You bet!</i>, <i>It's a deal.</i>, <i>We're cool.</i>). EEL.5.5.b-c. N/A</p> <p>Level II Students will: EEL.5.5. Uses an idiom correctly in response to a shared interaction. Ex. Respond with an idiom when a classmate or teacher uses an idiom (e.g., When teacher says, "You're cool," the student responds "You're cool, too."). EEL.5.5.b-c. N/A</p> <p>Level I Students will: EEL.5.5. React to a shared interaction in which an idiom is used. Ex. Responds with a smile or sound when a classmate or teacher says "Hey, you're cool." EEL.5.5.b-c. N/A</p>

<p>words</p> <p>using the relationship between particular antonyms to better understand each of the words</p> <p>using the relationship between particular homographs to better understand each of the words</p>		<p>language, simile, metaphor, context, idiom, adage, proverb, synonym, antonym, homograph</p>	<p>use the relationship between homographs to better understand each of the words</p> <p>Students understand that writers and speakers carefully select and craft words and phrases to convey specific meanings, ideas, and relationships.</p>		
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Common Core ELA Pacing Guide
5th Grade

College and Career Readiness (CCR) Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 5	Standard 6 (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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	<p>Quarter 1:</p> <p>Acquire grade appropriate:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases including those that signal:</p> <ul style="list-style-type: none"> • contrast • addition • other logical relationships 	<p>Quarter 2:</p> <p>Acquire grade appropriate:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases including those that signal:</p> <ul style="list-style-type: none"> • contrast • addition • other logical relationships 	<p>Quarter 3:</p> <p>Acquire grade appropriate:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases including those that signal:</p> <ul style="list-style-type: none"> • contrast • addition • other logical relationships 	<p>Quarter 4:</p> <p>Acquire grade appropriate:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases including those that signal:</p> <ul style="list-style-type: none"> • contrast • addition • other logical relationships

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students acquire and use accurately grade-appropriate vocabulary including:</p> <p>conversational words and phrases</p> <p>general academic words and phrases</p> <p>domain-specific words and phrases</p> <p>words and phrases to signal contrast</p> <p>words and phrases to signal addition</p> <p>words and phrases to signal logical relationships</p>	<p>acquire</p> <p>use accurately</p> <p>grade-appropriate</p> <p>conversational</p> <p>general academic</p> <p>domain-specific</p> <p>words</p> <p>phrases</p> <p>contrast</p> <p>addition</p> <p>other logical relationships</p>	<p>Students know:</p> <p>techniques for collecting a variety of new words</p> <p>grade-appropriate conversational words and phrases</p> <p>grade-appropriate general academic words and phrases</p> <p>grade-appropriate domain-specific words and phrases</p> <p>common words and phrases to signal contrast</p> <p>common words and phrases to signal addition</p> <p>common words and phrases to signal logical relationships</p>	<p>Students understand that/are able to:</p> <p>acquire and use accurately grade-appropriate conversational words and phrases</p> <p>acquire and use accurately grade-appropriate general academic words and phrases</p> <p>acquire and use accurately grade-appropriate domain-specific words and phrases</p> <p>acquire and use accurately words and phrases to signal contrast</p> <p>acquire and use accurately words and phrases to signal addition</p> <p>acquire and use</p>	<p>EEL.5.6. Use domain-specific words (e.g., <i>if, then, next</i>).</p>	<p>Level IV Students will: EEL.5.6. Use domain-specific words and phrases. Ex. Respond with an if/then sentence when the teacher asks, “What’s the rule?” (e.g., “If it rains, then we stay in.”).</p> <p>Level III Students will: EEL.5.6. Use domain-specific words (e.g., <i>if, then, next</i>). Ex. Respond appropriately when the teacher asks, “If it rains during recess, what happens?” The student says, “Then, we stay in.” Ex. The teacher says, “I’ll go first.” The student says, “Who is next?”</p> <p>Level II Students will: EEL.5.6. Identify domain-specific words. Ex. Given a word from the text, find a picture or definition in a picture dictionary. Ex. Match a domain-specific word to a picture or object.</p> <p>Level I Students will: EEL.5.6. Point to domain-specific words. Ex. Point to a highlighted word in an informational text</p>

			accurately words and phrases to signal logical relationships Students understand that the extensive vocabulary needed for success in and beyond school is built through reading, study, and conversation.		
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