



## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Eureka! I've Got It! — Where can an idea begin?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Meeting a Need		ESSENTIAL QUESTION: How do we get the things we need?		
8/26/19 - 10/4/19					
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.3 RL.4.3 RL.5.1 RL.5.7 RL.5.9 SL.5.1b SL.5.1c SL.5.1d SL.5.2	<b>Title:</b> Finding a Way  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> A Fresh Idea (760)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot: Sequence	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot: Sequence  <b>MAIN SELECTION</b> <b>Title:</b> One Hen (810) <b>Genre:</b> Realistic Fiction <b>Skill:</b> Banks: Their Business and Yours <b>Genre:</b> Expository Text (850)	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot: Sequence  <b>MAIN SELECTIONS</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> Parker's Plan/Taking Care of Your Money (680) <b>O:</b> Can-do Canines /You Can Bank on It (790) <b>E:</b> Can-do Canines/You Can Bank on It (570) <b>B:</b> Cleaning Up the Competition/Growing Money (970)	<b>Reading/Writing Workshop:</b> Connection of Ideas; Genre <b>Literature Anthology:</b> Prior Knowledge; Specific Vocabulary; Organization; Sentence Structure; Connection of Ideas
L.5.4a L.5.4c L.5.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> afford, loan, profit, prosper, risk, savings, scarce, wages <b>Additional Domain Words:</b> transport, comb, wares <b>Additional Academic Words:</b> Venn diagram, descriptive details <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues			
L.5.2e RF.5.3a	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Short Vowels			
RF.5.4c	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression and Accuracy			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.3d W.5.10 W.5.9	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Autobiographical Sketch, Personal Narrative <b>Text Writing Trait: Ideas:</b> Descriptive Details <b>Reading/Writing Workshop:</b> A Fresh Idea <b>Research and Inquiry:</b> Create a Venn diagram <b>Text Connections:</b> Write a comparison <b>Write About Reading:</b> Analyze how illustrations contribute to a text's meaning			
L.4.1f L.5.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Sentences <b>Grammar Mechanics:</b> Punctuate sentences			
W.5.7	<b>Research</b>	<b>Weekly:</b> Money and Loans			<b>PLC Focus</b>

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 1 WEEK 2	BIG IDEA: Eureka! I've Got It! — Where can an idea begin?			INSTRUCTIONAL WINDOW: 8/26/19 - 10/4/19	
WEEK 2	WEEKLY CONCEPT: Trial and Error		ESSENTIAL QUESTION: What can lead us to rethink an idea?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.5.4c RL.4.3 RL.5.1 RL.5.9 RL.5.10 SL.5.1c SL.5.1d SL.5.2	<b>Title:</b> Shelter in a Storm  <b>Genre:</b> Realistic Fiction, Adventure  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Whitewater Adventure (760)  <b>Genre:</b> Realistic Fiction, Adventure  <b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot: Problem and Solution	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>MAIN SELECTION</b> <b>Title:</b> Second Day, First Impressions (800) <b>Genre:</b> Realistic Fiction, Adventure  <b>PAIRED SELECTION</b> <b>Title:</b> Lost in the Museum Wings (740) <b>Genre:</b> Realistic Fiction	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>MAIN SELECTIONS</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> Dog Gone/Lights Out! (670) <b>O:</b> Shhh! It's a Surprise!/The Perfect Gift (760) <b>E:</b> Shhh! It's a Surprise!/The Perfect Gift (520) <b>B:</b> Lost and Found/It's a Challenge (860)	<b>Reading/Writing Workshop:</b> Organization; Connection of Ideas  <b>Literature Anthology:</b> Specific Vocabulary; Genre; Connection of Ideas; Sentence Structure; Prior Knowledge
L.5.4a L.5.5b L.5.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> accomplish, anxious, assemble, decipher, distracted, navigate, options, retrace <b>Additional Domain Words:</b> monarchs <b>Additional Academic Words:</b> suspense, solution <b>Vocabulary Strategy:</b> Idioms			
L.5.2b RF.5.3a	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Long Vowels			
RF.5.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Intonation		<b>ASSESSMENTS</b>  Weekly Formative Assessments	
W.5.3b W.5.9 W.5.10	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Autobiographical Sketch, Personal Narrative <b>Writing Trait:</b> Voice: Style and Tone <b>Reading/Writing Workshop:</b> Whitewater Adventure <b>Research and Inquiry:</b> Create a Timeline <b>Text Connections:</b> Cite Evidence <b>Write About Reading:</b> Analyze to share an opinion			
L.5.1e L.5.2a	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Subjects and Predicates <b>Grammar Mechanics:</b> Commas		<b>PLC Focus</b>	
RI.5.7 W.5.7	<b>Research</b>	<b>Weekly:</b> Great Inventions			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 1 WEEK 3	BIG IDEA: Eureka! I've Got It! — Where can an idea begin?			INSTRUCTIONAL WINDOW:	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.5.1 RI.5.3 RI.5.6 RI.5.9 RI.5.10 RL.5.6 SL.5.1b SL.5.1d SL.5.2	<b>Title:</b> Capturing the Natural World  <b>Genre:</b> Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> A Life in the Woods (740)  <b>Genre:</b> Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Text Features:</b> Secondary and Primary Sources	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>MAIN SELECTION</b> <b>Title:</b> Camping with the President <b>Genre:</b> Narrative Nonfiction (760) <b>Skill:</b> : A Walk with Teddy (910) <b>Genre:</b> Autobiography	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>MAIN SELECTIONS</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> <b>A:</b> Save This Space!/The Journey of Lewis and Clark (750) <b>O:</b> Save This Space!/The Journey of Lewis and Clark (960) <b>E:</b> Save This Space!/The Journey of Lewis and Clark (730) <b>B:</b> Save This Space!/The Journey of Lewis and Clark (980)	<b>Reading/Writing Workshop:</b> Purpose; Connection of Ideas  <b>Literature Anthology:</b> Prior Knowledge; Specific Vocabulary; Sentence Structure; Purpose; Connection of Ideas
L.5.4a L.5.5c L.5.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> debris, emphasis, encounter, generations, indicated, naturalist, sheer, spectacular <b>Additional Domain Words:</b> bully, delighted, day-today, centuries-old, cinnamon-colored, ringed, abundance, abundant <b>Vocabulary Strategy:</b> Homographs			
L.5.2e RF.5.3a	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Words with /ū/, ũ, and /ü/			
RF.5.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression and Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.5.3d W.5.9 W.5.10	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Autobiographical Sketch, Personal Narrative <b>Writing Trait:</b> Word Choice: Strong Words <b>Reading/Writing Workshop:</b> A Life in the Woods <b>Research and Inquiry:</b> Create a promotional map <b>Text Connection:</b> Cite evidence <b>Write About Reading:</b> Analyze to inform/explain			
L.5.1a	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Compound Sentences and Conjunctions <b>Grammar Mechanics:</b> Punctuation in compound sentences			
W.5.7	<b>Research</b>	<b>Weekly:</b> National Parks			<b>PLC Focus</b>

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Eureka! I've Got It! — Where can an idea begin?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: Inventions		ESSENTIAL QUESTION: How does technology lead to creative ideas?		8/26/19 - 10/4/19
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.5.1 RI.5.5 RI.5.9 RI.5.10 SL.5.1b SL.5.1d SL.5.2	<b>Title:</b> A Pioneer of Photography  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Fantasy Becomes Fact (800)  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Sequence  <b>Text Features:</b> Illustrations and Photographs	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Sequence  <b>MAIN SELECTION</b> <b>Title:</b> The Boy Who Invented TV (860) <b>Genre:</b> Biography  <b>PAIRED SELECTION</b> <b>Title:</b> Time to Invent (770) <b>Genre:</b> Realistic Fiction	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>MAIN SELECTIONS</b> <b>Genre:</b> Biography  <b>Titles:</b> <b>A:</b> Snapshot! The Story of George Eastman/The Ultimate Birthday (760) <b>O:</b> Snapshot! The Story of George Eastman/The Ultimate Birthday (860) <b>E:</b> Snapshot! The Story of George Eastman/The Ultimate Birthday (640) <b>B:</b> Snapshot! The Story of George Eastman/The Ultimate Birthday (960)	<b>Reading/Writing Workshop:</b> Prior Knowledge; Sentence Structure  <b>Literature Anthology:</b> Connection of Ideas; Purpose; Specific Vocabulary; Sentence Structure
L.5.4b L.5.4b L.5.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> breakthrough, captivated, claimed, devices, enthusiastically, envisioned, passionate, patents <b>Additional Domain Words:</b> generator, bombarded, electron, whirl, converter, dissector <b>Additional Academic Words:</b> time order, relevant details <b>Vocabulary Strategy:</b> Greek Roots			
L.5.2e RF.5.3a	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> r-controlled Vowels/är/,/âr/,/ôr/			
RF.5.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression and Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.5.3c W.5.9 W.5.10	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Autobiographical Sketch, Personal Narrative <b>Writing Trait:</b> Organization: Sequence <b>Reading/Writing Workshop:</b> Fantasy Becomes Fact <b>Research and Inquiry:</b> Add information to a shared Research Board <b>Text Connection:</b> Cite evidence, connect to Essential Question <b>Write About Reading:</b> Analyze to inform/explain			
L.3.1i L.5.2b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Complex Sentences <b>Grammar Mechanics:</b> Using commas			
W.5.7	<b>Research</b>	<b>Weekly:</b> History of a Groundbreaking Invention			<b>PLC Focus</b>

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 1 WEEK 5	BIG IDEA: Eureka! I've Got It! — Where can an idea begin?			INSTRUCTIONAL WINDOW: 8/26/19 - 10/4/19	
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.5.4 RI.5.6 RI.5.8 RI.5.9 RI.4.7 RI.6.6 SL.5.1b SL.5.1d SL.5.2 SL1c	<b>Title:</b> Electronic Books: A New Way to Read  <b>Genre:</b> Persuasive Article  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Are Electronic Devices Good for Us? (900)  <b>Genre:</b> Persuasive Article  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>Text Features:</b> Headings and Graphs	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>MAIN SELECTION</b> <b>Title:</b> The Future of Transportation (870) <b>Genre:</b> Persuasive Article  <b>PAIRED SELECTION</b> <b>Title:</b> Getting From Here to There (890) <b>Genre:</b> Technical Text	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>MAIN SELECTIONS</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> What About Robots?/No Substitute (740) <b>O:</b> What About Robots?/No Substitute (840) <b>E:</b> What About Robots?/No Substitute (760) <b>B:</b> What About Robots?/No Substitute (990)	<b>Reading/Writing Workshop:</b> Organization  <b>Literature Anthology:</b> Purpose; Connection of Ideas; Genre
L.5.4b L.5.5c L.5.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> access, advance, analysis, cite, counterpoint, data, drawbacks, reasoning <b>Additional Academic Words:</b> fact, phrasing <b>Vocabulary Strategy:</b> Greek and Latin Prefixes			
L.5.2e RF.5.3a	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> r-controlled Vowel/ûr/			
RF.5.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.5.1 W.5.9 W.5.10	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Autobiographical Sketch, Personal Narrative <b>Writing Trait:</b> Sentence Fluency: Vary Sentence Structure <b>Reading/Writing Workshop:</b> Are Electronic Devices Good for Us? <b>Research and Inquiry:</b> Write an opinion <b>Write About Reading:</b> Analyze point of view			
L.5.2c L.5.3a L.4.1f	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Run-on Sentences and Fragments <b>Grammar Mechanics:</b> Correcting run-on sentences			
SL.5.4 W.5.7	<b>Research</b>	<b>Weekly:</b> Invention and Technology <b>Unit Level:</b> Research <b>Skill:</b> Beginning Research <b>Unit Project:</b> Self-select and develop from options for unit research projects.			<b>PLC Focus</b>

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Eureka! I've Got It! — Where can an idea begin?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: What are the positive and negative effects of new technology?			8/26/19 - 10/4/19
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.5.4a RF.5.4b RF.5.4c	FLUENCY	Reader's Theater: It Couldn't Be Done	Using Assessment Results Tested skills:	
RI.5.7 RI.5.8	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Take It From Nature	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
W.5.6 W.5.7 W.5.8	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.4 W.5.5 W.5.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Autobiographical Sketch Personal Narrative	RETEACH Skill/Strategy:  Instructional strategy(ies)/activity(ies):	
	EXTEND LEARNING Level Up			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Taking the Next Step — What does it take to put a plan into action?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Reaching a Compromise		ESSENTIAL QUESTION: What do good problem solvers do?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.5.1 RI.5.3 RI.5.9 SL.5.1b SL.5.1c SL.5.1d SL.5.2	<b>Title:</b> The Mayflower Compact  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Creating a Nation (690)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Text Structure: Problem and Solution  <b>Text Features:</b> Headings, Time line	<b>Strategy:</b> Reread  <b>Skill:</b> Text Structure: Problem and Solution  <b>MAIN SELECTION</b> <b>Title:</b> Who Wrote the U.S. Constitution? (760) <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> <b>Title:</b> Parchment and Ink (830) <b>Genre:</b> Expository Text	<b>Strategy:</b> Reread  <b>Skill:</b> Text Structure: Problem and Solution  <b>MAIN SELECTIONS</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> The Bill of Rights/Having Your Say (820) <b>O:</b> The Bill of Rights/Having Your Say (920) <b>E:</b> The Bill of Rights/Having Your Say (840) <b>B:</b> The Bill of Rights/Having Your Say (1000)	<b>Reading/Writing Workshop:</b> Organization; Specific Vocabulary  <b>Literature Anthology:</b> Vocabulary; Sentence Structure; Genre; Organization; Connection of Ideas
L.5.4a L.5.4b L.5.4c L.5.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> committees, convention, debate, proposal, representatives, resolve, situation, union <b>Additional Domain Words:</b> representatives, delegate, executive branch, legislative branch, judicial branch, House of Representatives, Senate, proportional, constitution, preamble <b>Additional Academic Words:</b> focus <b>Vocabulary Strategy:</b> Context Clues: Definitions and Restatements			
L.5.2e RF.5.3a RF.5.4c	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Variant Vowel /ô/; Diphthongs /oi/, /ou/			
RF.5.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Rate and Accuracy			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.5.2b W.5.9 W.5.10	<b>WRITING</b>	<b>Writing Trait:</b> Ideas <b>Reading/Writing Workshop:</b> Creating a Nation <b>LA:</b> Who Wrote the U.S. Constitution? <b>Research and Inquiry:</b> Create a Venn diagram <b>Text Connection:</b> Connect to Essential Question <b>Write About Reading:</b> Write an analysis: To Inform			
L.3.1a L.3.1c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Kinds of Nouns <b>Grammar Mechanics:</b> Capitalizing proper nouns			<b>PLC Focus</b>
W.5.7	<b>Research</b>	<b>Weekly:</b> Articles of Confederation and the U.S. Constitution			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 2		BIG IDEA: Taking the Next Step — What does it take to put a plan into action?			INSTRUCTIONAL WINDOW:
WEEK 2		WEEKLY CONCEPT: Seeking the Answer		ESSENTIAL QUESTION: What can you do to get the information you need?	10/7/19- 11/15/19
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.5.1 RL.5.1a RL.5.3 RL.5.7 RL.5.9 RL.5.10 SL.5.1b SL.5.1c SL.5.1d SL.5.2	Title: Jack and the King’s Rainbow Fish  Genre: Fairy Tale  Strategy: Make, Confirm, and Revise Predictions	<u>SHORT TEXT</u> A Modern Cinderella (800)  Genre: Fairy Tale  Strategy: Make, Confirm, and Revise Predictions  Skill: Character, Setting, Plot: Compare and Contrast Events	Strategy: Make, Confirm, and Revise Predictions  Skill: Character, Setting, Plot: Compare and Contrast Events  <u>MAIN SELECTIONS</u> Title: Where the Mountain Meets the Moon (820) Genre: Fairy Tale  <u>PAIRED SELECTION</u> Title: The Princess and the Pea (690) Genre: Fairy Tale	Strategy: Make, Confirm, and Revise Predictions  Skill: Character, Setting, Plot: Compare and Contrast Events  <u>MAIN SELECTIONS</u> Genre: Fairy Tale  Titles: A: The Bird of Truth/The Singers of Bremen (700) O: The Talking Eggs/The Salamander (760) E: The Talking Eggs/The Salamander (590) B: Three Golden Oranges/Toads and Diamonds (950)	Reading/Writing Workshop: Genre; Organization Literature Anthology: Organization; Purpose; Connection of Ideas; Specific Vocabulary; Sentence Structure; Genre
L.5.5a L.5.5c L.5.6	VOCABULARY	Vocabulary Words: circumstances, consideration, consults, destiny, expectations, presence, reveal, unsure Additional Domain Words: pedigree, credentials Additional Academic Words: conflict Vocabulary Strategy: Simile and Metaphor			
L.5.2e RF.5.3a RF.5.4c	PHONICS/SPELLING	Phonics/Spelling Skill: Plurals			
RF.5.4b	FLUENCY	Fluency Skill: Expression and Accuracy			ASSESSMENTS  Weekly Formative Assessments  PLC Focus
W.5.3a W.5.9 W.5.10	WRITING	Writing Trait: Organization: Strong Openings Reading/Writing Workshop: A Modern Cinderella Research and Inquiry: Create a bibliography Text Connections: Cite evidence Write About Reading: Write an analysis and analyze to inform/explain			
L.3.1b	GRAMMAR	Grammar Skill: Singular and Plural Nouns Grammar Mechanics: Forming plural nouns			
W.5.7	Research	Weekly: Fairy Tales			



## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Taking the Next Step — What does it take to put a plan into action?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Investigations	ESSENTIAL QUESTION: How do we investigate questions about nature?			
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.5.4c RI.4.7 RI.5.1 RI.5.5 RI.5.9 SL.5.1c SL.5.1d SL.5.2	Title: Thomas Moran, Landscape Painter  Genre: Biography  Strategy: Reread	<u>SHORT TEXT</u> Growing in Place: The Story of E. Lucy Braun (690)  Genre: Biography  Strategy: Reread  Skill: Text Structure: Sequence  Text Features: illustrations and Photographs	Strategy: Reread  Skill: Text Structure: Sequence  Main Selection Title: The Boy Who Drew Birds (790) Genre: Biography  PAIRED SELECTION Title: Daedalus and Icarus (610) Genre: Myth	Strategy: Reread  Skill: Text Structure: Sequence  <u>MAIN SELECTIONS</u> Genre: Biography  Titles: A: Norman Borlaug and the Green Revolution/Golden Apples (740) Apples (900) E: Norman Borlaug and the Green Revolution/Golden Apples (770) B: Norman Borlaug and the Green Revolution/Golden Apples (940)	Reading/Writing Workshop: Specific Vocabulary; Organization  Literature Anthology: Purpose; Genre; Specific Vocabulary; Organization; Connection of Ideas
L.5.4a L.5.4b L.5.4c L.5.6	VOCABULARY	Vocabulary Words: behaviors, disappearance, energetic, flurry, migrate, observation, theory, transformed Additional Domain Words: specimens, herbarium, botany, thou, wouldst Additional Academic Words: quotation Vocabulary Strategy: Greek and Latin Suffixes			
L.5.2e	PHONICS/SPELLING	Phonics/Spelling Skill: Inflectional Endings			
RF.5.3a RF.5.4b	FLUENCY	Fluency Skill: Expression and Phrasing		ASSESSMENTS  Weekly Formative Assessments	
W.5.2b W.5.9 W.5.10	WRITING	Writing Trait: Ideas: Supporting Details Reading/Writing Workshop: Growing in Place: The Story of E. Lucy Braun Research and Inquiry: Write facts Write About Reading: Analyze sequence			
L.3.1b	GRAMMAR	Grammar Skill: More Plural Nouns Grammar Mechanics: Plural forms and Appositives			
W.5.7	Research	Weekly: Careers in Nature		PLC Focus	

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Taking the Next Step — What does it take to put a plan into action?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: A Plan of Action		ESSENTIAL QUESTION: When has a plan helped you accomplish a task?		10/7/19- 11/15/19
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.5.1 RL.5.2 RL.5.9 RL.5.10 SL.5.1b SL.5.1d SL.5.2	<b>Title:</b> Lost Lake and the Golden Cup  <b>Genre:</b> Folktale  <b>Strategy:</b> Make, Confirm, and Revise Predictions	<b>SHORT TEXT</b> The Magical Lost Brocade (740)  <b>Genre:</b> Folktale  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme  <b>MAIN SELECTIONS</b> <b>Title:</b> Blancaflor (870) <b>Genre:</b> Folktale  <b>PAIRED SELECTION</b> <b>Title:</b> From Tale to Table (990) <b>Genre:</b> Expository Text	<b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme  <b>MAIN SELECTIONS</b> <b>Genre:</b> Folktale  <b>Titles:</b> <b>A:</b> The Lion's Whiskers/From Fiber to Fashion (760) <b>O:</b> The Riddle of the Drum: A Tale from Mexico/Make a Drum (810) <b>E:</b> The Riddle of the Drum: A Tale from Mexico/Make a Drum (570) <b>B:</b> Clever Manka/From Bee to You (860)	<b>Reading/Writing Workshop:</b> Organization; Genre  <b>Literature Anthology:</b> Genre; Sentence Structure; Connection of Ideas; Specific Vocabulary; Prior Knowledge
L.5.5a L.5.6	VOCABULARY	<b>Vocabulary Words:</b> assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit <b>Additional Domain Words:</b> ravine, embrace, subsided <b>Additional Academic Words:</b> foreshadowing, imagery <b>Vocabulary Strategy:</b> Personification			
L.5.2e	PHONICS/SPELLING	<b>Phonics/Spelling Skill:</b> Contractions			
RF.5.3a RF.5.4b	FLUENCY	<b>Fluency Skill:</b> Rate		<b>ASSESSMENTS</b>  Weekly Formative Assessments	
W.5.4 W.5.9 W.5.10	WRITING	<b>Writing Trait:</b> Organization: Sequence <b>Reading/Writing Workshop:</b> The Magical Lost Brocade <b>Research and Inquiry:</b> Create step by step instruction <b>Text Connections:</b> Cite evidence <b>Write About Reading:</b> Write an analysis: Analyze to inform/explain			
L.3.2d	GRAMMAR	<b>Grammar Skill:</b> Possessive Nouns <b>Grammar Mechanics:</b> Adding -s or 's			
SL.5.4 W.5.7	Research	<b>Weekly:</b> Step by Step Planning		<b>PLC Focus</b>	

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Taking the Next Step — What does it take to put a plan into action?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEKLY CONCEPT: Making It Happen		ESSENTIAL QUESTION: What motivates you to accomplish a goal?		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.4.5 RL.5.2 RL.5.4 RL.5.5 RL.5.10 SL.5.1b SL.5.1d SL.5.2	<b>Title:</b> How to Make a Friend  <b>Genre:</b> Narrative poem  <b>Strategy:</b> Reread	<b>Short Texts:</b> A Simple Plan, Rescue  <b>Genre:</b> Narrative and Free Verse Poetry  <b>Strategy:</b> Reread  <b>Skill:</b> Theme	<b>Strategy:</b> Reread  <b>Skill:</b> Theme  <u><b>MAIN SELECTIONS</b></u> <b>Title:</b> Stage Fright, Catching Quiet <b>Genre:</b> Narrative and Free Verse Poetry  <u><b>PAIRED SELECTION</b></u> <b>Title:</b> Foul Shot <b>Genre:</b> Free Verse Poetry	<b>Strategy:</b> Reread  <b>Skill:</b> Theme  <u><b>MAIN SELECTIONS</b></u> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> Clearing the Jungle/Just for Once (650) <b>O:</b> I Want to Ride!/Home Run (730) <b>E:</b> I Want to Ride! /Smash! (600) <b>B:</b> Changing Goals/Today's Lesson (860)	<b>Reading/Writing Workshop:</b> Connection of Ideas; Specific Vocabulary  <b>Literature Anthology:</b> Genre; Organization
L.5.4 L.5.5c L.5.6	VOCABULARY	<b>Vocabulary Words:</b> ambitious, memorized, satisfaction, shuddered <b>Additional Domain Words:</b> Plot <b>Additional Academic Words:</b> rhythm, precise language <b>Vocabulary Strategy:</b> Homographs			
L.5.2e	PHONICS/SPELLING	<b>Phonics/Spelling Skill:</b> Closed Syllables			
RF.5.3a RF.5.4b	FLUENCY	<b>Fluency Skill:</b> Expression and Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.5.3d W.5.5 W.5.9 W.5.10	WRITING	<b>Writing Trait:</b> Word Choice: Precise Language <b>Reading/Writing Workshop:</b> A Simple Plan, Rescue <b>Research and Inquiry:</b> Write persuasive reviews <b>Text Connections:</b> Cite evidence <b>Write About Reading:</b> Write an analysis			
L.5.1a L.5.2d	GRAMMAR	<b>Grammar Skill:</b> Prepositional Phrases <b>Grammar Mechanics:</b> Punctuating titles and letters			<b>PLC Focus</b>
W.5.1 W.5.6	Research	<b>Weekly:</b> Poetry and Short Story Reviews <b>Unit Level:</b> Research <b>Skill:</b> Gathering and Integrating Information <b>Unit Project:</b> Self-select and develop from options for unit research projects.			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Taking the Next Step — What does it take to put a plan into action?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: What are the positive and negative effects of new technology?		10/7/19- 11/15/19	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.5.4a RF.5.4b RF.5.4c	FLUENCY	Reader's Theater: A Boy Named Abe	Using Assessment Results Tested skills:	
RI.5.7 RI.5.9	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Road to Ruin	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
W.5.6 W.5.7 W.5.8	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.5.2a W.5.2b W.5.2e W.5.4 W.5.5	WRITING	Genre Writing: Informative Text Unit Writing Products: Invitation with directions Explanatory essay	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 3		BIG IDEA: Getting from Here to There — What kinds of experiences can lead to new discoveries?		INSTRUCTIONAL WINDOW:	
WEEK 1		WEEKLY CONCEPT: Cultural Exchange		ESSENTIAL QUESTION: What can learning about different cultures teach us? 11/18/19 - 1/17/20	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.5.1 RL.5.2 RL.5.9 RL.5.10 SL.5.1c SL.5.1d SL.5.2	Title: Foods for Thought  Genre: Realistic Fiction  Strategy: Summarize	<u>SHORT TEXT</u> A Reluctant Traveler (770)  Genre: Realistic Fiction  Strategy: Summarize  Skill: Theme	Strategy: Summarize  Skill: Theme  <u>MAIN SELECTION</u> Title: They Don't Mean It! v Genre: Realistic  <u>PAIRED SELECTION</u> Title: Where Did That Come From? (940) Genre: Expository Text	Strategy: Summarize  Skill: Theme  <u>MAIN SELECTIONS</u> Genre: Realistic Fiction  Titles: A: All the Way from Europe/A Sporting Gift (690) O: Dancing the Flamenco/Flamenco (790) E: Dancing the Flamenco/Flamenco (510) B: A Vacation in Minnesota/The Scandinavian State? (950)	Reading/Writing Workshop: Purpose; Connection of Ideas  Literature Anthology: Prior Knowledge; Specific Vocabulary; Connection of Ideas; Purpose; Genre
L.5.4a L.5.5c L.5.6	VOCABULARY	Vocabulary Words: appreciation, blurted, complimenting, congratulate, contradicted, critical, cultural, misunderstanding Additional Domain Words: winter solstice Additional Academic Words: traditional, dialogue Vocabulary Strategy: Context Clues: Cause/Effect			
L.5.2e	PHONICS/SPELLING	Phonics/Spelling Skill: Open Syllables			
RF.5.3a RF.5.4b	FLUENCY	Fluency Skill: Intonation		ASSESSMENTS  Weekly Formative Assessments	
W.5.9 W.5.3b W.5.10	WRITING	Writing Trait: Voice: Formal and Informal Voice Reading/Writing Workshop: A Reluctant Traveler LA: They Don't Mean It! Research and Inquiry: Demonstrate traditional music or dance Write About Reading: Cite evidence, write an analysis			
L.3.1a L.3.1f	GRAMMAR	Grammar Skill: Action Verbs Grammar Mechanics: Subject-verb agreement		PLC Focus	
W.5.7	Research	Weekly: Music or Dance Traditions			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 3		BIG IDEA: Getting from Here to There — What kinds of experiences can lead to new discoveries?			INSTRUCTIONAL WINDOW:	
WEEK 2		WEEKLY CONCEPT: Being Resourceful		ESSENTIAL QUESTION: How can learning about nature be useful?		11/18/19 - 1/17/20
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RL.5.1 RL.5.2 RL.5.4 RL.5.9 RL.5.10 SL.5.1b SL.5.1d SL.5.1d SL.5.2	Title: Lucia the Hummingbird  Genre: Fantasy  Strategy: Summarize	<u>SHORT TEXT</u> Survivaland (790)  Genre: Fantasy  Strategy: Summarize  Skill: Theme	Strategy: Summarize  Skill: Theme  <u>MAIN SELECTIONS</u> Title: Weslandia (900) Genre: Fantasy  <u>PAIRED SELECTION</u> Title: Plants with a Purpose (870) Genre: Expository Text	Strategy: Summarize  Skill: Theme  <u>MAIN SELECTIONS</u> Genre: Fantasy Titles: A: Over the Top/Rain-Forest Treasures (660) O: In Drama Valley/Medicine from the Sea (790) E: In Drama Valley/Medicine from the Sea (600) B: Welcome to the Wilds/Kakap O: A Very Special Parrot (890)	Reading/Writing Workshop: Organization; Sentence Structure  Literature Anthology: Genre; Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge	
L.5.4a L.5.5a L.5.6	VOCABULARY	Vocabulary Words: civilization, complex, cultivate, devise, fashioned, resourceful, shortage, tormentors Additional Domain Words: staple, crop, found, breakfasting, tubers, aromatic, myriad, scornful, apiece, mortar Additional Academic Words: sensory language Vocabulary Strategy: Context Clues: Comparison				
L.5.2e	PHONICS/SPELLING	Phonics/Spelling Skill: Open Syllables (V/V)				
RF.5.3a RF.5.4b	FLUENCY	Fluency Skill: Expression and Phrasing			ASSESSMENTS  Weekly Formative Assessments	
W.5.9 W.5.10	WRITING	Writing Trait: Word Choice: Connotation and Denotation Reading/Writing Workshop: Survival and Research and Inquiry: Write a poem song Text evidence: Cite evidence Write About Reading: Write an analysis				
L.5.1c L.5.1d L.5.5	GRAMMAR	Grammar Skill: Verb Tenses Grammar Mechanics: Avoid shifting tenses			PLC Focus	
W.5.7 W.5.8	Research	Weekly: Uses of a Natural Resource				

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Getting from Here to There — What kinds of experiences can lead to new discoveries?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Patterns		ESSENTIAL QUESTION: Where can you find patterns in nature?		11/18/19 - 1/17/20
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.4.7 RI.5.2 RI.5.3 RI.5.9 RI.5.10 SL.5.1b SL.5.1d SL.5.2	<b>Title:</b> Protective Patterns  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Patterns of Change (840)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Ideas and Key Details  <b>Text Features:</b> Diagram	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Ideas and Key Details  <b>MAIN SELECTIONS</b> <b>Title:</b> The Story of Snow (890) <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> <b>Title:</b> Fibonacci's Amazing Find (890) <b>Genre:</b> Expository Text	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Ideas and Key Details  <b>MAIN SELECTIONS</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> Weather Patterns/Cloud Atlas (800) <b>O:</b> Weather Patterns/Cloud Atlas (950) <b>E:</b> Weather Patterns/Cloud Atlas (830) <b>B:</b> Weather Patterns/Cloud Atlas (980)	<b>Reading/Writing Workshop:</b> Connection of Ideas; Genre  <b>Literature Anthology:</b> Specific Vocabulary; Genre; Connection of Ideas;
L.5.4b L.5.4c L.5.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> contact, erode, formation, moisture, particles, repetition, structure, visible <b>Additional Domain Words:</b> vapor, dendrite, water molecule, symmetry, Fahrenheit, Celsius <b>Additional Academic Words:</b> pattern, variation <b>Vocabulary Strategy:</b> Greek Roots			
L.5.2e	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Vowel Team Syllables			
RF.5.3a RF.5.4c	<b>FLUENCY</b>	<b>Fluency Skill:</b> Rate and Accuracy			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.5.2b W.5.9 W.5.10	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Relevant Evidence <b>Reading/Writing Workshop:</b> Patterns of Change <b>Research and Inquiry:</b> Research animal patterns found in nature <b>Text Connections:</b> Cite evidence <b>Write About Reading:</b> Write an analysis			
L.5.1b L.5.1c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Main Verbs and Helping Verbs <b>Grammar Mechanics:</b> Special helping verbs; Contractions, Troublesome words			
W.5.7	<b>Research</b>	<b>Weekly:</b> Patterns in Nature			<b>PLC Focus</b>

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 3		BIG IDEA: Getting from Here to There — What kinds of experiences can lead to new discoveries?			INSTRUCTIONAL WINDOW:	
WEEK 4		WEEKLY CONCEPT: Teamwork		ESSENTIAL QUESTION: What benefits come from people working as a group?		11/18/19 - 1/17/20
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.5.1 RI.5.2 RI.5.7 RI.5.9 RI.5.10 SL.5.1c SL.5.1c SL.5.2	Title: Teamwork in Space  Genre: Expository Text  Strategy: Ask and Answer Questions	<u>SHORT TEXT</u> Gulf Spill Superheroes (860)  Genre: Expository Text  Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  Text Features: Photographs and Captions	Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  <u>MAIN SELECTIONS</u> Title: Winter’s Tail (940) Genre: Expository Text  <u>PAIRED SELECTION</u> Title: Helping Hands (1040) Genre: Expository Text	Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  <u>MAIN SELECTIONS</u> Genre: Expository Text  Titles: A: The Power of a Team/Hands on the Wheel (740) O: The Power of a Team/Hands on the Wheel (900) E: The Power of a Team/Hands on the Wheel (800) B: The Power of a Team/Hands on the Wheel (1010)	Reading/Writing Workshop: Prior Knowledge; Specific Vocabulary  Literature Anthology: Organization; Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge	
L.5.4a L.5.4b L.5.6	VOCABULARY	Vocabulary Words: artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques Additional Domain Words: oceanographers, biologists, prostheses, prototypes Additional Academic Words: organization, restate Vocabulary Strategy: Latin Roots				
L.5.2e	PHONICS/SPELLING	Phonics/Spelling Skill: Consonant + le Syllables				
RF.5.3a RF.5.4b	FLUENCY	Fluency Skill: Rate			ASSESSMENTS  Weekly Formative Assessments	
W.5.10 W.5.2e W.5.9	WRITING	Writing Trait: Organization: Strong Conclusions Reading/Writing Workshop: Gulf Spill, Superheroes Research and Inquiry: Research people who work as a team Text Connections: Cite evidence Write About Reading: Analyze main idea and key details				
L.3.1a L.5.2d	GRAMMAR	Grammar Skill: Linking Verbs Grammar Mechanics: Punctuating titles and product names			PLC Focus	
SL.5.5 W.5.7	Research	Weekly: Different Kinds of Teams				



## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 3		BIG IDEA: Getting from Here to There — What kinds of experiences can lead to new discoveries?		INSTRUCTIONAL WINDOW:	
WEEK 5		WEEKLY CONCEPT: Into the Past		ESSENTIAL QUESTION: How do we explain what happened in the past? 11/18/19 - 1/17/20	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.4.7 RI.5.2 RI.5.5 RI.5.6 RI.5.8 RI.5.9 RI.6.6 SL.5.1b SL.5.1c SL.5.1d SL.5.2	Title: Stonehenge: Puzzle from the Past  Genre: Persuasive Article  Strategy: Summarize	<u>SHORT TEXT</u> What Was the Purpose of the Inca's Strange Strings? (920)  Genre: Persuasive Article  Strategy: Summarize  Skill: Author's Point of View  Text Features: Diagram	Strategy: Summarize  Skill: Author's Point of View  <u>MAIN SELECTIONS</u> Title: Machu Picchu: Ancient City (990) Genre: Persuasive Article  <u>PAIRED SELECTION</u> Title: Dig This Technology! (970) Genre: Expository Text	Strategy: Summarize  Skill: Author's Point of View  <u>MAIN SELECTIONS</u> Genre: Expository Text  Titles: A: The Anasazi/The Anasazi Were Astronomers (810) O: The Anasazi/The Anasazi Were Astronomers (900) E: The Anasazi/The Anasazi Were Astronomers (830) B: The Anasazi/The Anasazi Were Astronomers (1010)	Reading/Writing Workshop: Organization; Prior Knowledge  Literature Anthology: Prior Knowledge; Connection of Ideas; Genre
L.5.4 L.5.4a L.5.4b L.5.6 RF.5.4c	VOCABULARY	Vocabulary Words: archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants Additional Domain Words: Additional Academic Words: mysterious, opinion Vocabulary Strategy: Context Clues: Sentence Clues			
L.5.2e	PHONICS/SPELLING	Phonics/Spelling Skill: r-controlled Vowel Syllables			
RF.5.3a RF.5.4	FLUENCY	Fluency Skill: Expression and Phrasing		ASSESSMENTS  Weekly Formative Assessments	
W.5.10 W.5.1c W.5.9	WRITING	Writing Trait: Sentence Fluency: Transitions Reading/Writing Workshop: What Was the Purpose of the Inca's Strange Strings? Research and Inquiry: Write a comic strip Text Connection: Cite evidence Write About Reading: Analyze reasons and evidence			
L.3.1d L.5.1b L.5.1e	GRAMMAR	Grammar Skill: Irregular Verbs Grammar Mechanics: Correct verb usage		PLC Focus	
SL.5.4 W.5.10	Research	Weekly: Mysteries from the Past Unit Level: Research Skill: Taking Notes Unit Project: Self-select and develop from options for unit research projects.			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Getting from Here to There — What kinds of experiences can lead to new discoveries?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: What are the positive and negative effects of new technology?		11/18/19 - 1/17/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.5.4a RF.5.4b RF.5.4c	FLUENCY	Reader's Theater: A Thousand Miles to Freedom	Using Assessment Results Tested skills:	
RI.5.7 RI.5.9	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Animal Survivors	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
W.5.6 W.5.7 W.5.8	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.5.1a W.5.1b W.5.1c W.5.1d W.5.4 W.5.5 W.5.6	WRITING	Genre Writing: Opinion Unit Writing Products: Book Review Opinion Essay	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 4		BIG IDEA: It's Up to You — How do we decide what's important?			INSTRUCTIONAL WINDOW:	
WEEK 1		WEEKLY CONCEPT: Sharing Stories		ESSENTIAL QUESTION: What kinds of stories do we tell? Why do we tell them? 1/21/20 – 2/28/20		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RL.5.1 RL.5.4 RL.5.6 SL.5.1c SL.5.2	Title: The Legend of John Henry  Genre: Tall Tale  Strategy: Visualize	<u>SHORT TEXT</u> How Mighty Kate Stopped the Train (840)  Genre: Tall Tale  Strategy: Visualize  Skill: Point of View	Strategy: Visualize  Skill: Point of View  <u>MAIN SELECTIONS</u> Title: Davy Crockett Saves the World (1050) Genre: Tall Tale  <u>PAIRED SELECTION</u> Title: How Grandmother Spider Stole the Sun (880) Genre: Legend	Strategy: Visualize  Skill: Point of View  <u>MAIN SELECTIONS</u> Genre: Tall Tale  Titles: A: Paul Bunyan/One Grain of Rice (810) O: Pecos Bill/The Fountain of Youth (900) E: Pecos Bill/The Fountain of Youth (730) B: An Extraordinary Girl/How Coqui Got Her Song (940)	Reading/Writing Workshop: Genre; Specific Vocabulary  Literature Anthology: Genre; Prior Knowledge; Specific Vocabulary; Organization; Connection of Ideas; Purpose	
L.5.4b L.5.4c L.5.5c L.5.6	VOCABULARY	Vocabulary Words: commenced, deeds, exaggeration, heroic, impress, posed, sauntered, wring Additional Domain Words: whipped Additional Academic Words: fable, hyperbole, outline Vocabulary Strategy: Synonyms and Antonyms				
L.5.2e RF.5.3a	PHONICS/SPELLING	Phonics/Spelling Skill: Words with Final /əl/ and /ən/				
RF.5.4b	FLUENCY	Fluency Skill: Expression			ASSESSMENTS  Weekly Formative Assessments	
W.5.3 W.5.9 W.5.10	WRITING	Writing Trait: Voice: Style and Tone Reading/Writing Workshop: How Mighty Kate Stopped the Train Research and Inquiry: Write a summary Text Connections: Cite evidence Write About Reading: Analyze point of view				
L.3.1f W.5.2	GRAMMAR	Grammar Skill: Pronouns and Antecedents Grammar Mechanics: Pronoun-antecedent agreement in number and gender			PLC Focus	
RI.5.9 RL.5.7 SL.5.1d W.5.2 W.5.9	Research	Weekly: Folktales and Fables from Other Cultures				

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: It's Up to You — How do we decide what's important?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Discoveries	ESSENTIAL QUESTION: What can you discover when you give things a second look? 1/21/20 – 2/28/20			
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.5.1 RL.5.5 RL.5.6 SL.5.1b SL.5.2	Title: The Mystery Riddle  Genre: Mystery Play  Strategy: Visualize	<u>SHORT TEXT</u> Where's Brownie? (drama)  Genre: Drama: (Mystery Play)  Strategy: Visualize  Skill: Point of View	Strategy: Visualize  Skill: Point of View  <u>MAIN SELECTIONS</u> Title: A Window Into History: The Mystery of the Cellar Window Genre: Drama: Mystery Play  <u>PAIRED SELECTION</u> Title: A Second Chance For Chip: The Case of the Curious Canine (730) Genre: Realistic Fiction	Strategy: Visualize  Skill: Point of View  <u>MAIN SELECTIONS</u> Genre: Drama  Titles: A: The Mysterious Teacher/The Case of the Missing Nectarine O: The Unusually Clever Dog/The Gift Basket E: The Unusually Clever Dog/The Gift Basket B: The Surprise Party/The Clothes Thief	Reading/Writing Workshop: Connection of Ideas; Organization  Literature Anthology: Genre; Organization; Sentence Structure; Connection of Ideas
L.5.4a L.5.5c W.5.5b W.5.6	VOCABULARY	Vocabulary Words: astounded, concealed, inquisitive, interpret, perplexed, precise, reconsider, suspicious Additional Academic Words: investigation, act Vocabulary Strategy: Adages and Proverbs			
L.5.2e RF.5.3a	PHONICS/SPELLING	Phonics/Spelling Skill: Prefixes			
RF.5.4c W.5.3b W.5.10	FLUENCY	Fluency Skill: Rate and Accuracy		ASSESSMENTS  Weekly Formative Assessments	
	WRITING	Writing Trait: Ideas: Develop Characters Reading/Writing Workshop: Where's Brownie? Research and Inquiry: Write a summary Text Connections: Cite evidence Write About Reading: Analyze character			
L.3.2c L.4.1a	GRAMMAR	Grammar Skill: Kinds of Pronouns Grammar Mechanics: Use quotation marks in dialogue		PLC Focus	
RI.5.7 RL.5.9 SL.5.1d W.5.7 W.5.9	Research	Weekly: Different Methods of Fingerprinting			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: It's Up to You — How do we decide what's important?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Take Action		ESSENTIAL QUESTION: What can people do to bring about a positive change? 1/21/20 – 2/28/20		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.5.2 RI.5.7 RI.5.8 RI.6.6 RI.5.10 SL.5.1b SL.5.2	Title: Fighting for Change  Genre: Biography  Strategy: Summarize	<b>SHORT TEXT</b> Frederick Douglass: Freedom's Voice (830)  Genre: Biography  Strategy: Summarize  Skill: Author's Point of View  Text Features: Photographs, Captions	Strategy: Summarize  Skill: Author's Point of View  <b>MAIN SELECTION</b> Title: Rosa (860) Genre: Biography  <b>PAIRED SELECTION</b> Title: Our Voices, Our Votes (920) Genre: Expository Text	Strategy: Summarize  Skill: Author's Point of View  <b>MAIN SELECTIONS</b> Genre: Biography  Titles: A: Jane Addams: A Woman of Action/Gus García Takes on Texas (700) O: Jane Addams: A Woman of Action/Gus García Takes on Texas (910) E: Jane Addams: A Woman of Action/Gus García Takes on Texas (710) B: Jane Addams: A Woman of Action/Gus García Takes on Texas (1000)	Reading/Writing Workshop: Prior Knowledge; Genre  Literature Anthology: Specific Vocabulary; Prior Knowledge; Connection of Ideas; Organization
L.3.4b L.5.4a L.5.5c L.5.6	VOCABULARY	Vocabulary Words: anticipation, defy, entitled, neutral, outspoken, reserved, sought, unequal Additional Domain Words: alterations, furtively, illegal, provision, second class citizenship, suffrage, amendment Additional Academic Words: logical, order Vocabulary Strategy: Prefixes and Suffixes			
L.5.2e RF.5.3c	PHONICS/SPELLING	Phonics/Spelling Skill: Homograph s			
RF.5.4b	FLUENCY	Fluency Skill: Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.5.3 W.5.10	WRITING	Writing Trait: Organization: Logical Order Reading/Writing Workshop: Frederick Douglass: Freedom's Voice Research and Inquiry: Create a research plan Text Connections: Cite evidence Write About Reading: Analyze point of view			
L.5.1f	GRAMMAR	Grammar Skill: Pronoun Verb Agreement Grammar Mechanics: Use abbreviations			<b>PLC Focus</b>
RI.5.7 RI.5.9 SL.5.1d W.5.7 W.5.9	Research	Weekly: Influential Person from the Last 100 Years			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 4		BIG IDEA: It's Up to You — How do we decide what's important?			INSTRUCTIONAL WINDOW:	
WEEK 4		WEEKLY CONCEPT: Consider Our Resources	ESSENTIAL QUESTION: Why are natural resources valuable?			1/21/20 – 2/28/20
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.4.7 RI.5.2 RI.5.8 RI.6.6 SL.5.1c SL.5.2	Title: Minerals  Genre: Expository Text  Strategy: Summarize	<b>SHORT TEXT</b> Power from Nature (910)  Genre: Expository Text  Strategy: Summarize  Skill: Author's Point of View Text Features: Chart	Strategy: Summarize  Skill: Author's Point of View  <b>MAIN SELECTION</b> Title: One Well (960) Genre: Expository Text  <b>PAIRED SELECTION</b> Title: The Dirt on Dirt (960) Genre: Expository Text	Strategy: Summarize  Skill: Author's Point of View  <b>MAIN SELECTIONS</b> Genre: Expository Text  <b>Titles:</b> A: The Delta/Get Rich with Compost (780) O: The Delta/Get Rich with Compost (890) E: The Delta/Get Rich with Compost (830) B: The Delta/Get Rich with Compost (1020)	Reading/Writing Workshop: Specific Vocabulary; Organization  Literature Anthology: Purpose; Specific Vocabulary; Connection of Ideas; Sentence Structure	
L.5.4a L.5.4b L.5.6	VOCABULARY	<b>Vocabulary Words:</b> absorb, affect, circulates, conserve, cycle, glaciers, necessity, seeps <b>Additional Domain Words:</b> extracted, morning dew, groundwater, polar icecaps, runoff <b>Additional Academic Words:</b> relationships <b>Vocabulary Strategy:</b> Context Clues: Definitions and Restatements				
RF.5.3a L.5.2e	PHONICS/SPELLING	Phonics/Spelling Skill: Words with /chər/ and /zhər/				
RF.5.4c	FLUENCY	Fluency Skill: Accuracy and Expression			ASSESSMENTS  Weekly Formative Assessments	
W.5.2c W.5.10	WRITING	<b>Writing Trait:</b> Word Choice: Transitions <b>Reading/Writing Workshop:</b> Power from Nature <b>Research and Inquiry:</b> Write a summary <b>Text Connections:</b> cite evidence <b>Write About Reading:</b> Analyze reasons and facts				
L.3.1a L.3.2d	GRAMMAR	<b>Grammar Skill:</b> Possessive Pronouns <b>Grammar Mechanics:</b> Apostrophes, possessives and reflexive pronouns			PLC Focus	
RI.5.8 RI.5.9 SL.5.1d SL.5.4 W.5.7 W.5.9	Research	Weekly: Water Conservation				

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 4		BIG IDEA: It's Up to You — How do we decide what's important?			INSTRUCTIONAL WINDOW:
WEEK 5		WEEKLY CONCEPT: Express Yourself	ESSENTIAL QUESTION: How do you express that something is important to you? 1/21/20 – 2/28/20		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.4.5 RL.5.2 RL.5.5 RL.5.6 SL.5.1b SL.5.1d SL.5.2	Title: I'm a Swimmer  Genre: Free Verse Poem  Strategy: Visualize	Short Texts: How Do I Hold the Summer?, Catching a Fly, When I Dance  Genre: Lyric and Free Verse Poetry  Strategy: Visualize  Skill: Theme	Strategy: Visualize  Skill: Theme  <u>MAIN SELECTIONS</u> Title: Words Free as Confetti, Dreams Genre: Free Verse and Lyric Poetry  <u>PAIRED SELECTION:</u> How a Wall Stands Genre: Free Verse Poetry	Strategy: Visualize  Skill: Theme  <u>MAIN SELECTIONS</u> Genre: Realistic Fiction  Titles: A: Tell Me the Old, Old Stories/Family Ties (650) O: From Me to You/Dear Gina (810) E: From Me to You/Sssh! (580) B: Every Picture Tells a Story/The Eyes of a Bird (990)	Reading/Writing Workshop: Genre; Specific Vocabulary  Literature Anthology: Specific Vocabulary; Genre; Prior Knowledge
L.5.4a L.5.5a L.5.5a L.5.6 RL.5.4	VOCABULARY	Vocabulary Words: barren, expression, meaningful, plumes Additional Domain Words: fast, gone, keep, thorn, gray, sea .roar, gold, lullaby Additional Academic Words: dictionary, thesaurus Vocabulary Strategy: Simile and Metaphor			
RF.5.3a L.5.2e	PHONICS/SPELLING	Phonics/Spelling Skill: Suffixes -ance and -ence			
RF.5.3a	FLUENCY	Fluency Skill: Expression and Phrasing			ASSESSMENTS  Weekly Formative Assessments
W.5.3d W.5.5 W.5.10	WRITING	Writing Trait: Word Choice: Sensory Language Reading/Writing Workshop: How Do I Hold the Summer?, Catching a Fly, When I Dance Research and Inquiry: Write a summary Write About Reading: Analyze theme			
L.4.1g L.5.2a	GRAMMAR	Grammar Skill: Pronouns and Homophones Grammar Mechanics: Punctuating Poetry			
RL.5.2 SL.5.1d W.5.7 W.5.9	Research	Weekly: Famous Speeches Unit Level: Research Skill: Creating a Bibliography Unit Project: Self-select and develop from options for unit research projects.			PLC Focus

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: It's Up to You — How do we decide what's important?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: What are the positive and negative effects of new technology?		1/21/20 – 2/28/20	
CCSS	UNIT WRAP-UP	SUMMATIVE ASSESSMENT Post Assessment Instruction		
RF.5.4a RF.5.4b RF.5.4c	FLUENCY	Reader's Theater: It Couldn't Be Done	Using Assessment Results Tested skills:	
RI.5.7	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Take It From Nature	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.5.5 W.5.6 W.5.7	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.5.3a W.5.3b W.5.3c W.5.3e W.5.4 W.5.5 W.5.6 W.5.8	WRITING	Genre Writing: Narrative Text Unit Writing Products: Autobiographical Sketch Personal Narrative	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	



## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 5 WEEK 1	BIG IDEA: New Perspectives — In what ways can things change?			INSTRUCTIONAL WINDOW: 3/2/20-4/9/20	
WEEK 1	WEEKLY CONCEPT: New Perspectives		ESSENTIAL QUESTION: What experiences can change the way you see yourself and the world around you?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.5.1 RL.5.3 RL.5.4 RL.5.6 SL.5.1c SL.5.2	<b>Title:</b> A Change of Heart  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Make, Confirm, and Revise Predictions	<u><b>SHORT TEXT</b></u> Miguel in the Middle (890)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Compare and Contrast Settings	<b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Compare and Contrast Settings  <u><b>MAIN SELECTIONS</b></u> <b>Title:</b> Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World (970) <b>Genre:</b> Realistic Fiction  <u><b>PAIRED SELECTION</b></u> <b>Title:</b> A Dusty Ride Fiction (890) <b>Genre:</b> Realistic	<b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Compare and Contrast Settings  <u><b>MAIN SELECTIONS</b></u> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> King of the Board/Mealtime Mystery (740) <b>O:</b> Snap Happy/Drum Roll for Justin (810) <b>E:</b> Snap Happy Drum Roll for Justin / (550) <b>B:</b> No Place Like Home/Mealtime Mystery (900)	<b>Reading/Writing Workshop:</b> Connection of Ideas  <b>Literature Anthology:</b> Organization; Sentence Structure; Connection of Ideas; Prior Knowledge; Specific Vocabulary
L.5.4a L.5.5c L.5.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> disdain, focused, genius, perspective, prospect, stunned, superb, transition <b>Additional Domain Words:</b> enthusiasm, perceived, maneuvering, retreated <b>Vocabulary Strategy:</b> Context Clues: Comparison			
L.5.2e RF.5.3a	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Suffixes			
RF.5.3a L.5.2c	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.5.2a W.5.10	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Strong Openings <b>Reading/Writing Workshop:</b> Miguel in the Middle <b>Research and Inquiry:</b> Write interview questions <b>Write About Reading:</b> Analyze setting			
L.3.1i L.5.1a	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Independent and Dependent Clauses <b>Grammar Mechanics:</b> Appositives (commas)			<b>PLC Focus</b>
RI.5.9 SL.5.1d SL.5.3 W.5.8 W.5.9	<b>Research</b>	<b>Weekly:</b> Interview: Impact of Personal Experiences			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: New Perspectives — In what ways can things change?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Better Together		ESSENTIAL QUESTION: How do shared experiences help people adapt to change? 3/2/20–4/9/20		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
L.5.3b RL.5.1 RL.5.3 SL.5.1b SL.5.2	<p><b>Title:</b> Starting Over</p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p>	<p><b>SHORT TEXT</b></p> <p>The Day the Rollets Got Their Moxie Back (900)</p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting Plot: Compare and Contrast Characters</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting Plot: Compare and Contrast Characters</p> <p><b>MAIN SELECTIONS</b></p> <p><b>Title:</b> Bud, Not Buddy</p> <p><b>Genre:</b> Historical Fiction (950)</p> <p><b>PAIRED SELECTION</b></p> <p><b>Title:</b> Musical Impressions of the Great Depression (990)</p> <p><b>Genre:</b> Expository Text</p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Skill:</b> Character, Setting Plot: Compare and Contrast Characters</p> <p><b>MAIN SELECTIONS</b></p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Titles:</b></p> <p><b>A:</b> The Picture Palace/The Golden Age of Hollywood (710)</p> <p><b>O:</b> Hard Times/Chicago: Jazz Central (830)</p> <p><b>E:</b> Hard times/Chicago: Jazz Central (520)</p> <p><b>B:</b> Woodpecker Warriors/(900)</p>	<p><b>Reading/Writing Workshop:</b> Prior Knowledge; Connection of Ideas</p> <p><b>Literature Anthology:</b> Prior Knowledge; Connection of Ideas; Specific Vocabulary; Genre</p>
L.5.5b L.5.5c L.5.6	<b>VOCABULARY</b>	<p><b>Vocabulary Words:</b> assume, guarantee, nominate, obviously, rely, supportive, sympathy, weakling</p> <p><b>Additional Domain Words:</b> copacetic, recorder, tone, embouchure, stock market, prosperity, the Roaring Twenties, legislation, federal</p> <p><b>Additional Academic Words:</b> historical fiction, dialect</p> <p><b>Vocabulary Strategy:</b> Idioms</p>			
L.5.2e RF.5.3a	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Homophone s			
RF.5.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression and Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.5.2c W.5.10	<b>WRITING</b>	<p><b>Writing Trait:</b> Sentence Fluency: Transitions</p> <p><b>Reading/Writing Workshop:</b> The Day the Rollets Got Their Moxie Back</p> <p><b>Research and Inquiry:</b> Write a description</p> <p><b>Write About Reading:</b> Analyze dialect</p>			
L.3.1i L.5.1a	<b>GRAMMAR</b>	<p><b>Grammar Skill:</b> Complex Sentences</p> <p><b>Grammar Mechanics:</b> Use commas with essential and nonessential clauses</p>			<b>PLC Focus</b>
RI.5.9 SL.5.1d SL.5.5 W.5.7 W.5.9	<b>Research</b>	<b>Weekly:</b> Films During the Great Depression			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: New Perspectives — In what ways can things change?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Our Changing Earth		ESSENTIAL QUESTION: What changes in the environment affect living things? 3/2/20–4/9/20		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.4.7 RI.5.1 RI.5.3 RI.5.10 SL.5.1b SL.5.1c SL.5.2	Title: Changing Climate, Changing Lives  Genre: Expository Text  Strategy: Ask and Answer Questions	<u>SHORT TEXT</u> Forests on Fire (960)  Genre: Expository Text  Strategy: Ask and Answer Questions  Skill: Text Structure: Compare and Contrast  Text Features: Photographs, Graphs	Strategy: Ask and Answer Questions  Skill: Compare and Contrast  <u>MAIN SELECTIONS</u> Title: Global Warming (980) Genre: Expository Text  <u>PAIRED SELECTION</u> Title: When Volcanoes (1040) Genre: Expository Text	Strategy: Ask and Answer Questions  Skill: Compare and Contrast  <u>MAIN SELECTIONS</u> Genre: Expository Text  Titles: A: Ocean Threats/Floating Trash (830) O: Ocean Threats/Floating Trash (950) E: Ocean Threats/Floating Trash (870) B: Ocean Threats/Floating Trash (990)	Reading/Writing Workshop: Organization; Specific Vocabulary  Literature Anthology: Genre; Prior Knowledge; Connection of Ideas; Organization; Specific Vocabulary; Purpose
L.5.4a L.5.4c L.5.5c L.5.6	VOCABULARY	Vocabulary Words: atmosphere, decays, gradual, impact, noticeably, receding, stability, variations Additional Domain Words: nutrients, drought, El Niño, polyp, debris Additional Academic Words: graph, topic Vocabulary Strategy: Context Clues: Paragraph Clues			
L.5.2e RF.5.3a	PHONICS/SPELLING	Phonics/Spelling Skill: Prefixes			
RF.5.4b	FLUENCY	Fluency Skill: Rate		ASSESSMENTS  Weekly Formative Assessments	
W.5.2b W.5.10	WRITING	Writing Trait: Ideas: Develop a Topic Reading/Writing Workshop: Forests on Fire Research and Inquiry: Write a description Write About Reading: Analyze compare-and contrast text structure			
L.4.1d L.5.2d	GRAMMAR	Grammar Skill: Adjectives Grammar Mechanics: Capitalization and punctuation		PLC Focus	
RI.5.3 RI.5.9 SL.5.1d SL.5.5 W.5.7 W.5.9	Research	Weekly: Nature Reserves or Wildlife Sanctuaries			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 5		BIG IDEA: New Perspectives — In what ways can things change?			INSTRUCTIONAL WINDOW:
WEEK 4		WEEKLY CONCEPT: Now We Know		ESSENTIAL QUESTION: How can scientific knowledge change over time? 3/2/20-4/9/20	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.4.7 RI.5.1 RI.5.5 SL.5.1a SL.5.2	<p><b>Title:</b> The Sun: Our Star</p> <p><b>Genre:</b> Expository Text Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>SHORT TEXT</b> Changing Views of Earth (910)</p> <p><b>Genre:</b> Expository Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Cause and Effect</p> <p><b>Text Features:</b> Diagrams</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Cause and Effect</p> <p><b>MAIN SELECTIONS</b> <b>Title:</b> When Is a Planet Not a Planet? (980) <b>Genre:</b> Expository Text</p> <p><b>PAIRED SELECTION</b> <b>Title:</b> New Moon (870) <b>Genre:</b> Science Fiction</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Cause and Effect</p> <p><b>MAIN SELECTIONS</b> <b>Genre:</b> Expository Text</p> <p><b>Titles:</b> <b>A:</b> Mars/Zach the Martian (700) <b>O:</b> Mars/Zach the Martian (900) <b>E:</b> Mars/Zach the Martian (700) <b>B:</b> Mars/Zach the Martian (970)</p>	<p><b>Reading/Writing Workshop:</b> Prior Knowledge; Connection of Ideas</p> <p><b>Literature Anthology:</b> Sentence Structure; Specific Vocabulary; Genre; Connection of Ideas; Purpose; Prior Knowledge</p>
L.5.4a L.5.4b L.5.4c L.5.6	VOCABULARY	<p><b>Vocabulary Words:</b> approximately, astronomical, calculation, criteria, diameter, evaluate, orbit, spheres</p> <p><b>Additional Domain Words:</b> dense, strife, discord</p> <p><b>Additional Academic Words:</b> accuracy, verify</p> <p><b>Vocabulary Strategy:</b> Greek Roots</p>			
L.5.2b RF.5.3a	PHONICS/SPELLING	<p><b>Phonics/Spelling Skill:</b> Suffixes -less and ness</p>			
RF.5.4c	FLUENCY	<p><b>Fluency Skill:</b> Accuracy</p>			<p><b>ASSESSMENTS</b></p> <p>Weekly Formative Assessments</p>
W.5.2a W.5.10	WRITING	<p><b>Writing Trait:</b> Organization: Strong Paragraphs</p> <p><b>Reading/Writing Workshop:</b> Changing Views of Earth</p> <p><b>Research and Inquiry:</b> Write facts</p> <p><b>Write About Reading:</b> Analyze cause and effect</p>			
L.3.1g	GRAMMAR	<p><b>Grammar Skill:</b> Adjectives That Compare</p> <p><b>Grammar Mechanics:</b> Using more and most</p>			
RI.5.9 SL.5.1d W.5.7 W.5.9	Research	<p><b>Weekly:</b> Medicine Throughout History</p>			<p><b>PLC Focus</b></p>

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 5		BIG IDEA: New Perspectives — In what ways can things change?			INSTRUCTIONAL WINDOW: 3/2/20-4/9/20
WEEK 5		WEEKLY CONCEPT: Scientific Viewpoints		ESSENTIAL QUESTION: How do natural events and human activities affect the environment?	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.4.7 RI.5.2 RI.5.6 RI.5.8 RI.6.6 SL.5.1d SL.5.2	<p><b>Title:</b> Dams: Harnessing the Power of Water</p> <p><b>Genre:</b> Persuasive Article</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>SHORT TEXT</b> Should Plants and Animals from Other Places Live Here? (930)</p> <p><b>Genre:</b> Persuasive Article</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Text Features:</b> Chart Headings</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>MAIN SELECTIONS</b> <b>Title:</b> The Case of the Missing Bees (950) <b>Genre:</b> Persuasive Article</p> <p><b>PAIRED SELECTION</b> <b>Title:</b> Busy, Beneficial Bees (980) <b>Genre:</b> Expository Text</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>MAIN SELECTIONS</b> <b>Genre:</b> Expository Text</p> <p><b>Titles:</b> <b>A:</b> The Great Plains/Save the Great Plains Wolves (760) <b>O:</b> The Great Plains/Save the Great Plains Wolves (910) <b>E:</b> The Great Plains/Save the Great Plains Wolves (830) <b>B:</b> The Great Plains/Save the Great Plains Wolves (1020)</p>	<p><b>Reading/Writing Workshop:</b> Connection of Ideas</p> <p><b>Literature Anthology:</b> Organization; Sentence Structure; Purpose</p>
L.5.4a L.5.4b L.5.6	VOCABULARY	<p><b>Vocabulary Words:</b> agricultural, declined, disorder, identify, probable, thrive, unexpected, widespread</p> <p><b>Additional Academic Words:</b> bibliography, conclusion</p> <p><b>Vocabulary Strategy:</b> Root Words</p>			
L.5.2e RF.5.3a	PHONICS/SPELLING	<p><b>Phonics/Spelling Skill:</b> Suffix ion</p>			
RF.5.4b	FLUENCY	<p><b>Fluency Skill:</b> Expression and Phrasing</p>			<p><b>ASSESSMENTS</b></p> <p>Weekly Formative Assessments</p>
W.5.1d W.5.10	WRITING	<p><b>Writing Trait:</b> Organization: Strong Conclusions</p> <p><b>Reading/Writing Workshop:</b> Should Plants and Animals from Other Places Live Here?</p> <p><b>Research and Inquiry:</b> Write a list</p> <p><b>Write About Reading:</b> Analyze point of view</p>			
L.5.1 W.5.1g	GRAMMAR	<p><b>Grammar Skill:</b> Comparing with Good and Bad</p> <p><b>Grammar Mechanics:</b> Irregular comparative forms</p>			<p><b>PLC Focus</b></p>
L.5.1 RI.5.8 RI.5.9 SL.5.1d W.5.9	Research	<p><b>Weekly:</b> Nonnative Species</p> <p><b>Unit Level:</b> Research <b>Skill:</b> Interviewing</p> <p><b>Unit Project:</b> Self-select and develop from options for unit projects.</p>			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: New Perspectives — In what ways can things change?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: What are the positive and negative effects of new technology?		3/2/20-4/9/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.5.4a RF.5.4b RF.5.4c	FLUENCY	Reader's Theater: Jane Addams and Full House	Using Assessment Results Tested skills:	
RI.5.7 W.5.7	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Is Anybody Out There?	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.5.5 W.5.6 W.5.7	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.5.2a W.5.2c W.5.2e W.5.4 W.5.4d W.5.5 W.5.8	WRITING	Genre Writing: Narrative Text Unit Writing Products: Autobiographical Sketch Personal Narrative	RETEACH Skill/Strategy:  Instructional strategy(ies)/activity(ies):	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 6		BIG IDEA: Linked In — How are we all connected?			INSTRUCTIONAL WINDOW:	
WEEK 1		WEEKLY CONCEPT: Joining Forces		ESSENTIAL QUESTION: How do different groups contribute to a cause? 4/20/20 - 5/29/20		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RL.5.1 RL.5.2 RL.5.10 SL.5.1a SL.5.2 SL.5.2	Title: Hope for the Troops  Genre: Historical Fiction  Strategy: Summarize	<u>SHORT TEXT</u> Shipped Out(810)  Genre: Historical Fiction  Strategy: Summarize  Skill: Theme	Strategy: Summarize  Skill: Theme  <u>MAIN SELECTIONS</u> Title: The Unbreakable Code (640) Genre: Historical Fiction  <u>PAIRED SELECTION</u> Title: Allies in Action (870) Genre: Expository Text	Strategy: Summarize  Skill: Theme  <u>MAIN SELECTIONS</u> Genre: Historical Fiction  Titles: A: Mrs. Gleeson's Records/Scrap Drives and Ration Books (730) O: Norberto's Hat/The Bracero Program (770) E: Norberto's Hat/The Bracero Program (640) B: The Victory Garden/Gardening for Uncle Sam (900)	Reading/Writing Workshop: Prior Knowledge; Organization  Literature Anthology: Sentence Structure; Specific Vocabulary; Prior Knowledge; Connection of Ideas; Organization	
L.5.4a L.5.4b L.5.6	VOCABULARY	Vocabulary Words: bulletin, contributions, diversity, enlisted, intercept, operations, recruits, survival Additional Domain Words: unbreakable, transmission, platoon, boot camp, drills, aeronautic, encode, decipher Additional Academic Words: flashback, media Vocabulary Strategy: Homophones				
L.5.2e RF.5.3a	PHONICS/SPELLING	Phonics/Spelling Skill: Words with Greek Roots				
RF.5.4b	FLUENCY	Fluency Skill: Expression and Phrasing			ASSESSMENTS  Weekly Formative Assessments	
W.5.4 W.5.10	WRITING	Writing Trait: Organization: Sequence Reading/Writing Workshop: Shipped Out Research and Inquiry: Write facts Write About Reading: Analyze theme				
L.3.1a L.4.1a	GRAMMAR	Grammar Skill: Adverbs Grammar Mechanics: Capitalization and abbreviations in letters and formal e-mails			PLC Focus	
RI.5.9 RL.5.2 SL.5.1d SL.5.5 W.5.9 W.5.10	Research	Weekly: Impact of Natural Disasters				

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 6 WEEK 2	BIG IDEA: Linked In — How are we all connected?			INSTRUCTIONAL WINDOW: 4/20/20 - 5/29/20	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.5.1 RL.5.2 RL.5.10 SL.5.1b SL.5.2	Title: Diamond in the Sky  Genre: Realistic Fiction  Strategy: Summarize	<u>SHORT TEXT</u> The Bully (850)  Genre: Realistic Fiction  Strategy: Summarize  Skill: Theme	Strategy: Summarize  Skill: Theme  <u>MAIN SELECTIONS</u> Title: The Friend Who Changed My Life (860) Genre: Realistic Fiction  <u>PAIRED SELECTION</u> Title: Choose Your Strategy: A Guide to Getting Along (850) Genre: Expository Text	Strategy: Summarize  Skill: Theme  <u>MAIN SELECTIONS</u> Genre: Realistic Fiction  Titles: A: Winning Friends/Empathy: The Answer to Bullying (680) O: Enemy or Ally?/Becoming Bully Proof (840) E: Enemy or Ally?/Becoming Bully Proof (700) B: Jamayla to the Rescue/Bullying (900)	Reading/Writing <b>Workshop:</b> Connection of Ideas; Specific Vocabulary  Literature <b>Anthology:</b> Specific Vocabulary; Organization; Connection of Ideas; Purpose
L.5.4 L.5.4c L.5.5b L.5.6	VOCABULARY	Vocabulary Words: abruptly, ally, collided, confident, conflict, intervene, protective, taunting Additional Domain Words: atrocity, vulnerability, convoluted, indisputably, contagious, antithesis, escalate, mortified Additional Academic Words: pacing Vocabulary Strategy: Connotation and Denotation			
L.5.2e RF.5.3a	PHONICS/SPELLING	Phonics/Spelling Skill: Words with Latin Roots			
RF.5.4b	FLUENCY	Fluency Skill: Intonation			ASSESSMENTS  Weekly Formative Assessments
W.5.3c W.5.10	WRITING	Writing Trait: Word Choice: Time-order Words Reading/Writing Workshop: The Bully Research and Inquiry: Write a comparison Write About Reading: Analyze theme			
L.3.1g	GRAMMAR	Grammar Skill: Adverbs That Compare Grammar Mechanics: Using good and well, more and most, -er and -est			PLC Focus
RI.5.9 SL.5.1d SL.5.4 W.5.8 W.5.9	Research	Weekly: Social Media			



## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 6		BIG IDEA: Linked In — How are we all connected?			INSTRUCTIONAL WINDOW:	
WEEK 3		WEEKLY CONCEPT: Adaptations		ESSENTIAL QUESTION: How are living things adapted to their environment? 4/20/20 - 5/29/20		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.4.7 RI.5.1 RI.5.3 RI.5.10 SL.5.1b SL.5.2	<p><b>Title:</b> Bacteria: They're Everywhere</p> <p><b>Genre:</b> Expository Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>SHORT TEXT</b> Mysterious Oceans (980)</p> <p><b>Genre:</b> Expository Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Cause and Effect</p> <p><b>Text Features:</b> Map</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Cause and Effect</p> <p><b>MAIN SELECTIONS</b> <b>Title:</b> Survival at 40 Below (990) <b>Genre:</b> Expository Text</p> <p><b>PAIRED SELECTION</b> <b>Title:</b> Why the Evergreen Trees Never Lose Their Leaves Story (850) <b>Genre:</b> Pourquoi</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Text Structure: Cause and Effect</p> <p><b>MAIN SELECTIONS</b> <b>Genre:</b> Expository Text</p> <p><b>Titles:</b> <b>A:</b> Cave Creatures/Why Bat Flies at Night (760) <b>O:</b> Cave Creatures/Why Bat Flies at Night (900) <b>E:</b> Cave Creatures/Why Bat Flies at Night (750) <b>B:</b> Cave Creatures/Why Bat Flies at Night (1010)</p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Connection of Ideas</p> <p><b>Literature Anthology:</b> Specific Vocabulary; Genre; Prior Knowledge; Organization; Connection of Ideas</p>	
L.5.4a L.5.5c L.5.6	VOCABULARY	<p><b>Vocabulary Words:</b> adaptation, agile, cache, dormant, forage, frigid, hibernate, insulates</p> <p><b>Additional Domain Words:</b> vents, magma, submersible, bioluminous, chemosynthesis, caribou, tundra, carrion, vegetation, larvae, esophagus, torpor, lichens, circular, storehouse, sedges, alpine, lee</p> <p><b>Vocabulary Strategy:</b> Context Clues: Paragraph Clues</p>				
L.5.2e RF.5.3a	PHONICS/SPELLING	<p><b>Phonics/Spelling Skill:</b> Words from Mythology</p>				
RF.5.4c	FLUENCY	<p><b>Fluency Skill:</b> Rate and Accuracy</p>			<p><b>ASSESSMENTS</b></p> <p>Weekly Formative Assessments</p>	
W.5.5 W.5.10	WRITING	<p><b>Writing Trait:</b> Sentence Fluency: Vary Sentence Structure</p> <p><b>Reading/Writing Workshop:</b> Mysterious Oceans</p> <p><b>Research and Inquiry:</b> Write a description</p> <p><b>Write About Reading:</b> Analyze cause and effect</p>				
L.5.1 L.5.2	GRAMMAR	<p><b>Grammar Skill:</b> Negatives</p> <p><b>Grammar Mechanics:</b> Correct double negatives</p>			<p><b>PLC Focus</b></p>	
RI.5.9 SL.5.1d SL.5.5 W.5.7 W.5.9	Research	<p><b>Weekly:</b> Animals of Madagascar</p>				

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Linked In — How are we all connected?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: Making a Difference		ESSENTIAL QUESTION: What impact do our actions have on our world? 4/20/20 - 5/29/20		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.4.7 RI.5.1 RI.5.5 RI.5.10 SL.5.1c SL.5.2	Title: Science Makes a Difference!  Genre: Biography  Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> Words to Save the World: The Work of Rachel Carson (980)  Genre: Biography  Strategy: Ask and Answer Questions  Skill: Text Structure: Problem and Solution  Text Features: Illustrations	Strategy: Ask and Answer Questions  Skill: Text Structure: Problem and Solution  <b>MAIN SELECTION</b> Title: Planting the Trees of Kenya (1030) Genre: Biography  <b>PAIRED SELECTION</b> Title: The Park Project (950) Genre: Expository Text	Strategy: Ask and Answer Questions  Skill: Text Structure: Problem and Solution  <b>MAIN SELECTIONS</b> Genre: Biography  Titles: A: Marjory Stoneman Douglas: Guardian of the Everglades/The Story of the Three Musketeers (760) O: Marjory Stoneman Douglas: Guardian of the Everglades/The Story of the Three Musketeers (890) E: Marjory Stoneman Douglas: Guardian of the Everglades/The Story of the Three Musketeers (790) B: Marjory Stoneman Douglas: Guardian of the Everglades/The Story of the Three Musketeers (970)	Reading/Writing Workshop: Organization; Specific Vocabulary  Literature Anthology: Genre; Sentence Structure; Prior Knowledge; Connection of Ideas
L.5.4a L.5.5c L.5.6	VOCABULARY	Vocabulary Words: export, glistening, influence, landscape, native, plantations, restore, urged Additional Domain Words: trilogy, unison Additional Academic Words: skimming, scanning Vocabulary Strategy: Synonyms and Antonyms			
L.5.2e RF.5.3a	PHONICS/SPELLING	Phonics/Spelling Skill: Number Prefixes uni-, bi-, tri-, cent-			
RF.5.4b	FLUENCY	Fluency Skill: Expression and Phrasing			ASSESSMENTS  Weekly Formative Assessments
W.5.1 W.5.10	WRITING	Writing Trait: Ideas: Focus on a Topic Reading/Writing Workshop: Words to Save the World: The Work of Rachel Carson Research and Inquiry: Write facts Write About Reading: Analyze problem-and solution text structure			
L.5.1 L.5.2	GRAMMAR	Grammar Skill: Sentence Combining Grammar Mechanics: Commas and colons			PLC Focus
RI.5.5 RI.5.9 SL.5.1d SL.5.5 W.5.7 W.5.9	Research	Weekly: Impact of Littering			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Linked In — How are we all connected?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEKLY CONCEPT: Out in the World		ESSENTIAL QUESTION: What can our connections to the world teach us? 4/20/20 - 5/29/20		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION, PAIRED SELECTION	LEVELED READER MAIN SELECTION PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.4.5 RL.5.10 RL.5.6 SL.5.1b SL.5.1d SL.5.2	Title: The Beat  Genre: Lyric Poem  Strategy: Visualize	Short Texts: To Travel, Wild Blossoms  Genre: Lyric and Narrative Poetry  Strategy: Visualize  Skill: Point of View  Text Features: Illustrations	Strategy: Visualize  Skill: Point of View  <u>MAIN SELECTIONS</u> Title: You Are My Music (Tú eres mi música), You and I Genre: Narrative and Lyric Poetry  <u>PAIRED SELECTION</u> Title: A Time to Talk Genre: Lyric Poetry	Strategy: Visualize  Skill: Point of View  <u>MAIN SELECTIONS</u> Genre: Realistic Fiction  Titles: A: Your World, My World/Do I Know You? (730) O: Flying Home/Tell Me, Show Me (790) E: Flying Home/Fishing in the Supermarket (610) B: Helping Out/A Journalistic Journey (940)	Reading/Writing Workshop: Sentence Structure; Connection of Ideas  Literature Anthology: Genre; Sentence Structure; Purpose
L.5.5a L.5.5c L.5.6 RL.5.4	VOCABULARY	Vocabulary Words: blares, connection, errand, exchange Additional Academic Words: meter, interview Vocabulary Strategy: Personification			
L.5.2e RF.5.3a	PHONICS/SPELLING	Phonics/Spelling Skill: Suffixes -ible, -able			
RF.5.4b	FLUENCY	Fluency Skill: Expression and Phrasing			ASSESSMENTS  Weekly Formative Assessments
W.5.3d W.5.5 W.5.10	WRITING	Writing Trait: Word Choice: Strong Words Reading/Writing Workshop: To Travel, Wild Blossoms Research and Inquiry: Write a description Write About Reading: Analyze literary language			
L.5.1a	GRAMMAR	Grammar Skill: Prepositional Phrases as Adjectives and Adverbs Grammar Mechanics: Using pronouns in prepositions phrases (objective pronouns)			PLC Focus
RL.5.4 SL.5.1c SL.5.1d SL.5.3 W.5.9	Research	Weekly: Interview: Important Life Events Unit Level: Research Skill: Giving a Presentation Unit Project: Self-select and develop from options for unit projects.			

## GRADE 5 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Linked In — How are we all connected?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: What are the positive and negative effects of new technology?		4/20/20 - 5/29/20	
CCSS	UNIT WRAP-UP	SUMMATIVE ASSESSMENT Post Assessment Instruction		
RF.5.4a RF.5.4b RF.5.4c	FLUENCY  Reader's Theater: It Couldn't Be Done	Using Assessment Results Tested skills:		
RI.5.7 W.5.7	COMPREHENSION  <i>TIME FOR KIDS</i> /Reading Digitally: Take It From Nature	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:	
W.5.6 W.5.7 W.5.8	RESEARCH AND INQUIRY  Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):		
W.5.1a W.5.1c W.5.1d W.5.4 W.5.5 W.5.6 W.5.b	WRITING  Genre Writing: Narrative Text Unit Writing Products: Autobiographical Sketch Personal Narrative	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:	
	EXTEND LEARNING Level Up	Instructional strategy(ies)/activity(ies):		