5th Grade Standards-Based Pacing
Yearly Overview

Getting Started: Aug 8 - Aug 17
Suggested review items: genre study, text features, parts of speech review, comprehension strategy review
prefixes/suffixes, nouns, verbs, Greek/Latin Roots/Prefixes/Suffixes, speaking and listening standards, subjects/predicates, sentence structure, capitalization
*these standards need to be reviewed from 4th grade (not specified in 5th grade standards)

1st Nine Weeks		2nd Nine Weeks	
Bundle 1: Aug 20 - Sept 14	**Bundle 2: Sept 17 - Oct 12**	**Bundle 3: Oct 15 - Nov 16**	**Bundle 4: Nov 19 - Dec 20**
Reading Genre: Fiction (Fairy Tales/Myth/Folktales etc.)	**Reading Genre: Expository Nonfiction**	**Reading Genre: Fiction (Mysteries, Science Fiction, and Adventure etc.)**	**Reading Genre: Persuasive Nonfiction**
Reading RL.5.2 Theme/summarize RL.5.3 Compare and contrast characters, settings or events RL.5.9 Compare and contrast themes in stories of the same genre	**Reading** RI.5.2 Main idea, key details, summarize RI.5.5 Compare and contrast text structure	**Reading** RL.5.4 Figurative language RL.5.6 Narrator's/speaker's point of view	**Reading** RI.5.2 Main idea, key details, summarize RI.5.8 Author's point of view
Reading Strategy: Visualize	**Reading Strategy:** Determine Importance	**Reading Strategy:** Activate and Connect	**Reading Strategy:** Ask Questions
Writing Genre: Narrative*	**Writing Genre: Expository**	**Writing Genre: Narrative**	**Writing Genre: Opinion***
Writing W.5.3, W5.3a-e Narrative	**Writing** W.5.2, W.5.2a-e Expository	**Writing** W.5.3, W.5.3a-e Narrative	**Writing** W.5.1, W.5.1a-d Opinion
Language L.5.2a Items in a series L.5.2b Commas for introductory elements L.5.2c Commas to set off yes/no, questions, and a direct address L.5.3b Compare and contrast dialects and registers (varieties of English) L.5.4 Determine meaning of words	**Language** L.5.1a Conjunctions L.5.1e Correlative conjunctions L.5.3a Expand, combine, and reduce sentences (Review sentence structures-simple, compound, complex) L.5.4 Determine meaning of words	**Language** L.5.1a Prepositions, interjections L.5.5a Similes, metaphors L.5.4 Determine meaning of words	**Language** L.5.1b Perfect verb tenses (past, present, future) L.5.1c Verb tense to convey various times, sequences, states, and conditions L.5.1d Shifts in verb tense L.5.4 Determine meaning of words

3rd Nine Weeks		4th Nine Weeks	
Bundle 5: Jan 7 - Feb 1 **Reading Genre: Fiction (Realistic and Historical)** **Reading** **RL.5.2** Theme/summarize **RL.5.6** Narrator's/speaker's point of view **Reading Strategy:** Activate and Connect **Writing Genre: Personal Narrative** **Writing** **W.5.3, W.5.3a-e** Narrative **Language** **L.5.3b** Compare and contrast dialects and registers (varieties of English) **L.5.5c** Synonyms, antonyms, homographs **L.5.4** Determine meaning of words	**Bundle 6: Feb 4 - March 8** **Reading Genre: Autobiography and Biography** **Reading** **RI.5.2** Main idea, key details, summarize **RI.5.3** Explain relationships between individuals, events, ideas, or concepts **Reading Strategy:** Monitor Comprehension **Writing Genre: Informative*** **Writing** **W.5.2, W.5.2a-e** Informative* **Language** **L.5.2d** Use underlining, quotations marks, and italics for titles **L.5.3a** Expand, combine, and reduce sentences **L.5.4** Determine meaning of words	**Bundle 7: March 11 - April 12** **Reading Genre: Nonfiction History & Current Events** **Reading** **RI.5.5** Compare and contrast text structure **RI.5.8** Author's point of view **Reading Strategy:** Summarize and Synthesize **Writing Genre: Research (Informative*)** **Writing** **W.5.7 and W.5.8** Research **Language** **L.5.2d** Use underlining, quotations marks, and italics for titles **L.5.3a** Expand, combine, and reduce sentences **L.5.4** Determine meaning of words	**Bundle 8: April 15 - May 22** **Reading Genre: Poetry/Drama** **Reading** **RL.5.2** Main idea, key details, summarize **RL.5.3** Explain relationships between individuals, events, ideas, or concepts **RL.5.4** Figurative language **Reading Strategy:** Infer and Visualize **Writing Genre: Poetry** **Writing** **W.5.3d** Poetry **Language** **L.5.5b** Idioms, adages, proverbs **L.5.4** Determine meaning of words

*Tested Writing Genre

Ongoing Yearly Standards

Reading Foundations	Reading for Literature	Writing	Language	Speaking and Listening
Phonics and Word Recognition	**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	**L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.	**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**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.	**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.	**L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
RF.5.3a 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.	**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).	**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.	**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., however, although, nevertheless, similarly, moreover, in addition).	**SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Fluency	**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.	**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.		**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.
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	**Reading for Inform. Text**	**W.5.10** Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.		**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.
RF.5.4a Read on-level text with purpose and understanding.	**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			**SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.			
RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RI.5.6** Analyze multiple accounts of the same event			

	or topic, noting important similarities and differences in the point of view they represent. **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. **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **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 Grade 4-5 text complexity band independently and proficiently.			