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| 2019 ELA Pacing Guide, Grade 5 | | |
| Dates | I CAN!s | Unit |
| 8/27-9/7/18  (2 Weeks) | Week of Welcome  Orientation Week, iReady Diagnostic, Beginning of the Year Assessments,  & Learning Styles Identified | |
| 9/10-10/26/18  (7 Weeks) | 5.1, 5.2  5.5c , 5.6  5.8, 5.9  Ongoing Reading & Language Skills: 5.12-5.15 | Reading & Writing Focus: **Literature, Poetry, & Narratives**  In each reading and writing unit, be sure to cover the RACES strategy for answering questions and writing about text: **R**estate the question, **A**nswer the question, **C**ite your evidence, **E**xplain your answer, and **S**um it up. |
| 10/29-11/9/18  (2 Weeks) | Milestone #1 Window: 10/29-11/6/18  Data Day: 11/30/18 (Homeschool), 11/13/18 (Academy)  I CAN!s Tested: 5.1, 5.2, 5.12, 5.13, 5.14, 5.15 | |
| 11/14-1/11/19  (4 Weeks) | 5.3, 5.4  5.5 b, 5.7  Ongoing Reading & Language Skills: 5.12-5.15 | Reading & Writing Focus: **Informational Text**  Cross-curricular thematic units should be used when practicing reading and writing techniques (e.g. Based on your science readings, describe typical weather conditions for the area during the winter. ngss 3-ESS2-1.) |
| 1/14-1/25/18  (2 Weeks) | Milestone #2 Window: 1/14-1/25/19  Data Day: 2/22/19 (Homeschool), 2/5/19 (Academy)  I CAN!s: 5.1, 5.2, 5.3, 5.4, 5.8, 5.12, 5.13, 5.14, 5.15 | |
| 1/28-3/15/19  (7 Weeks) | 5.5 a  5.10, 5.11  Ongoing Reading & Language Skills: 5.12-5.15 | Reading & Writing Focus: **Opinion**  Students read opinion articles, have discussions, and pre-write using graphic organizers to organize their thoughts or feelings on a topic backed with reasons and evidence. |
| 3/18/19 - 3/29/19  (2 Weeks) | Milestone #3 Window: 3/18-3/29/19  Data Day: 3/29/19 (Homeschool) 4/5/19 (Academy)  I CAN!s Tested: I CAN!s: 5.1, 5.2, 5.3, 5.4, 5.5, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15 | |
| 3/25-5/24/19  (8 Weeks) | Ongoing Reading & Language Skills: 5.12-5.15 | Reading & Writing Focus: **Drama, Performance,** **Creative Writing, & Writing for Fun**  Students use their reading, writing, and speaking skills in fun and creative ways and to help or entertain others: participating in a reader’s theater, presenting spoken word, performing a song or speech they wrote, or creating a class newspaper. |
| 5/28-6/13/19  (2 Weeks)  Essential Question: What have I learned? | End of the Year Assessments & Exhibitions/Demonstration of Discovery  I CAN! demonstrate mastery by applying new skills to complex, real-life problems.  Onramp to next grade level. | |

[Marzano’s Vocabulary Words](https://docs.google.com/spreadsheets/d/14PoUYP0juwCPl_1Nsb8obI45mMQ_0ne31qbYavhHDGU/edit#gid=1582164689)

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| **Science** | **Social Studies** | **Language Arts** | **Math** |
| atom | abolish | abbreviation | algebraic rule |
| change of state | amendment | action verb | base |
| compound | Art. of Confederation | apostrophe | break-squiggle |
| conduction | American Revolution | cause and effect | circumference |
| convection | Bill of Rights | character development | composite number |
| deposition | Branches of government | colon | coordinate grid |
| ecosystem | checks and balances | comma | divisible |
| element | Civil War | command | equation |
| energy pyramid | Confederacy | compare and contrast | expression |
| energy transfer | Congress | conflict resolution | frequency |
| erosion | Constitution | declarative sentence | function |
| gravitation | Declaration of Independence | double negative | inequality |
| hypothesis | democracy | draws conclusions/makes inferences | interval |
| igneous rock | economic systems | er | labels |
| inertia | emancipation | est | likelihood |
| invertebrate | federal | ful | line segment |
| kinetic energy | immigrant | heading | mass |
| metamorphic rock | Industrial Revolution | homophone | pie chart |
| nonrenewable resource | loyalist | in | prime factorization |
| photosynthesis | map scale | interrogative sentence | prime number |
| potential energy | Mayflower Compact | less | radius |
| radiation | Parliament | linking verb | ray |
| renewable resource | petition | main idea | scale/scale model |
| scientific method | preamble | mis | similar figures |
| sedimentary rock | primary source | ness | square root |
| tissue | repeal | past tense | stem and leaf plot |
| topographical map (topography) | representative gov't | persuasive text | tessellation |
| variable | republic | point of view | tree diagram |
| vertebrate | supply and demand | re | variable |
| weathering | tariff | reference materials | vertex |
|  |  | relevant supporting details |  |

Suggested Assessments:

* DIBELS
* [Reading a-z Running Records](https://www.readinga-z.com/helpful-tools/about-running-records/)
* Writing Prompt
* i-Ready

Grade 5 I CAN!s and CAN I?s

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|  | **Standards** | **I CAN!s** | **Can I?s** |
| Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class. | | | |
| **Reading Literature** | | | |
| 5.1 | Key Ideas & Details  RL 5.1  RL 5.2  RL 5.3  Integration of Knowledge & Ideas  RL 5.7  RL 5.8  RL 5.9  RL 5.10 | **I CAN! Read and comprehend fifth grade literature, including stories, dramas, and poetry.** | a) *CAN I?* quote accurately from a text when explaining what the text says explicitly and when drawing **inferences** from the text.  b) *CAN I?* determine a **theme** of a **story**, **drama**, or **poem** from details in the text, including how characters in a story or drama responds to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  c) *CAN I?* **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).  d) *CAN I?* 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**).  e) *CAN I?* compare and contrast stories in the same **genre** (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| 5.2 | Craft & Structure  RL 5.4  RL 5.5  RL 5.6 | **I CAN! use text features to understand fifth grade literature, including stories, dramas and poetry.** | a) *CAN I?* determine the meaning of words and phrases as they are used in a text, including **figurative language** such as **metaphors** and **similes**.  b) *CAN I?* explain how a series of **chapters**, **scenes**, or **stanzas** fits together to provide the overall **structure** of a particular story, drama, or poem.  c) *CAN I?* describe how a **narrator's** or **speaker's** **point of view** influences how events are described. |
| **Reading Informational Text** | | | |
| 5.3 | Key Ideas & Details  RI 5.1  RI 5.2  RI 5.3  Integration of Knowledge & Ideas  RI 5.7  RI 5.8  RI 5.9  RI 5.10 | **I CAN! read and comprehend fifth grade informational texts, including history, science, and technical texts.** | a) *CAN I?* quote accurately from a text when explaining what the text says explicitly and when drawing **inferences** from the text.  b) *CAN I?* determine two or more **main ideas** of a text and explain how they are supported by **key details**; **summarize** the text.  c) *CAN I?* 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.  d) *CAN I?* 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.  e) *CAN I?* explain how an author uses **reasons** and **evidence** to support particular points in a text, identifying which reasons and evidence support which point(s).  f) *CAN I?* integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| 5.4 | Craft & Structure  RI 5.4  RI 5.5  RI 5.6 | **I CAN! use text features to read and understand nonfiction text, including text books, online articles, and reference books.** | a) *CAN I?* determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  b) *CAN I?* 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.  c) *CAN I?* analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| **Writing** | | | |
| 5.5 | Text Types and Purposes  W 5.1  W 5.2  W 5.3 | **I CAN! write for different tasks, purposes, and audiences.** | a) **CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons.**   * introduce a topic or text clearly, state an **opinion**, and create an organizational structure in which related ideas are grouped to support the writer's purpose. * provide reasons that are supported by **facts** and **details**.. * link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). * provide a concluding statement or section related to the opinion presented.   b) **CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**   * introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings),  **illustrations**, and multimedia when useful to aiding comprehension. * develop the topic with facts, definitions, **concrete details**, **quotations**, or other information and examples related to the topic. * link ideas within categories of information using words and phrases (e.g., another,for example, also, because). * use precise language and domain-specific vocabulary to inform about or explain the topic. * provide a concluding statement or section related to the information or explanation presented.   **c) CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**   * orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. * use **dialogue** and **description** to develop experiences and events or show the responses of characters to situations. * use a variety of **transitional words** and **phrases** 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. |
| 5.6 | Production and Distribution of Writing  W 5.4  W 5.5  W 5.6 | **I CAN! use the writing process to develop my writing.**  (Item not tested on milestones) | a) *CAN I?* with guidance and support from adults, produce writing in which the development and organization are appropriate to task and **purpose**.  b) *CAN I***?** with guidance and support from peers and adults, develop and strengthen writing as needed by **planning**, **revising**, and **editing**.  c) *CAN I?* with guidance and support from adults, use technology to produce and **publish** writing (using keyboarding skills) as well as to interact and collaborate with others. |
| 5.7 | Research to Build and Present Ideas  W 5.7  W 5.8  W 5.9 | **I CAN! work with my peers to use our print and digital tools to answer a question we have about the world.**  (Item not tested on milestones) | a)*CAN I?* conduct short research projects that build knowledge about a topic.  b) *CAN I?* recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  c) *CAN I?* Draw evidence from informational texts to support analysis, reflection, and research (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.")  d) *CAN I?* Draw evidence from literary text (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.”) |
| **Speaking and Listening** | | | |
| 5.8 | Comprehen-  sion & Collabora-  tion  SL 5.1  SL 5.2  SL 5.3 | **I CAN! participate in small and large groups, to discuss my fifth grade topics and books.** | a) CAN I? 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.  b) CAN I? 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.  c) CAN I?Follow agreed-upon rules for discussions and carry out assigned roles.  d) CAN I? Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  e) CAN I? Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  f) CAN I? Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  g) CAN I? Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| 5.9 | Presenta-  tion & Knowledge of Ideas  SL 5.4  SL 5.5  SL 5.6 | **I CAN! communicate ideas and experiences through oral and visual presentations.**  (Item not tested on milestones) | a) CAN I? 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.  b) CAN I?Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  c) CAN I?Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| **Language** | | | |
| 5.10 | Vocabulary Acquisition and Use  L 5.4 | **I CAN! use print or digital tools to determine the meaning of unknown and multiple-meaning words and phrases from my reading.** | a) CAN I? 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.  b) CAN I? Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  c) CAN I? Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  d) CAN I? Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of keywords and phrases. |
| 5.11 | Vocabulary Acquisition and Use  L 5.5  L 5.6 | **I CAN! Demonstrate understanding of figurative language, word relationships and nuances in word meanings.** | a)CAN I? Interpret figurative language, including similes and metaphors, in context.  b) CAN I?Recognize and explain the meaning of common idioms, adages, and proverbs.  c) CAN I? Use the relationship between particular words (e.g., **synonyms**, **antonyms**, **homographs**) to better understand each of the words.  d) CAN I? 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). |
| Steps: Student driven mastery learning skills. | | | |
| **Reading Foundational Skills** | | | |
| 5.12 | Phonics and Word Recognition  RF 5.3  RF 5.3a | **I CAN! apply phonics and word analysis skills in decoding words.** | a) *CAN I? 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.* |
| 5.13 | Fluency  RF 5.4  RF 5.4a  RF 5.4b  RF 5.4c | **I CAN! read with accuracy and fluency to support my comprehension.** | a) *CAN I? Read grade-level text with purpose and understanding*  b) *CAN I?* Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c) *CAN I? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.* |
| **Language** | | | |
| 5.14 | Conventions of Standard English  L 5.1 | **I CAN! use proper grammar when I write and speak.** | a) *CAN I?* explain the function of **conjunctions**, **prepositions**, and **interjections** in general and their function in particular sentences.  b) *CAN I?* form and use the **perfect** (e.g., I had walked; I have walked; I will have walked) **verb** **tenses**.  c) *CAN I?* use **verb tense** to convey various times, sequences, states, and conditions.  d) *CAN I?* recognize and correct inappropriate shifts in verb tense.  e) *CAN I?* use correlative **conjunctions** (e.g., either/or, neither/nor). |
| 5.15 | Conventions of Standard English  L 5.2 | **I CAN! correctly use the rules for capitalization, punctuation, and spelling.** | a) *CAN I?* use punctuation to separate items in a series.  b) *CAN I?* use a comma to separate an introductory element from the rest of the sentence.  c) *CAN I?* use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).  d) *CAN I?* use underlining, quotation marks, or italics to indicate titles of works.  e) *CAN I?* spell grade-appropriate words correctly, consulting references as needed. |