

**Dear Fifth Grade ELA Teacher:**

Congratulations on your assignment to Fifth Grade! The Office of Curriculum & Instruction is here to assist in your endeavor to teach with excellence. The North Carolina K-12 English Language Arts Standard Course of Study (NC SCOS) has been revised. Therefore, this *revised* English Language Arts (ELA) Curriculum Pacing Guide is provided to reflect the current changes. --Best regards for a successful school year!

**Things to Remember:**

1. Standards are paced in four quarters within *nine weeks*: **Foundational Reading Skills (RF), Literature (RL), Information Text (RI), Language (L), & Writing (W)**
2. Cluster each quarter into bi-weekly unit to accomplish the instructional pacing of each standard.
3. Design formative and summative assessments to assess the bi-weekly units.
4. Pacing Interpretation: “X”--*not taught this quarter*; **Numbered** --*quarter taught*; “P” --*performed routinely in small teacher-led groups to ensure mastery*
5. Speaking and listening” standards are NOT paced as they are on-going in the practice of all other standards.
6. All “*Speaking and Listening*” standards are introduced, modeled & discussed during first quarter, but utilized and monitored throughout each quarter
7. Classroom learning environment must include charted “*listening and speaking*” behaviors in *quality* whole group and collaborative small group tasks
8. See “*Developing Collaborative Classroom Guide*” for help with the implementation of Speaking & Listening standards in the learning environment.

**Notes: Fidelity to Instructional Minutes:**

- The Fifth Grade ELA block consists of a minimum 90-minute reading block and a minimum 30-minute writing block.
- The ELA block is divided appropriately into segments of: *whole-group direct instruction with guided practice, small group remediation and independent tasks*
- Fifth Grade **Language Standards**, specifically **Vocabulary Acquisition & Usage**, are taught during the 90-minute reading block (**Ex.** L.5.4a; L.5.5a).
- The writing block is a separate 30-minute “*Learning to Write*” block. Students are instructed in the formal writing process.
- Fifth Grade **Language Standards**, specifically **Conventions of Standard English Grammar & Usage**, are taught during the separate 30-minute writing block.
- Spelling tests are given within the writing block, NOT the 90-minute reading block.
- Use the Halifax ELA Literacy Framework to assist with selecting & planning: *pedagogy, remediation and student engagement*.
- Follow the pacing guide as it is the blueprint for each quarterly Benchmark Assessments.

Charting a New Course!

Halifax County Schools

2019-2020 Curriculum &amp; Instruction Support Team

## Halifax County Schools: Common Core ELA Quarterly-Pacing Guide

5<sup>th</sup> Grade At-a-Glance

## Reading Foundational Skills (RF)

RF.5.(3) Phonics and Word Recognition					RF.5.(5) Fluency				
RF.5.4 - Know and apply grade-level phonics and word analysis skills in decoding words.	Quarters				RF.5.5 - Read with sufficient accuracy and fluency to support comprehension.	Quarters			
	1	2	3	4		1	2	3	4
<b>RF.5.4a</b> - 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.	1	2	3	4	<b>RF.5.5a</b> - Read on-level text with purpose and understanding.	P	P	P	P
					<b>RF.5.5b</b> - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	P	P	P	P
					<b>RF.5.5c</b> - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	P	P	P	P

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Literature Text (RL)	Quarters				Informational Text	Quarters			
Key Ideas and Details	1	2	3	4	Key Ideas and Details	1	2	3	4
<a href="#">RL.5.1</a> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1	P	P	P	<a href="#">RI.5.1</a> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1	P	P	4
<a href="#">RL.5.2</a> - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	1	P	3	4	<a href="#">RI.5.2</a> - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	X	2	3	4
<a href="#">RL.5.3</a> - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	X	2	P	4	<a href="#">RI.5.3</a> - 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.	1	P	P	4
Craft and Structure	Quarters				Craft and Structure	Quarters			
<a href="#">RL.5.4</a> - Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.	1	P	P	P	<a href="#">RI.5.4</a> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	1	P	P	P
<a href="#">RL.5.5</a> - Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.	P	2	P	4	<a href="#">RI.5.5</a> - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	X	X	3	4
<a href="#">RL.5.6</a> - Describe how a narrator's or speaker's point of view influences how events are described.	1	P	3	P	<a href="#">RI.5.6</a> - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	X	X	3	4
Integration of Knowledge and Ideas	Quarters				Integration of Knowledge and Ideas	Quarters			
<a href="#">RL.5.7</a> - Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	1	P	P	4	<a href="#">RI.5.7</a> - 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.	1	P	P	4
<a href="#">RL.5.8</a> - (Not applicable to literature)	N/A	N/A	N/A	N/A	<a href="#">RI.5.8</a> - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	X	2	P	4
<a href="#">RL.5.9</a> - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	X	2	3	4	<a href="#">RI.5.9</a> - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	X	1	P	P
Range of Reading and Level of Text Complexity	Quarters				Range of Reading and Level of Text Complexity	Quarters			
<a href="#">RL.5.10</a> By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	P	P	P	P	<a href="#">RI.5.10</a> - By the end of grade 5, read and understand informational texts at the high end of the grades 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	P	P	P	P

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## Language (L)

## L.5.(1-2) Conventions of Standard English

## L.5.(3) Knowledge of Language

**L.5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Taught in Writing Block)**

## Quarters (Qs)

**L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.**

## Quarters (Qs)

**Subject/Verb Agreement:**

- Continue to ensure subject/ verb agreement

1	2	3	4
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**Capitalization:**

- Capitalize appropriate words in titles
- Continue to use correct capitalization

1	P	P	P
---	---	---	---

P	P	P	P
---	---	---	---

**Nouns:**

- Use abstract nouns (such as *courage*)
- Continue to use regular and irregular plural nouns

P	P	P	P
---	---	---	---

P	P	P	P
---	---	---	---

**Punctuation:**

- Use punctuation to separate items in a series
- Continue to use commas in addresses
- Continue to use commas in dialogue
- Continue to use quotation marks in dialogue
- Use a comma before a coordinating conjunction in a compound sentence
- Use commas and quotations to mark direct speech and quotations from a text
- Use a comma to separate an introductory element from the rest of a sentence
- Use a comma to set off the words yes and no
- Use a comma to set off a tag question from the rest of the sentence
- Use a comma to indicate a direct address

P	P	P	P
---	---	---	---

1	P	P	P
---	---	---	---

1	P	P	P
---	---	---	---

1	P	P	P
---	---	---	---

X	2	P	P
---	---	---	---

1	P	P	P
---	---	---	---

X	2	P	P
---	---	---	---

X	2	P	P
---	---	---	---

X	2	P	P
---	---	---	---

X	2	P	P
---	---	---	---

X	2	P	P
---	---	---	---

X	2	P	P
---	---	---	---

X	2	P	P
---	---	---	---

X	2	P	P
---	---	---	---

X	2	P	P
---	---	---	---

**Verbs:**

- Form and use progressive verb tenses
- Use modal auxiliaries (such as *may* or *must*)
- Form and use the perfect verb tenses
- Convey sense of various times, sequences, states, and conditions
- Recognize and correct inappropriate shifts in verb tense

1	2	3	4
---	---	---	---

X	2	3	4
---	---	---	---

1	2	3	4
---	---	---	---

X	2	3	4
---	---	---	---

1	2	3	4
---	---	---	---

**Spelling:**

- Continue to use conventional spelling for high frequency words and other studied words
- Continue to use conventional spelling for adding suffixes to base words
- Continue to use spelling patterns and generalizations when writing words
- Spell grade-appropriate words correctly

1	2	P	P
---	---	---	---

1	P	P	P
---	---	---	---

1	P	P	P
---	---	---	---

1	P	P	P
---	---	---	---

1	P	P	P
---	---	---	---

**Adjectives:**

- Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb
- Order adjectives within sentences according to conventional patterns

1	2	3	4
---	---	---	---

X	2	3	4
---	---	---	---

**References:**

Continue to consult reference materials as needed to check and correct spellings

1	2	3	4
---	---	---	---

<b>Conjunctions:</b> <ul style="list-style-type: none"> <li>Continue to use coordinating and subordinating conjunctions</li> <li>Use correlative conjunctions (such as <i>either/or</i>)</li> </ul>	P	2	3	4	<b>L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>	<b>Quarters</b>			
	1	P	P	P		1	2	3	4
<b>Adverbs:</b> <ul style="list-style-type: none"> <li>Form and use comparative and superlative adverbs</li> <li>Use relative adverbs</li> </ul>	1	2	3	P	<b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>Compare and contrast the varieties of English used in stories, dramas, or poems.</li> </ul>	1	P	P	P
	P	P	P	P		X	2	3	4
<b>Sentences:</b> <ul style="list-style-type: none"> <li>Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences</li> <li>Produce, expand, and rearrange simple, compound, and complex sentences</li> </ul>	1	P	P	P	<b>L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.</b> *The skills listed under each grade specific standard will appear in the clarification section of the standards.	1	2	3	4
	1	P	P	P					
<b>Prepositions:</b> Form and use prepositional phrases	1	P	P	P	<b>L.5.4</b> Determine and/or clarify the meaning of <b>unknown</b> and <b>multiple-meaning words and phrases</b> based on grade 4 reading and content, choosing flexibly from a range of strategies: <b>context</b> clues, word parts, <b>word relationships</b> , and <b>reference materials</b> .	1	P	P	P
<b>Pronouns:</b> <ul style="list-style-type: none"> <li>Ensure pronoun-antecedent agreement</li> <li>Use relative pronouns</li> </ul>	1	P	P	P	<b>L.5.5</b> Demonstrate understanding of <b>figurative language</b> and <b>nuances</b> in word meanings. <ul style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> </ul>	1	1	1	1
	1	P	P	P		X	X	X	X
<b>Common Confused Words:</b> <ul style="list-style-type: none"> <li>Continue to use interjections</li> </ul>	1	P	P	P	<b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and <b>domain-specific</b> words and <b>phrases</b> , including those that signal contrast, addition, and other logical relationships.	P	P	P	P
<b>Interjections:</b> <ul style="list-style-type: none"> <li>Correctly use frequently confused words (such as <i>to, two, too</i>)</li> </ul>	P	2	P	P					
<b>Phrases and Clauses:</b> <ul style="list-style-type: none"> <li>Explain the function of phrases and clauses</li> <li>Recognize independent and dependent phrases and clauses</li> </ul>	1	P	P	P					
	1	P	P	P					

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5<sup>th</sup> Grade At-a-Glance

















## Writing (W)

					Quarters				
W.5.1 - Write <b>opinion</b> pieces on topics or texts, supporting a point of view with reasons and information.					Quarters				
					1	2	3	4	
a.	Organize information and ideas around a topic to plan and prepare to write.	1	X	X	X	W.5.4 With some guidance and support from adults, use <b>digital tools</b> and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.			
b.	Introduce a topic or text clearly, state an opinion, and create an <b>organizational structure</b> in which ideas are logically grouped to support the writer’s <b>purpose</b> .	1	X	X	X				
c.	Provide logically ordered reasons that are supported by facts and details.	1	X	X	X				
d.	Link opinion and reasons using words, <b>phrases</b> , and clauses.	1	X	X	X				
e.	Provide a <b>concluding statement</b> or section related to the opinion presented.	1	X	X	X				
f.	With guidance and support from peers and adults, develop and strengthen writing as needed by <b>revising, editing</b> , rewriting, or trying a new approach, with consideration to <b>task, purpose</b> , and audience.	1	X	X	X				
W.5.2 Write <b>informative /explanatory</b> texts to examine a topic and convey ideas and information clearly.					Quarters				
					1	2	3	4	
a.	Organize information and ideas around a topic to plan and prepare to write.	X	2	X	X	W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
b.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.	X	2	X	X				
c.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	X	2	X	X	W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
d.	Link ideas within and across categories of information using words, <b>phrases</b> , and clauses.	X	2	X	X				
e.	Use precise language and <b>domain-specific vocabulary</b> to inform about or explain the topic.	X	2	X	X	W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			
f.	Provide a <b>concluding statement</b> or section related to the information or explanation presented.	X	2	X	X				
g.	With guidance and support from peers and adults, develop and strengthen writing as needed by <b>revising, editing</b> , rewriting, or trying a new approach, with consideration to <b>task, purpose</b> , and audience.	X	2	X	X	W.5.6 Recall relevant information from <b>experiences</b> or gather relevant information from print and <b>digital sources</b> ; summarize or <b>paraphrase</b> information in notes and finished work, and provide a list of sources.			
(continued)									

W.5.3 Write <b>narratives</b> to develop <b>real or imagined experiences</b> or events using effective technique, descriptive details, and clear event sequences.	Quarters								
	1	2	3	4					
a. Organize information and ideas around a topic to plan and prepare to write.	X	X	3	X					
b. Orient the reader by establishing a situation and introducing a narrator and/or <b>characters</b> ; organize an <b>event sequence</b> that unfolds naturally.	X	X	3	X					
c. Use narrative techniques, such as <b>dialogue</b> , <b>description</b> , and <b>pacing</b> to develop experiences and events or show the responses of <b>characters</b> to situations.	X	X	3	X					
d. Use a variety of transitional words, <b>phrases</b> , and clauses to manage the sequence of events.	X	X	3	X					
e. Use concrete words and <b>phrases</b> and sensory details to convey experiences and events precisely.	X	X	3	X					
f. Provide a conclusion that follows from the narrated experiences or events.	X	X	3	X					
g. With guidance and support from peers and adults, develop and strengthen writing as needed by <b>revising</b> , <b>editing</b> , rewriting, or trying a new approach, with consideration to <b>task</b> , <b>purpose</b> , and audience.	X	X	3	X					

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Editing Marks Anchor Chart

Marks & Meanings	Examples
 capitalize	They fished in lake tahoe.  
 make it lowercase	Five \$tudents missed the \$us.
sp. spelling mistake	The day was cloudy and cold. sp.
 add a period	Tomorrow is a holiday 
 delete (remove)	Kim knew the <del>the</del> answer.
 add a word	Six <sup>pups</sup> were in the litter. 
 add a comma	He ate peas  corn  and squash.
 reverse words or letters	An otter swam in the  bed kelp.
 add an apostrophe	The child's bike was red. 
  add quotation marks	 Why can't I go?  she cried.
# make a space	He read two <sup>#</sup> books.
 close the space	Her favorite game is soft  ball.
 begin a new paragraph	We had fun.  Next we went to