

Bullitt County Public Schools Suggested Pacing Guide

Subject: English/Language Arts

Standards to Be Taught Throughout Year

In 5th Grade, spiraling review should be embedded in all assessments. Teachers will need to review standards throughout the year, especially those standards dealing with reading. MAP, common assessments, and formative assessments will drive the instruction that needs to be taught throughout the year. This will ensure that instruction is differentiated based on individual student needs.

First Nine Weeks

Recommended Weeks(s)	Standard Number	Standard	Notes
1	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Q1
	RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out context.	Q1
	SL.5.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Q1
	SL.5.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles.	Q1
	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Q1
	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Q1
	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Q1
	L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.	Q1
	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Q1
	RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	Q1
2	RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Q1
	RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Q1
	SL.5.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Q1

Q1 Birchbark, Pe'ro, sign of Beaver standards covered on Individual ELA Pop.

First Nine Weeks Continued		Standard	Notes
Recommended Week(s)	Standard Number		
	SL.5.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.	
	W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	
	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	
2	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.5.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of <u>conjunctions</u> , prepositions, and interjections in general and their function in particular sentences.	CONJUNCTIONS Intro Q1
	L.5.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	
	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.	Q1
	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
3-4	W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	Q1 Intro in Reading + Red Ribbon
	W.5.8	Recall relevant information from experiences, or gather relevant information from print or digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
	L.5.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions.	
	L.5.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense.	
5-6	RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	

Recommended Weeks		Standard Number	Standard	Notes
5-6	RL.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		
	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
	W.5.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> b. Provide logically ordered reasons that are supported by facts and details. 		
	W.5.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) 		
5-6	W.5.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> d. Provide a concluding statement or section related to the opinion presented. 		
	L.5.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. 		
	L.5.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> b. Use a comma to separate an introductory element from the rest of the sentence. 		
	L.5.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> e. Use correlative conjunctions (e.g., either/or, neither/nor). 		
	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		21
7-8	W.5.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., "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]"). 		
	L.5.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> c. Use comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>). 		
	L.5.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> d. Use underlining, quotation marks, or italics to indicate titles of works. 		
9	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
	W.5.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying with reasons and evidence support which points?"). 		
	L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 		

		<i>Second 9 Weeks</i>		
<i>Recommended Weeks(s)</i>	<i>Standard Number</i>	<i>Standard</i>		<i>Notes</i>
10	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
	W.5.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text; identifying with reasons and evidence support which point[s].")		
	L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
11-12	RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		
	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
	L.5.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		
13-14	RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		
	W.5.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
	L.5.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies: a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
15-16	RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		
	W.5.2 b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop details, quotations, or other information and examples related to the topic.		
	W.5.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).		
17-18	L.5.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies: b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		
	RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.		

Grade: 5

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<i>Recommended Week(s)</i>		<i>Standard Number</i>	<i>Standard</i>	<i>Notes</i>
17-18		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.	
		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.	
		SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	
		W.5.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
		W.5.2e	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e. Provide a concluding statement or section related to the information or explanation presented.	
	L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		

		<i>Third 9 Weeks</i>	
<i>Recommended Week(s)</i>	<i>Standard Number</i>	<i>Standard</i>	<i>Notes</i>
19-20	RL.5.5	Explain how series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear events sequences.	
	W.5.3a	Orient the reader by establishing a situation and introducing a narrator and /or characters; organize an event sequence that unfolds naturally.	
21-22	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
	W.5.3b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear events sequences. a. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
	W.5.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear events sequences. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
	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).	
23-24	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	
	W.5.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear events sequences. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	
	W.5.3e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear events sequences. e. Provide a conclusion that follows from the narrated experiences or events.	
	L.5.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	
25-26	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.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
	W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	

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		<i>Third 9 Weeks Continued</i>	
<i>Recommended Weeks(s)</i>	<i>Standard Number</i>	<i>Standard</i>	<i>Notes</i>
	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	
25-26	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.	
	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	L.5.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
	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.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	
27	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	
	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.	
	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	L.5.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	

		<i>Fourth 9 Weeks</i>	
<i>Recommended Weeks</i>	<i>Standard Number</i>	<i>Standard</i>	<i>Notes</i>
	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.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	
	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing; rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	
28	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.	
	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	L.5.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Recognize and explain the meaning of common idioms, adages, and proverbs.	
29-30	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.	
	W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	
	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing; rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	
	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.	
31-32	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
	W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	
	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing; rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	

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<i>Fourth 9 Weeks Continued</i>			
<i>Recommended Week(s)</i>	<i>Standard Number</i>	<i>Standard</i>	<i>Notes</i>
31-32	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.	
	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
	W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	
	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 5.)	
33-34	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.	
	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	