

Nine Weeks 1

ACPS Fifth Grade English Pacing Guide 2011-2012

Old Standards will be taught to mastery and will be SOL tested in 2011-2012. New Standards will be introduced and field tested in 2011-2012.

New standards will be fully implemented and SOL tested in 2012-2013.

New standards/essential knowledge which needs to be taught is underlined and in green if you have a color copy.

| <p>Oral Language</p> | <p>Reading (Nine Weeks 1) Focus: Fiction (Fantasy, Realistic, Folktales)</p> | <p>Grammar/Writing</p> |
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| <p>5.1a The student will present accurate directions to individuals and small groups.</p> <ul style="list-style-type: none"> <u>The student will participate in and contribute to discussions across content areas</u> <p>5.1b The student will organize information to present reports of group activities.</p> <p><u>5.1d Communicate new ideas to others</u></p> <p><u>5.1e Demonstrate the ability to collaborate with diverse teams</u></p> <p><u>5.1f Demonstrate the ability to work independently</u></p> | <p>5.4 a,b The student will read fiction and nonfiction with fluency and accuracy.</p> <ul style="list-style-type: none"> use context to infer the correct meanings of unfamiliar words apply knowledge of root words, prefixes, and suffixes, <u>synonyms, antonyms, and homonyms</u> continue to learn about Greek and Latin affixes understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation understand how a prefix changes the meaning of a root word ❖ Commonly used prefixes and suffixes: On-, over-, un-, fore-, dis-, mis-, pre-, re-, -ed, -ful, -er, -less, -or, -ment, -ly, -ible, -able | <p>5.8 The student will write for a variety of purposes. (Review 3.9-3.10 and 4.7)</p> <ul style="list-style-type: none"> generate ideas and plan writing by: <ol style="list-style-type: none"> using ideas from class brainstorming activities making lists of information talking to classmates about what to write reading texts by peers and professional authors using a cluster diagram, story map, or other graphic organizer organize thoughts before writing –focus on a central topic and group related ideas. Follow the organization of particular forms of writing for : <ol style="list-style-type: none"> stories-beginning, middle, and end explanation-opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing short reports-opening; grouping of like information into clear paragraphs; ordering of paragraphs so there is a logical flow of information and closing. write several related paragraphs on a topic, <u>grouping related information in paragraphs and sections</u> combine sentences include sentences of various lengths and beginnings to create a pleasant, informal rhythm– <u>vary sentence structure by using transition words and phrases</u> revise to eliminate details that do not develop the central idea |

| | <i>Nine Weeks 1 ACPS Fifth Grade English Pacing Guide 2011-2012 (continued)</i> | |
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| Oral Language | Reading (Nine Weeks 1) Focus: Fiction (Fantasy, Realistic, Folktales) | Grammar/Writing |
| | <p>5.5 b,c,d The student will read and demonstrate comprehension of fiction.</p> <ul style="list-style-type: none"> • understand that the main character has a problem that usually gets resolved • identify the problem of the plot • understand that plot is developed through a series of events • identify the events in sequence that lead to the resolution of the conflict • understand that characters in fiction and poetry are developed by <ul style="list-style-type: none"> *what is directly stated in the text *their speech and actions *what other characters in the story say or think about them • <u>understand that the problem in a story is called conflict</u> • <u>identify the main idea or theme</u> • <u>make, confirm, or revise predictions</u> | <ul style="list-style-type: none"> • use available technology to gather information and to aide in writing. • indent or double space paragraphs • <u>write a clear topic sentence focusing on the main idea</u> • <u>include supporting details that elaborate the main idea</u> <p>5.9 a,d,e,f, The student will edit writing for correct grammar, capitalization, punctuation and spelling and (Review 2.12, 3.11 and 4.8)</p> <p>Nouns</p> <ul style="list-style-type: none"> • Identify nouns (3.11) • Recognize and capitalize proper nouns and I (2.12) • Recognize and use singular and plural nouns (2.12d, 3.11h) • Use common abbreviations correctly in titles, dates, addresses (3.11f) • Use singular possessives (3.11d) • Use plural possessives (5.9a) • Use precise nouns to improve writing <p>Verbs</p> <ul style="list-style-type: none"> • Identify verbs (3.11) • Use past, present, and future verb tenses with emphasis on no shift of verb tenses within sentence and paragraphs (3.11c) • Use subject- verb agreement (4.8a) • Use verbs with regular and irregular past tenses, verbs including is, are, was, and were (3.11c) • Use commonly confused verbs correctly (can, may, sit, set, learned, taught) (3.11c) • Use helping verbs correctly-could have vs. could of (3.11c) • Use precise verbs to improve writing |

| | <i>Nine Weeks 1 ACPS Fifth Grade English Pacing Guide 2011-2012 (continued)</i> | |
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| Oral Language | Reading (Nine Weeks 1) Focus: Fiction (Fantasy, Realistic, Folktales) | Grammar/Writing |
| | <p>5.6 The student will read and demonstrate comprehension of printed materials</p> <ul style="list-style-type: none"> • Apply prior knowledge to make predictions • Identify specific information in text that supports predictions • <u>Identify the problem/solution in a reading selection</u> <p>5.8 <u>Recognize different modes of writing have different patterns of organization</u></p> <p>(1) <u>narrative</u></p> <ul style="list-style-type: none"> ▪ <u>organize an event sequence that unfolds naturally</u> ▪ <u>use transition words and phrases for sentence variety and to manage the sequence of events</u> ▪ <u>use specific vocabulary, words, and phrases to convey experiences and events</u> ▪ <u>provide a conclusion</u> ▪ <u>use narrative techniques such as dialogue, description, and pacing to develop experiences or character</u> | <p>Pronouns</p> <ul style="list-style-type: none"> • Identify pronouns (3.11) • Use singular and plural pronouns (2.12d) • Use apostrophes in contractions with pronouns (3.11g) • Use the word I in compound subjects (3.11b) • Use noun-pronoun agreement (4.8) (Pronouns should agree in number w/their antecedents) • Use subject, object, and possessive pronouns correctly (3.11, 4.8) <p>Capitalization, Punctuation, and Sentence Structure</p> <ul style="list-style-type: none"> • Identify subjects and predicates in sentences (3.11a) • Use and punctuate declarative, interrogative, and exclamatory sentences (2.12b) • Capitalize proper nouns, first word in a sentence, and the word I. • Recognize and use complete an varied sentences (2.12a, 3.11a) • Use apostrophes in contractions and possessives (2.12e, 5.9d) • Use commas correctly (words and phrases in a series; <u>nouns of direct address</u>; indicate interrupters; after introductory words such as yes, no, well; in dates, in addresses and in the salutation and closing of a letter) (3.11e, 4.8, 5.9f) • Use quotations marks with dialogue (5.9e) • Use correct spelling for high frequency words including compound words, and regular and irregular plurals (2.12f, 3.11h) • <u>Use underlining, quotation marks, or italics to indicate titles of works</u> • <u>Identify and use conjunctions.</u> |

| Oral Language | Reading (Nine Weeks 2) Focus: Fiction and Nonfiction | Grammar/Writing |
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| <p>5.1a The student will present accurate directions to individuals and small groups.</p> <p>5.1b The student will organize information to present reports of group activities.</p> <p>5.1c The student will summarize information gathered in group activities.</p> <p>5.2a The student will maintain eye contact with listeners.</p> <p>5.2b The student will use gestures to support, accentuate, and dramatize verbal message.</p> <p>5.2c The student will use facial expressions to support and dramatize verbal message.</p> <p>5.2d The student will use posture appropriate for communication setting.</p> <p><u>5.2f Use language and style appropriate to the audience, topic, and purpose</u></p> <p><u>New 5.3 The student will learn how media messages are constructed and for what purposes.</u></p> <ol style="list-style-type: none"> <u>Differentiate between auditory, visual, and written media messages.</u> <u>Identify the characteristics and effectiveness of a variety of media messages.</u> <p><u>See 2010 CF, page 5, Understanding the Standard to know what to teach.</u></p> <p>5.3a The student will determine appropriate content for audience.</p> | <p>5.4 a,c The student will read fiction and nonfiction with fluency and accuracy.</p> <ul style="list-style-type: none"> use word references and context clues to determine which meaning is appropriate in a given situation. identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed <u>identify when an author uses language figuratively for purposes of comparison, emphasis, or to provide clarity</u> <p>5.5 a,b,c,e The student will read and demonstrate comprehension of fiction and poetry.</p> <ul style="list-style-type: none"> continue character and plot development discuss why an author might have used particular words and phrases discuss the similarities and differences between a text and previously read materials understand that some characters change during the story or poem and some characters stay the same <u>compare and contrast characters</u> <u>summarize supporting details</u> <u>draw conclusions, make inferences</u> | <p>5.8 The student will write for a variety of purposes and (Review 3.9, 3.10 and 4.7)</p> <ul style="list-style-type: none"> use precise, descriptive vocabulary, vivid word choice, and descriptive information to create tone and voice and elaborate details in a sentence (use precise nouns and verbs) purposefully shape and control language to demonstrate an awareness of the intended audience focus, organize, and elaborate to construct an effective message for the reader select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event. describe events, ideas, and personal stories with accurate details and sequences. Include transitional words that clarify sequence such as first, next, last write friendly and business letters following the standard organization -heading, greeting, body, closing, signature use technology to gather information and to aid in writing <u>use precise language and phrases to develop writing (consequently, specifically, especially)</u> <u>develop and strengthen writing as needed in consultation with peers or adults by prewriting, drafting, revising, editing, or rewriting</u> <u>use precise language and content-specific vocabulary to inform about or explain a topic, to persuade, describe, or entertain</u> |

| | <i>Nine Weeks 2 ACPS Fifth Grade English Pacing Guide 2011-2012(continued)</i> | |
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| Oral Language | Reading (Nine Weeks 2) Focus: Fiction and Nonfiction | Grammar/Writing |
| <p>5.3b The student will organize content sequentially or around major ideas</p> <p>5.3c The student will summarize main points before or after presentation</p> <p>5.3d The student will incorporate visual aids to support the presentation</p> <p>5.3e The student will use grammatically correct language and specific vocabulary.</p> | <p>5.6 a,c,d,e,f,g The student will read and demonstrate comprehension of nonfiction <u>and narrative nonfiction (biographies and autobiographies)</u></p> <ul style="list-style-type: none"> • apply prior knowledge to make predictions • identify specific information in text that supports predictions • distinguish between fact and opinion • locate details to support opinions predications, conclusions • skim material to develop a general overview or to locate specific information • form opinion and draw conclusions form the selection • <u>identify the main idea of a text and summarize supporting key details</u> | <p>5.8 a,b,d,e,f,g The student will edit writing for correct grammar, capitalization, punctuation and spelling. (Review 3.11 and 4.8)</p> <p>Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Incorporate adjectives and adverbs (4.8f) • Identify adverbs and adjectives, and the questions they answer (4.8f) • Use comparative and superlative forms of adjectives with er, est, more, most (5.9b) • Use correct comparative and superlative forms of good and bad (5.9f) • Use the articles a, an, and the correctly (4.8) • Use adverbs and adjectives correctly. (I like him <u>really</u> well instead of I like him <u>real</u> well. Use good, well, bad, badly correctly and Walk slowly verses walk slow) • Write comparative forms of adverbs including well, better, best, and badly, worse, worst (5.9b) • <u>Eliminate double negatives</u> (4.8c) <p>Sentence Structure</p> <ul style="list-style-type: none"> • Avoid excessive coordination (5.9h) • Avoid run-on sentences and sentence fragments)5.9h) • Use correct spelling of frequently used words, including common homophones, and irregular plurals including to, too, two, its, it's, they're, there, their, and your, you're (4.8h) • <u>Use a comma to separate coordinate adjectives (It was a fascinating, enjoyable movie.)</u> • <u>Use a comma to separate an introductory element from the rest of the sentence (long prepositional phrases and</u> |

| | <i>Nine Weeks 2 ACPS Fifth Grade English Pacing Guide 2011-2012(continued)</i> | |
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| Oral Language | Reading (Nine Weeks 2) Focus: Fiction and Nonfiction | Grammar/Writing |
| <p>5.3a The student will determine appropriate content for audience</p> <p>5.3b The student will organize content sequentially or around major ideas</p> <p>5.3c The student will summarize main points before or after presentation</p> <p>5.3d The student will incorporate visual aids to support the presentation</p> <p>5.3e The student will use grammatically correct language and specific vocabulary.</p> | <p>5.7 a,b The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> • summarize important concepts • organize information, using visual representations, such as charts, maps, and graphs. • take notes from a variety of print resources • identify source of information. | <ul style="list-style-type: none"> • <u>introductory words like Finally, However, Meanwhile</u> • <u>Form and use the perfect verb tenses</u> • <u>Use verb tense to convey various times, sequences, states, and conditions.</u> |

| Oral Language | Reading (Nine Weeks 3) Focus: Nonfiction/Informational Text | Grammar/Writing |
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| <p>5.1a The student will present accurate directions to individuals and small groups.</p> <p>5.1b The student will organize information to present reports of group activities.</p> <p>5.2a The student will maintain eye contact with listeners.</p> <p>5.2b The student will use gestures to support, accentuate, and dramatize verbal message</p> <p>5.2c The student will use facial expressions to support and dramatize verbal message.</p> <p>5.2d The student will use posture appropriate for communication setting.</p> | <p>5.4a,b,c, The student will read fiction and nonfiction with fluency and accuracy.</p> <ul style="list-style-type: none"> • use context to inter the correct meanings of unfamiliar words. • apply knowledge of root words, prefixes, and suffixes. • continue to learn about Greek and Latin affixes. • use word references and context clues to determine which meaning is appropriate in a given situation. • identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed. • <u>study cross-curricular vocabulary</u> • understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation. • understand how a prefix changes the meaning of a root word. • read familiar text with fluency, accuracy, and expression. <p>5.5 a,b,c,d,e The student will read and demonstrate comprehension of fiction and poetry.</p> <p>MAINTAIN</p> <ul style="list-style-type: none"> • <u>recognize the structural elements of poems (verse, rhythm) and drama (casts, dialogue)</u> • <u>identify cause & effect relationships</u> • <u>identify and ask questions that clarify various points of view</u> | <p>5.8 a,b,c,d,e,f,g The student will write for a variety of purposes: to inform, to entertain and to explain.</p> <p>(review 3.9, 3.10 and 4.7)</p> <ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics. • clarify writing when revising. • use precise and descriptive vocabulary to create tone and voice. • <u>produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience</u> • <u>recognize different modes of writing have different patterns of organization informative/explanatory:</u> <ul style="list-style-type: none"> ▪ <u>clearly introduce a topic and group related information in paragraphs</u> ▪ <u>use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic</u> ▪ <u>use specific vocabulary to inform and explain the topic</u> ▪ <u>provide a conclusion</u> <p>See English Curriculum Frameworks</p> |

| | <i>Nine Weeks 3 ACPS Fifth Grade English Pacing Guide 2011-2012(continued)</i> | |
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| Oral Language | Reading (Nine Weeks 3) Focus: Nonfiction/Informational Text | Grammar/Writing |
| <p>5.3a The student will determine appropriate content for audience.</p> <p>5.3b The student will organize content sequentially or around major ideas.</p> <p>5.3c The student will summarize main points before or after presentation.</p> <p>5.3d The student will incorporate visual aids to support the presentation</p> <p>5.3e The student will use grammatically correct language and specific vocabulary</p> | <p>5.6 a,b,c,d,e,f,g The student will read and demonstrate comprehension of nonfiction.</p> <ul style="list-style-type: none"> • use text organizers, such as type, headings, and graphics, to predict and categorize information. • identify structural patterns found in nonfiction. • locate information to support opinions, predictions, and conclusions. • identify cause-and-effect relationships. • identify compare-and contrast relationships. • skim materials to develop a general overview of content and to locate specific information. • identify new information gained from reading. • <u>recognize the transition words signaling cause/effect relationships</u> <p><u>Possible transition words for cause/effect relationships include: because, since, consequently, thus, therefore, as a result</u></p> <ul style="list-style-type: none"> • <u>compare and contrast a first and second-hand account of the same event or topic and describe the difference in focus and the information provided</u> | <p>5.9 a,b,c,d,e,f,g,h The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. (Review 3.11 and 4.8)</p> <ul style="list-style-type: none"> • Identify prepositions and prepositional phrases. Be sure that students understand that in order for a word to be a preposition it must be followed by an object(4.8b) • Identify and use interjections (5.9c) • Use hyphens to divide words at the end of a line (5.9g) • Review all skills for SOL writing test • <u>Use correct spelling of commonly used words</u> • <u>Use technology, including the internet, to produce, edit, and publish writing as well as to interact and collaborate with others</u> <p>See English Curriculum Framework</p> |

| | <p align="center"><i>Nine Weeks 3 ACPS Fifth Grade English Pacing Guide 2011-2012(continued)</i></p> | |
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| <p align="center">Oral Language</p> | <p align="center">Reading (Nine Weeks 3) Focus: Nonfiction/Informational Text</p> | <p align="center">Grammar/Writing</p> |
| | <p>5.7 a,b The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> • develop notes that include important concepts, summaries, and identification of information sources. • organize information on charts, maps, and graphs. • <u>use available technology to gather information and to aid in writing</u> • <u>select and use appropriate references (atlases, almanacs, and encyclopedias) including online, print, and media resources</u> • <u>skim to find information related to a topic</u> • <u>select information that is related to the topic at hand</u> | |

Nine Weeks 4

ACPS Fifth Grade English Pacing Guide 2011-2012

| Oral Language | Reading (Nine Weeks 4) Focus: Nonfiction/Informational Text | Grammar/Writing |
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| <p>5.1a The student will present accurate directions to individuals and small groups.</p> <p>5.1b The student will organize information to present reports of group activities</p> <p>5.1c The student will summarize information gathered in group activities</p> <p>5.2a The student will maintain eye contact with listeners.</p> <p>5.2b The student will use gestures to support, accentuate, and dramatize verbal message.</p> | <p>5.4 a,b,c, The student will read fiction and nonfiction with fluency and accuracy.</p> <p>5.5 a,b,c,d,e The student will read and demonstrate comprehension of fiction and poetry.</p> <ul style="list-style-type: none"> • identify the characteristics of free verse (poetry with neither regular meter or rhyme scheme), rhymed poetry, and patterned poetry. <p>5.6 a,b,c,d,e,f,g The student will read and demonstrate comprehension of nonfiction.</p> <p>5.7 a,b The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> • conduct short research projects that use sources to build knowledge on a topic • formulate research questions based on a topic • use available technology and media to organize, evaluate, and communicate information (presentation software, digital media) • identify key terms to use in searching for information • summarize or paraphrase information in notes and finished work • prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in research • provide a list of sources including author, title, and date | <p>5.8 d The student will write for a variety of purposes, use precise and descriptive vocabulary to create tone and voices.</p> <ul style="list-style-type: none"> • Recognize different modes of writing have different patterns of organization persuasive: <ul style="list-style-type: none"> ▪ introduce the position ▪ provide evidence to support the position ▪ provide points for the opposite side and argue against them ▪ provide a conclusion <p>See English Curriculum Framework pgs. 12-13</p> <p>5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.</p> <ul style="list-style-type: none"> • Identify imperative sentences and subjects of imperative sentences. • Identify verbs with direct objects. • Identify and use adjectives after linking verbs. • Identify and use adverbs before adjectives and other adverbs. • Identify objects of prepositions and prepositional phrases. • Use between and among correctly • Distinguish between words that can be prepositions or adverbs. • Identify and use compound subjects and predicates. • Use commas in compound sentences. • Identify all parts of speech. |