

ACPS utilizes Thinking Maps in order for students to create mental visual patterns for thinking based on the fundamental thinking processes. Suggested maps have been included. These can be expanded upon based on teacher discretion.

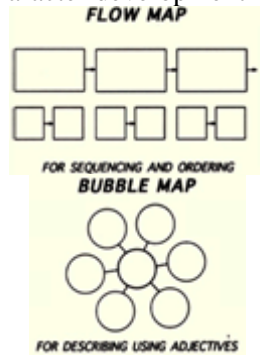
Nine Weeks 1 ACPS Fifth Grade English Pacing Guide (revised December, 2016)

<p align="center">Communication: Speaking, Listening, Media Literacy</p>	<p align="center">Reading * Each nine weeks is divided into three, three-week sections. Each section will be followed by a skills test. The other English strands are to be incorporated throughout the entire nine weeks.</p>	<p align="center">Reading Resources: HMH Journeys (Suggested ANCHOR texts)</p>	<p align="center">Writing and Research</p>	<p align="center">Assessments</p>
<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. 5.1a discussion 5.1b organize information 5.1c summarize information 5.1d communicate new ideas 5.1e collaborate 5.1f work independently</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2a eye contact 5.2b gestures 5.3c facial expressions</p>	<p align="center">Section 1</p> <p>5.4 The student will expand vocabulary when reading.</p> <p>5.4a context clues</p> <div data-bbox="485 865 884 1040" data-label="Image"> <p>The image shows two types of thinking maps. On the left is a 'CIRCLE MAP' with a central circle and an outer ring, labeled 'FOR DEFINING IN CONTEXT'. On the right is a 'MULTI-FLOW MAP' with a central box and four surrounding boxes connected by arrows, labeled 'FOR CAUSES AND EFFECTS'.</p> </div> <p>5.4f vocabulary</p> <p>5.4g word meanings</p>	<p>5.4 a context clues U1 L1 (A Package for Mrs. Jewls) U5 L24 (Rachel’s Journal)</p>	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. 5.7a identify audience 5.7b pre-write 5.7c, f organize info/central idea, intro vocab as related to narrative pattern of organization</p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 5.8d apostrophes (only contractions) 5.8h fragments and run-ons 5.8i double negatives 5.8j spelling of commonly used words</p>	<p>Section 1 Test 5.4a context clues 5.4f vocabulary 5.4g word meanings 5.5b character development 5.5f questions that clarify points of view 5.5i draw conclusions and inferences 5.5k predictions</p>

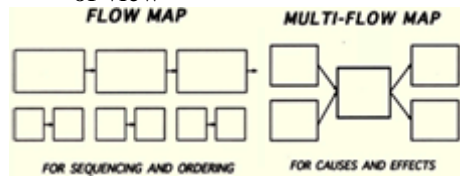
5.3d posture

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

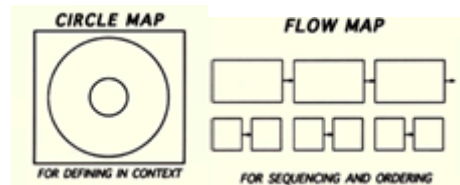
5.5b character development



5.5f questions that clarify points of view



5.5i draw conclusions and inferences



5.5b character development

U2 L7 (Old Yeller) U4 L20 (Don Quixote)

5.5f point of view

U1L1 (A Package for Mrs. Jewls/ third person) U2L9 (Storm Warriors/ first person)

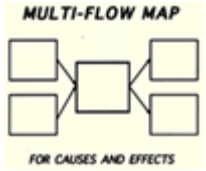
5.5i draw conclusions and inferences

U4 L17 (LAFF)
U5 L22 (The Birchbark House)

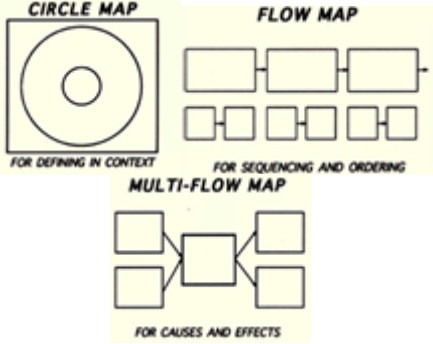
5.9 The student will find, evaluate, and select appropriate resources for a research product.

5.9a construct questions

5.9g plagiarism

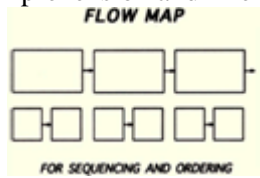


5.5k predictions



5.5k predictions
 U1 L3 (Off and Running)
 U4 L17 (LAFF)
 U5 L22 (The Birchbark House)

5.51 reading strategies- activate prior knowledge - monitoring comprehension and inferring

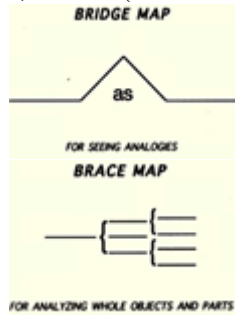


5.5m fluency & accuracy

Section 2

5.4 The student will expand vocabulary when reading.

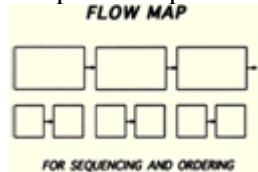
5.4c synonyms,
antonyms,
roots, affixes (introduce)



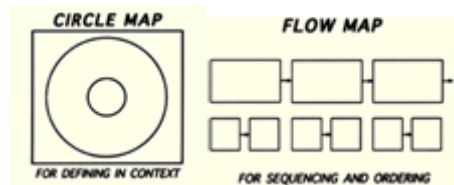
5.4f vocabulary
5.4g word meanings

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

5.5c development of plot



5.5i draw conclusions and
Inferences



**5.4c synonyms,
antonyms,
roots, affixes (introduce)**

U1 L2 (re-,non-, un-, dis-,
mis-)

U1 L4 (-ion, -tion)

U1 L5 (-ly,-ful)

5.5c development of plot

U1 L1 (A Package for Mrs.
Jewls)

U4 L17 (LAFF)

Section 2 Test

5.4c synonyms,
antonyms,
roots, affixes

(introduce)

5.4f vocabulary

5.4g word meanings

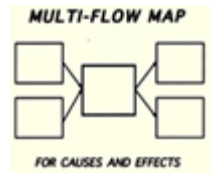
5.5c development of
plot

5.5i draw conclusions
and

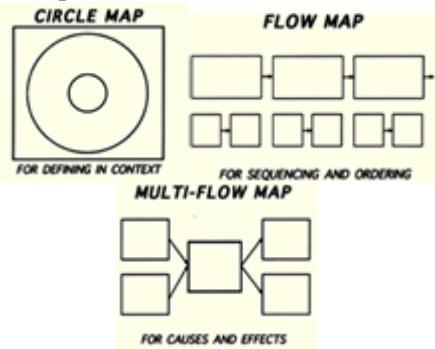
inferences

5.5k predictions

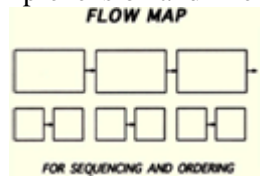
5.6a text features



5.5k predictions



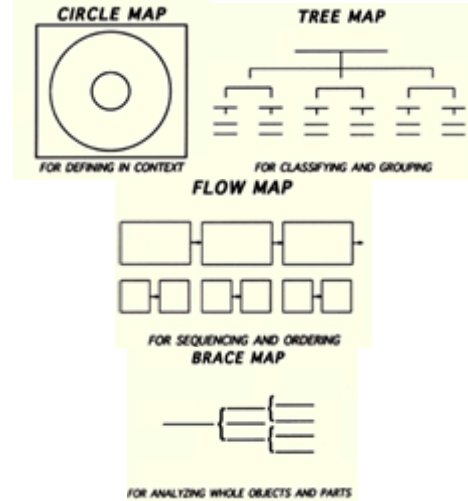
5.5l reading strategies- activate prior knowledge - monitoring comprehension and inferring



5.5m fluency & accuracy

5.6 The student will read and demonstrate comprehension of nonfiction texts.

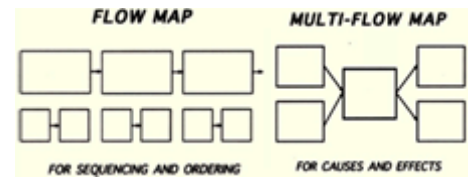
5.6a text features



5.6b prior knowledge

5.6c skim

5.6f structural pattern - problem and solution



5.6a text features

U1 L2 (Blasting Off)

U6 L26 (Animals on the Move article)

Mysteries of the Mummy Kids (HMH Trade Book)

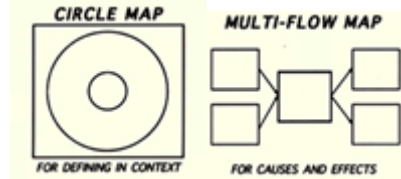
5.6f structural pattern - problem and solution

Outside Resources

Section 3

5.4 The student will expand vocabulary when reading.

5.4a context clues



5.4c synonyms,
antonyms,
roots, affixes



5.4f vocabulary

5.4g word meanings

5.6 The student will read and demonstrate comprehension of nonfiction texts.

**5.4c synonyms,
antonyms,
roots, affixes**

U2 L6 (antonyms) U2 L9
(photo, tele, scribe, rupt)
U3 L14 (graph, meter, port,
ject)

Section 3 Test

5.4a context clues

5.4c synonyms,
antonyms,
roots, affixes

5.4f vocabulary

5.4g word meanings

5.6g support opinions,
predictions,
conclusions

5.6i fact & opinion

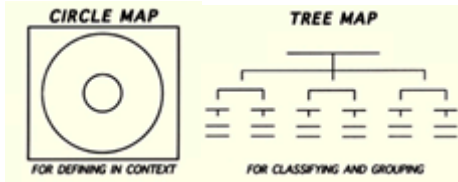
Nine Weeks 1 Writing

Test:

Assess all skills

NW1 Writing Prompt

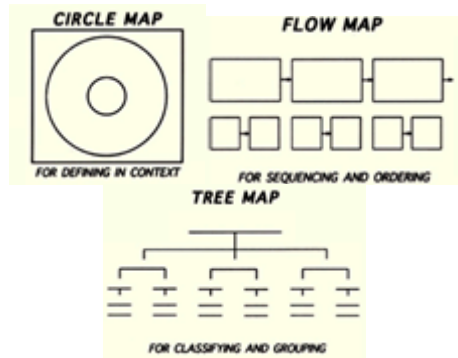
5.6g support opinions, predictions, Conclusions



5.6i fact & opinion



5.6k identify new information



5.6l reading strategies - activate prior knowledge, monitoring comprehension & inferring

5.6g support opinions, predictions, conclusions
U2 L8 (Everglades Forever)
U3 L13 (Molly Pitcher)

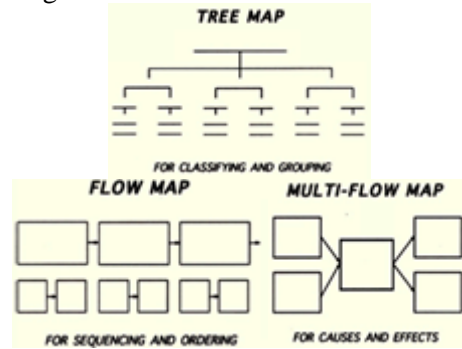
5.6i fact & opinion
U3 L12(Can't You Make Them Behave)
U6 L28 (Fossils in Magazine)

	<p style="text-align: center;">FLOW MAP</p>  <p style="text-align: center;">FOR SEQUENCING AND ORDERING</p> <p>5.6m fluency</p>			
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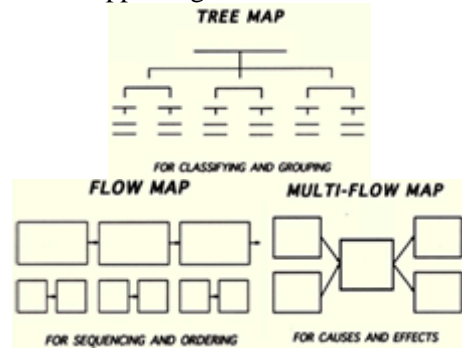
Nine Weeks 2 ACPS Fifth Grade English Pacing Guide (revised December, 2016)

<p align="center">Communication: Speaking, Listening, Media Literacy</p>	<p align="center">Reading * Each nine weeks is divided into three, three-week sections. Each section will be followed by a skills test. The other English strands are to be incorporated throughout the entire nine weeks.</p>	<p align="center">Reading Resources: HMH Journeys (Suggested ANCHOR texts)</p>	<p align="center">Writing and Research</p>	<p align="center">Assessments</p>
<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. - maintain</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. 5.2e appropriate content 5.2f organize content 5.2g summarize main points</p>	<p align="center">Section 4</p> <p>5.4 The student will expand vocabulary when reading. 5.4b multiple meaning</p> <div data-bbox="457 630 919 961" data-label="Diagram"> <p>The diagram shows three types of graphic organizers. The Circle Map consists of a large square with a smaller circle inside, labeled 'FOR DEFINING IN CONTEXT'. The Tree Map is a hierarchical structure with a top box branching into three middle boxes, which then branch into six bottom boxes, labeled 'FOR CLASSIFYING AND GROUPING'. The Bridge Map is a shape resembling a bridge with a peak, labeled 'FOR SEEING ANALOGIES'.</p> </div> <p>5.4f vocabulary</p> <p>5.4g word meanings</p> <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p>	<p>5.4b multiple meaning U1 L3 (Off and Running) U6 L26 (Magazine)</p>	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. 5.7c, d, i organize info/central idea as relates to informative/explanatory pattern of organization 5.7d topic sentence/main idea 5.7e multi-paragraphs 5.7i supporting details/ elaborate main idea</p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>5.8 (stem) verb tenses</p> <p>5.8a plural possessives</p> <p align="right">(continued next page)</p>	<p>Section 4 Test 5.4b multiple meaning 5.4g word meanings 5.5g main idea 5.5h supporting details 5.6d main idea 5.6e summarize supporting details</p>

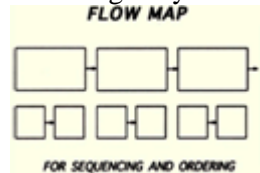
5.5g main idea



5.5h supporting details



5.5l reading strategies - activate prior knowledge, visualizing, summarizing & synthesizing



5.5m maintain fluency & accuracy

5.6 The student will read and demonstrate comprehension of nonfiction texts.

5.5g main idea

5.5h supporting details
U1 L5 (Elisa's Diary)
U5 L22 (The Birchbark House)

5.8d apostrophes (possessives only)

5.8j spelling of commonly used words

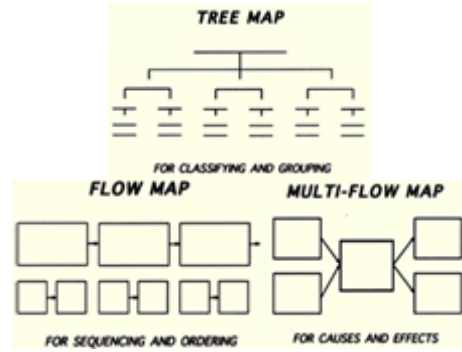
5.9 The student will find, evaluate, and select appropriate resources for a research product.

5.9b collect information (online, print, media)

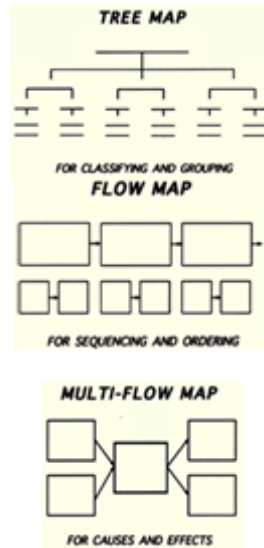
5.9c technology to research

5.9f citing sources

5.6d main idea



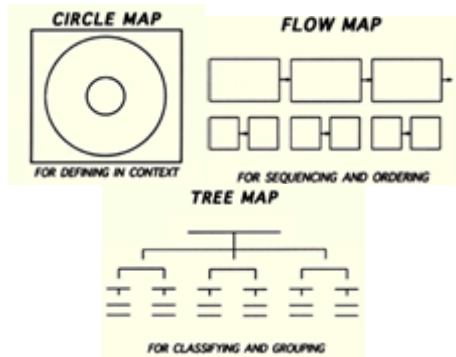
5.6e summarize supporting details



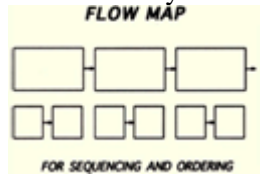
5.6d main idea
U2 L10 (Cougars)
U5 L23 (Vaqueros)
U6 L30 (Projectable)

5.6e summarize supporting details
U2 L10 (Cougars)
U5 L23 (Vaqueros)
U6 L30 (Projectable)

5.6k identify new information



5.6l reading strategies - activate prior knowledge, visualize, summarize and synthesize

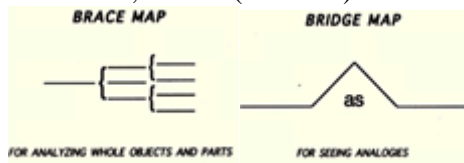


5.6m maintain fluency

Section 5

5.4 The student will expand vocabulary when reading.

5.4c homophones
roots, affixes (continue)



**5.4c homophones
roots, affixes**

(continue)
U2 L8 (en-, re-, pre-, pro-)

*Homophone instruction needs to be pulled from outside resources.

Section 5 Test

5.4c homophones
roots, affixes

5.6f structural
pattern - problem and
solution

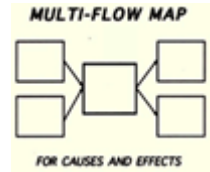
5.6h cause and effect

5.6j compare and
contrast

Spiral Review
Questions

5.6 The student will read and demonstrate comprehension of nonfiction texts.

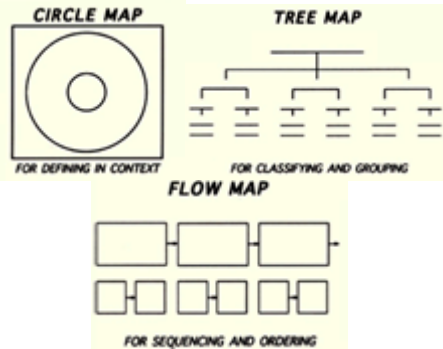
5.6h cause and effect



5.6j compare and contrast



5.6k identify new information

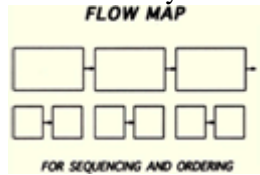


5.6h cause and effect
U2 L6 (Interrupted Journey)

5.6j compare and contrast

U3 L15 (We Were There Too)

5.6l reading strategies - activate prior knowledge, visualize, summarize and synthesize

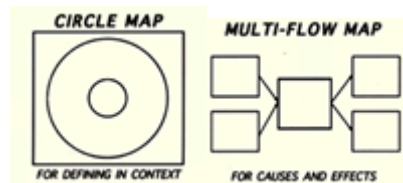


5.6m maintain fluency

Section 6

5.4 The student will expand vocabulary when reading.

5.4d figurative language



Section 6 HMH Resources:

5.4d figurative language

- U1 L3 (Off and Running/Idioms)
- U1 L5 (Elisa's Diary/Idioms)
- U2 L7 (Old Yeller/Idioms/Sensory Details)
- U4 L17 (LAFF/Onomatopoeia)
- U4 L20 (Don Quixote/Idioms)
- U5 L21 (Tucket's

Section 6 Test

- 5.4d figurative language
- 5.4e word reference materials
- 5.5d poetry
- 5.5e author's choice
- 5.5g main idea [of poetry]
- 5.5h details [of poetry]
- 5.5i draw conclusions and make inference [in poetry]

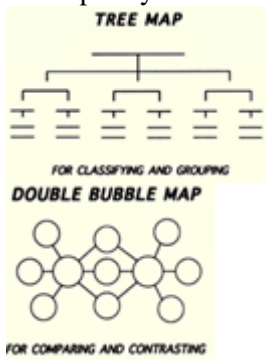
Nine Week 2

Writing Test:

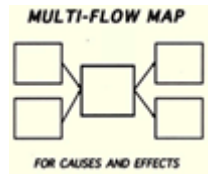
Assess all skills

Nine Week 2

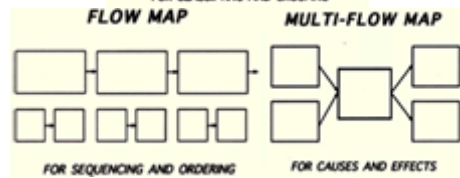
Writing Prompt

	<p>5.4e word reference materials</p> <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <p>5.5d poetry</p>  <p>The image contains two diagrams. The first is a 'TREE MAP' with a central horizontal line at the top, branching down to three vertical lines, each of which further branches into two horizontal lines. Below it is the text 'FOR CLASSIFYING AND GROUPING'. The second is a 'DOUBLE BUBBLE MAP' consisting of a central circle connected to two other circles, which are then connected to two more circles each, forming a symmetrical, bubble-like structure. Below it is the text 'FOR COMPARING AND CONTRASTING'.</p>	<p>Travels/Metaphors) U5 L24 (Rachel's Journal/Hyperbole) U6 L28 (Review Idioms)</p> <p>5.4e word reference materials</p> <p>U3 L11 (Dangerous Crossing/ dictionary, glossary, thesaurus) U3 L13 (Molly Pitcher/thesaurus) U4 L17 (LAFF/dictionary, glossary, thesaurus) U5 L22 (The Birchbark House/dictionary, glossary, thesaurus)</p> <p>5.5d poetry U1 L4 (Score) U3 L15 (Midnight Ride of Paul Revere) U4 L18 (Poetry about Poetry) U5 L23 (Rhyme on the Range)</p>		
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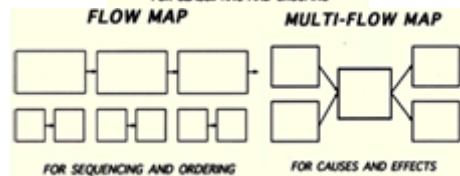
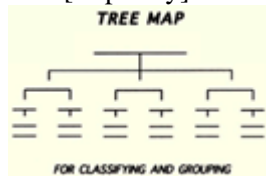
5.5e author's choice



5.5g main idea [of poetry]

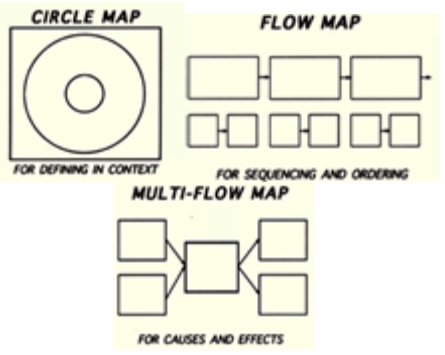


5.5h details [of poetry]

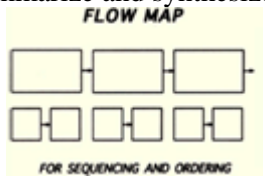


5.5i draw conclusions and make inference [in poetry]

5.5e author's choice
U4 L20 (Don Quixote)
*Incorporate with
Figurative Language



5.6l reading strategies - activate prior knowledge, visualize, summarize and synthesize



5.6m maintain fluency

Nine Weeks 3 ACPS Fifth Grade English Pacing Guide (revised December, 2016)

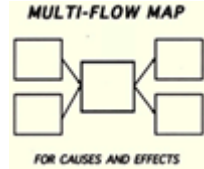
<p align="center">Communication: Speaking, Listening, Media Literacy</p>	<p align="center">Reading * Each nine weeks is divided into three, three-week sections. Each section will be followed by a skills test. The other English strands are to be incorporated throughout the entire nine weeks.</p>	<p align="center">Reading Resources: HMH Journeys (Suggested ANCHOR texts)</p>	<p align="center">Writing and Research</p>	<p align="center">Assessments</p>
<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities. - maintain</p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <p>5.2h visual media</p> <p>5.2i use language and style</p> <p>5.3 The student will learn how media messages are constructed and for what purposes. 5.3a differentiate media messages</p>	<p align="center">Section 7</p> <p>5.4 The student will expand vocabulary when reading.</p> <p>5.4c roots, affixes (continue)</p> <div data-bbox="514 690 777 1023" data-label="Diagram"> <p>The diagram shows two types of graphic organizers. The first is a 'TREE MAP' with a central horizontal line and three vertical lines extending downwards from it, each ending in a horizontal line. Below it is the text 'FOR CLASSIFYING AND GROUPING'. The second is a 'BRACE MAP' with a horizontal line on the left and three vertical lines extending to the right from a central point, each ending in a horizontal line. Below it is the text 'FOR ANALYZING WHOLE OBJECTS AND PARTS'.</p> </div> <p>5.4f vocabulary 5.4g word meanings</p> <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p>	<p>5.4c roots, affixes (continue) U5 L24 (simple prefixes) U6 L27 (-ant, -ent, -able, -ible, -ism, -ist) U6 L29 (port, rupt, dict, spect)</p>	<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. 5.7c organize info/central idea as relates to persuasive pattern of organization 5.7f descriptive vocabulary 5.7g vary sentence structure by using transition words 5.7h revise for clarity (vocabulary/information)</p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>5.8stem edit writing for correct use of underlining, quotation marks, or italics to indicate titles of works 5.8b adjectives & adverbs 5.8c interjections 5.8e quotations 5.8f interrupters 5.8g hyphen 5.8j spelling of commonly used</p>	<p>Section 7 Test 5.4c roots, affixes 5.4g word meanings 5.5j cause and effect</p>

5.3b identify media messages

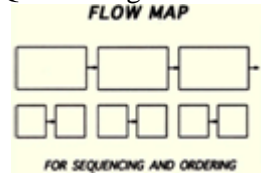
5.5a relationships between texts



5.5j cause and effect



5.5l reading strategies: activate prior knowledge, Questioning



5.5m fluency & accuracy

5.5j cause and effect
U3 L11 (Dangerous Crossing)
U5 L24 (Rachel's Journal)

words
5.8k conjunctions

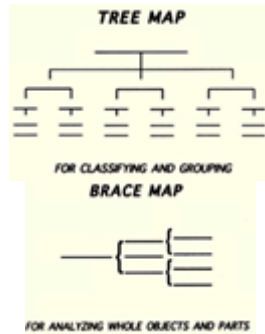
5.9 The student will find, evaluate, and select appropriate resources for a research product.

5.9d charts, maps, and graphs
5.9e develop notes

Section 8

5.4 The student will expand vocabulary when reading.

5.4c roots, affixes (continue)

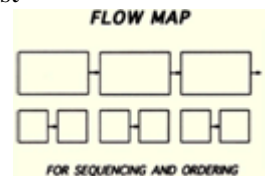


5.4f vocabulary

5.4g word meanings

5.6 The student will read and demonstrate comprehension of nonfiction texts.

5.6f,h,j structural pattern: chronological, cause/effect, problem/solution, compare and contrast



5.4c roots, affixes (continue)

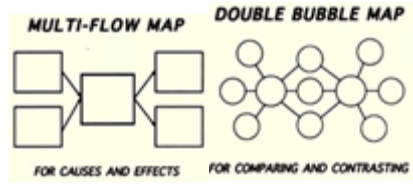
U3 L15 (in-, im-, il-, ir-)
U4 L19 (-ism, -ist, -able, -ible)
U5 L21 (synonyms)

5.6f,h,j structural pattern: cause and effect, chronological, compare/contrast, problem/solution
*Pull outside resources for structural pattern
U1 L4 (Double Dutch)
U3 L14 (James Forten)

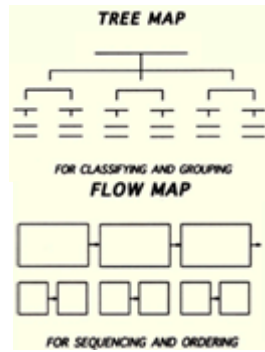
5.6h cause and effect

Section 8 Test

5.4c roots, affixes
5.4g word meanings
5.6f,h,j structural pattern: chronological, cause/effect, problem/solution, compare and contrast
Spiral Questions




5.6l reading strategies-
questioning relationships



U2 L6 (Interrupted Journey)

5.6j compare and contrast

U3 L15 (We Were There Too)

	<p>Section 9: Simulation Test</p> <p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>5.6j compare and contrast</p> <p>DOUBLE BUBBLE MAP</p>  <p>FOR COMPARING AND CONTRASTING</p>			<p><u>Section 9:</u> <u>Simulation Test</u></p> <p>Nine Week 3 Writing Prompt</p> <p>(There will be NO 3rd Nine Week's Writing Assessment)</p>
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Nine Weeks 4 ACPS Fifth Grade English Pacing Guide (revised December, 2016)

<p align="center">Communication: Speaking, Listening, Media Literacy</p>	<p align="center">Reading * Each nine weeks is divided into three, three-week sections. Each section will be followed by a skills test. The other English strands are to be incorporated throughout the entire nine weeks.</p>	<p align="center">Reading Resources: HMH Journeys (Suggested ANCHOR texts)</p>	<p align="center">Writing and Research All listed skills for 5.7-5.9 will be tested at the end of each 9 weeks</p>	<p align="center">Assessments</p>
<p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <ul style="list-style-type: none"> maintain <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <ul style="list-style-type: none"> maintain <p>5.3The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> maintain 	<p align="center">Section 10 Remediation and Practice based on Simulation Test Results</p> <p align="center">Section 11 Review All / Continue Remediation and Practice</p> <p align="center">Section 12 SOL TEST</p>		<p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. Review all in preparation for final writing prompt</p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. Review all in preparation for district final test</p>	<p><u>Section 12 Test</u> SOL Test <u>County Assessed Writing Test and Prompt</u></p>

Strategies/Resources

1. ACPS Unpacked Standards: http://www.amherst.k12.va.us/documents/pacing/unpackedstandards/ACPS_05_Fifth_Grade_English_Curriculum_Framework.pdf
2. VA Dept. of Education: [English Standards of Learning Web page](#)
3. VA Dept. of Education: [Enhanced Scope and Sequence Sample Lesson Plans](#) (ESS)
4. [ACPS SharePoint Language Arts Resources](#)
5. [Virginia PALS resources](#)