

# Grade 5 ELA Common Core Pacing Guide

## *5<sup>th</sup> Grade Writing*

Units of Study	Target Standard	“I Can” statements	Vocabulary	Time Frame
<b>Personal Narrative</b>				
	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	I can write stories with good technique, detailed descriptions and a clear sequence.	<ul style="list-style-type: none"> <li>• Details</li> <li>• Sequence</li> <li>• Technique</li> </ul>	Trimester 1
	W.5.3a. Orient the reader by establishing a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	I can provide an introduction in my stories that creates a situation, introduces a narrator & characters and organizes a plot that unfolds naturally.	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Narrator</li> <li>• Characters</li> <li>• Timeline</li> </ul>	Trimester 1
	W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	I can use different techniques like dialogue and description to develop experiences and events or to show how the characters respond to different situations in the story	<ul style="list-style-type: none"> <li>• Dialogue</li> </ul>	Trimester 1
	W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	I can use different types of transitional words, phrases and clauses to help with the sequence of my story.	<ul style="list-style-type: none"> <li>• Transition words (first, next, then, after that, last, finally)</li> </ul>	Trimester 1
	W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	I can use very specific words and phrases, as well as sensory details, to express experiences and events.	<ul style="list-style-type: none"> <li>• Sensory details</li> </ul>	Trimester 1
	W.5.3e. Provide a conclusion that follows from the narrated experiences or events.	I can write a conclusion that makes sense with the experiences and events I shared in my story.	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>	Trimester 1

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	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 above.)	I can produce clear writing with appropriate development and organization to suit my task, purpose and audience.	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Task</li> <li>• Purpose</li> <li>• Audience</li> </ul>	Trimester 1
	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	I can plan, revise, edit, rewrite or try a new approach in my writing with the help of peers and adults	<ul style="list-style-type: none"> <li>• Edit</li> <li>• Revise</li> </ul>	Trimester 1
	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can gather evidence from fiction or informational text to support my investigation, thinking and research.	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Fiction</li> <li>• Informational</li> <li>• Research</li> </ul>	Trimester 1
	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.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> <li>• Stamina</li> </ul>	Trimester 1
	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	<p>I can effectively participate in different types of discussions and with different people about 5th grade topics and texts.</p> <p>I can build on others' ideas and express my own ideas clearly.</p>		Trimester 1
	SL.5.1a. 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.	<p>I can come to discussions prepared to share my ideas because I have read or studied the required material.</p> <p>I can use what I know and what I have read to explore new ideas about a topic during a discussion.</p>		Trimester 1

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	SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.	I can follow agreed-upon rules for discussion and carry out my assigned role.		Trimester 1
	SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	I can ask and answer questions by making comments that contribute to the discussion and build upon others' ideas and remarks.		Trimester 1
	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.	I can include multimedia (e.g., graphics or sound) and other displays to help me show main ideas or themes in my presentations.		Trimester 1
	L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.	I can use verb tenses to show meaning with regards to times, sequences of events, states or conditions of being.	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Sequence of events</li> </ul>	Trimester 1
	L.5.1d. Recognize and correct inappropriate shifts in verb tense.	I can recognize and fix verb tenses that are used incorrectly	<ul style="list-style-type: none"> <li>• Verb Tenses</li> </ul>	Trimester 1
	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.	I can show that I know how to write sentences accurately.  I can use appropriate references to help me spell fifth grade words.	<ul style="list-style-type: none"> <li>• Sentence Structure</li> </ul>	Trimester 1
	L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	I can expand, combine and reduce sentences to make them more interesting and more easily understood.	<ul style="list-style-type: none"> <li>• Word choice</li> </ul>	Trimester 1
<b>Literary Essay</b>				
	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	I can write to share my opinion on topics or texts and provide reasons and information to support that opinion.	<ul style="list-style-type: none"> <li>• Opinion</li> </ul>	Trimester 1

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	W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	I can write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together.	<ul style="list-style-type: none"> <li>• Opinion</li> </ul>	Trimester 1
	W.5.1b. Provide logically ordered reasons that are supported by facts and details.	I can present reasons in a logical order that are supported by facts and details when writing my opinion.	<ul style="list-style-type: none"> <li>• Sequence</li> <li>• Facts</li> <li>• Details</li> </ul>	Trimester 1
	W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	I can connect my opinion and reasons using words, phrases or clauses (e.g., consequently, specifically).	<ul style="list-style-type: none"> <li>• Transition/linking word</li> </ul>	Trimester 1
	W.5.1d. Provide a concluding statement or section related to the opinion presented.	I can write to inform/explain topics or ideas to others clearly.	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Explain</li> </ul>	Trimester 1
	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 above.)	I can produce clear writing with appropriate development and organization to suit my task, purpose and audience.	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> <li>• Organization</li> </ul>	Trimester 1
	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	I can plan, revise, edit, rewrite or try a new approach in my writing with the help of peers and adults.	<ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> </ul>	Trimester 1
	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.	I can use technology to create and publish my writing.	<ul style="list-style-type: none"> <li>• Google Docs</li> </ul>	Trimester 1
	W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	I can recall what I have learned or find new information from books or technology to help me with my research.	<ul style="list-style-type: none"> <li>• Sources</li> <li>• Paraphrase</li> </ul>	Trimester 1

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		<p>I can summarize or paraphrase information in my notes and in my published work.</p> <p>I can provide a list of sources that I used for gathering information for my writing.</p>		
	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can gather evidence from fiction or informational text to support my investigation, thinking and research.	<ul style="list-style-type: none"> <li>Evidence</li> </ul>	Trimester 1
	W.5.9a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	I can apply all that I have learned in 5th grade reading to writing literature.	<ul style="list-style-type: none"> <li>Compare</li> <li>Contast</li> </ul>	Trimester 1
	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.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> <li>Stamina</li> </ul>	Trimester 1
	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	<p>I can effectively participate in different types of discussions and with different people about 5th grade topics and texts.</p> <p>I can build on others’ ideas and express my own ideas clearly.</p>		Trimester 1
	SL.5.1a. 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.	<p>I can come to discussions prepared to share my ideas because I have read or studied the required material.</p> <p>I can use what I know and what I have read to explore new ideas about a topic during a discussion.</p>		Trimester 1

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	SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.	I can follow agreed-upon rules for discussion and carry out my assigned role.		Trimester 1
	SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	I can ask and answer questions by making comments that contribute to the discussion and build upon others' ideas and remarks.		Trimester 1
	SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	I can think about new ideas being discussed and then draw my own conclusions based on what I have learned.		Trimester 1
	L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.	I can use underlining, quotation marks, or italics correctly to indicate titles of works.	<ul style="list-style-type: none"> <li>• Quotation</li> <li>• Italics</li> </ul>	Trimester 1
	L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.	I can use appropriate references to help me spell fifth grade words.	<ul style="list-style-type: none"> <li>• Dictionary</li> </ul>	Trimester 1
<b>Informational Book</b>				
	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can write to inform/explain topics or ideas to others clearly.	<ul style="list-style-type: none"> <li>• Informative</li> <li>• Explanatory</li> </ul>	Trimester 2
	W.5.2a. 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.	<p>I can write an informative text that introduces and gives a focus for my topic and then groups related information together logically.</p> <p>I can include special formatting (e.g., headings), illustrations and multimedia in my writing to help others understand my topic better.</p>	<ul style="list-style-type: none"> <li>• Informative text</li> <li>• Headings</li> <li>• Multimedia</li> </ul>	Trimester 2
	W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I can develop a topic using facts, definitions, details, quotations or other information and examples.	<ul style="list-style-type: none"> <li>• Facts</li> <li>• Definitions</li> <li>• Details</li> <li>• Quotations</li> </ul>	Trimester 2

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	W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	I can connect related ideas throughout my writing using words, phrases and clauses (e.g., in contrast, especially).	<ul style="list-style-type: none"> <li>• Phrases</li> <li>• Clauses</li> </ul>	Trimester 2
	W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise wording and specific vocabulary to teach others about a topic.	<ul style="list-style-type: none"> <li>• Word Choice</li> </ul>	Trimester 2
	W.5.2e. Provide a concluding statement or section related to the information or explanation presented.	I can write a conclusion that is related to the information or explanation I present.	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>	Trimester 2
	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 above.)	I can produce clear writing with appropriate development and organization to suit my task, purpose and audience.	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Purpose</li> <li>• Task</li> </ul>	Trimester 2
	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	I can plan, revise, edit, rewrite or try a new approach in my writing with the help of peers and adults.	<ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> </ul>	Trimester 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.	<p>I can use technology to create and publish my writing.</p> <p>I can use technology to communicate and collaborate with others.</p> <p>I can use appropriate keyboarding skills to type at least two pages of my writing in a single sitting.</p>		Trimester 2
	W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	I can conduct short research projects to help me learn about topics through investigation.	<ul style="list-style-type: none"> <li>• Research</li> <li>• Investigation</li> </ul>	Trimester 2
	W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize	I can recall what I have learned or find new information from	<ul style="list-style-type: none"> <li>• Summarize</li> <li>• Paraphrase</li> </ul>	Trimester 2

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	or paraphrase information in notes and finished work, and provide a list of sources.	books or technology to help me with my research.  I can summarize or paraphrase information in my notes and in my published work.		
	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can gather evidence from fiction or informational text to support my investigation, thinking and research.	<ul style="list-style-type: none"> <li>Evidence</li> <li>Investigation</li> </ul>	Trimester 2
	W.5.9b. 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 which reasons and evidence support which point[s]”).	I can apply all that I have learned in 5th grade reading to writing informational texts.		Trimester 2
	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.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> <li>Stamina</li> </ul>	Trimester 2
	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I can summarize text that is read aloud or information that is presented to me.	<ul style="list-style-type: none"> <li>Summarize</li> </ul>	Trimester 2
	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.	I can report on a topic or present my opinion logically using appropriate facts and details to support my main idea.	<ul style="list-style-type: none"> <li>Facts</li> <li>Details</li> </ul>	Trimester 2
	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can show that I understand standard English in my speech and in my writing.		Trimester 2
	L.5.1d. Recognize and correct inappropriate shifts in verb tense.	I can recognize and fix verb tenses that are used incorrectly.	<ul style="list-style-type: none"> <li>Verb Tenses</li> </ul>	Trimester 2
	L.5.2. Demonstrate command of the conventions of standard English	I can show that I know how to write sentences accurately.	<ul style="list-style-type: none"> <li>Sentence Structure</li> </ul>	Trimester 2



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	capitalization, punctuation, and spelling when writing.			
	L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.	I can show that I know when to use a comma to separate an introduction from the rest of a sentence.	<ul style="list-style-type: none"> <li>Comma Usage</li> </ul>	Trimester 2
	L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.	I can use underlining, quotation marks, or italics correctly to indicate titles of works.	<ul style="list-style-type: none"> <li>Quotation Marks</li> <li>Italics</li> </ul>	Trimester 2
	L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.	I can use appropriate references to help me spell fifth grade words.	<ul style="list-style-type: none"> <li>Dictionaries</li> </ul>	Trimester 2
	L.5.4c. 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 can use print and computer reference sources to help me find the pronunciations and clarify meanings of new words or phrases.		Trimester 2
	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).	I can learn and use new vocabulary appropriate for 5th grade.	<ul style="list-style-type: none"> <li>Word Choice</li> </ul>	Trimester 2
<b>Personal Essay</b>				
	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	I can write to share my opinion on topics or texts and provide reasons and information to support that opinion.	<ul style="list-style-type: none"> <li>Opinion</li> </ul>	Trimester 2
	W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	I can write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together.	<ul style="list-style-type: none"> <li>Organization</li> <li>Opinion</li> </ul>	Trimester 2
	W.5.1b. Provide logically ordered reasons that are supported by facts and details.	I can present reasons in a logical order that are supported by	<ul style="list-style-type: none"> <li>Details</li> <li>Facts</li> </ul>	Trimester 2

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		facts and details when writing my opinion.		
	W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	I can connect my opinion and reasons using words, phrases or clauses (e.g., consequently, specifically).	<ul style="list-style-type: none"> <li>• Clauses</li> <li>• Phrases</li> </ul>	Trimester 2
	W.5.1d. Provide a concluding statement or section related to the opinion presented.	I can write a conclusion that is related to the opinion I present.	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>	Trimester 2
	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 above.)	I can produce clear writing with appropriate development and organization to suit my task, purpose and audience.	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> </ul>	Trimester 2
	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	I can plan, revise, edit, rewrite or try a new approach in my writing with the help of peers and adults.	<ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> </ul>	Trimester 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.	<p>I can use technology to create and publish my writing.</p> <p>I can use technology to communicate and collaborate with others.</p> <p>I can use appropriate keyboarding skills to type at least two pages of my writing in a single sitting.</p>		Trimester 2
	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.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> <li>• Stamina</li> </ul>	Trimester 2
	L.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	I can explain the use of conjunctions, prepositions, and interjections.	<ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Prepositions</li> <li>• interjections</li> </ul>	Trimester 2

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	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences accurately.	<ul style="list-style-type: none"> <li>Simple, compound, and complex sentences</li> </ul>	Trimester 2
	L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.	I can show that I know when to use a comma to separate an introduction from the rest of a sentence.	<ul style="list-style-type: none"> <li>Commas</li> </ul>	Trimester 2
	L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.	I can use appropriate references to help me spell fifth grade words.	<ul style="list-style-type: none"> <li>Dictionaries</li> </ul>	Trimester 2
<b>Research Unit</b>				
	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I can accurately quote from informational text to support inferences that I have made.	<ul style="list-style-type: none"> <li>Information text</li> <li>Quote</li> </ul>	Trimester 3
	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	I can determine two or more main ideas in informational texts.	<ul style="list-style-type: none"> <li>Main Idea</li> <li>Details</li> </ul>	Trimester 3
	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.	I can explain the relationships or interactions between two or more individuals in historical texts using specific information from the text.		Trimester 3
	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	I can determine the meanings of words and phrases in science and social studies texts.	<ul style="list-style-type: none"> <li>Definition</li> </ul>	Trimester 3
	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	I can analyze multiple accounts of the same event or topic by discussing similarities and differences in their points of view.	<ul style="list-style-type: none"> <li>Similarities</li> <li>Differences</li> </ul>	Trimester 3

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	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.	I can use different types of informational texts to locate an answer or to solve a problem.	<ul style="list-style-type: none"> <li>• Problem</li> <li>• Solution</li> </ul>	Trimester 3
	RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	I can use information from several different informational texts on the same topic to help me write or speak with knowledge about the topic.		Trimester 3
	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	I can write to share my opinion on topics or texts and provide reasons and information to support that opinion.	<ul style="list-style-type: none"> <li>• Facts</li> <li>• Definitions</li> <li>• Details</li> </ul>	Trimester 3
	W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	I can write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together.	<ul style="list-style-type: none"> <li>• Opinion</li> </ul>	Trimester 3
	W.5.1b. Provide logically ordered reasons that are supported by facts and details.	I can present reasons in a logical order that are supported by facts and details when writing my opinion.	<ul style="list-style-type: none"> <li>• Sequence</li> <li>• Details</li> </ul>	Trimester 3
	W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	I can connect my opinion and reasons using words, phrases or clauses (e.g., consequently, specifically).	<ul style="list-style-type: none"> <li>• Clauses</li> </ul>	Trimester 3
	W.5.1d. Provide a concluding statement or section related to the opinion presented.	I can write a conclusion that is related to the opinion I present.	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>	Trimester 3
	W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I can develop a topic using facts, definitions, details, quotations or other information and examples.	<ul style="list-style-type: none"> <li>• Facts</li> <li>• Definitions</li> <li>• Details</li> </ul>	Trimester 3
	W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise wording and specific vocabulary to teach others about a topic.	<ul style="list-style-type: none"> <li>• Word Choice</li> </ul>	Trimester 3
	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	I can produce clear writing with appropriate development and organization to suit my task, purpose and audience.	<ul style="list-style-type: none"> <li>• Organize</li> </ul>	Trimester 3

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	writing types are defined in standards 1–3 above.)			
	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	I can plan, revise, edit, rewrite or try a new approach in my writing with the help of peers and adults.	<ul style="list-style-type: none"> <li>• Revise</li> <li>• Plan</li> <li>• Edit</li> </ul>	Trimester 3
	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.	I can use technology to create and publish my writing.		Trimester 3
	W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	I can conduct short research projects to help me learn about topics through investigation.	<ul style="list-style-type: none"> <li>• Investigation</li> </ul>	Trimester 3
	W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	I can provide a list of sources that I used for gathering information for my writing.	<ul style="list-style-type: none"> <li>• Sources</li> </ul>	Trimester 3
	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can gather evidence from fiction or informational text to support my investigation, thinking and research.	<ul style="list-style-type: none"> <li>• Evidence</li> </ul>	Trimester 3
	W.5.9b. 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 which reasons and evidence support which point[s]”).	I can apply all that I have learned in 5th grade reading to writing informational texts.		Trimester 3
	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.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> <li>• Stamina</li> </ul>	Trimester 3

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	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	I can effectively participate in different types of discussions and with different people about 5th grade topics and texts.		Trimester 3
	SL.5.1a. 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.	I can build on others' ideas and express my own ideas clearly.		Trimester 3
	SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.	I can follow agreed-upon rules for discussion and carry out my assigned role.		Trimester 3
	SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	I can ask and answer questions by making comments that contribute to the discussion and build upon others' ideas and remarks.		Trimester 3
	SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	I can think about new ideas being discussed and then draw my own conclusions based on what I have learned.		Trimester 3
	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I can summarize text that is read aloud or information that is presented to me.	<ul style="list-style-type: none"> <li>Summarize</li> </ul>	Trimester 3
	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.	I can report on a topic or present my opinion logically using appropriate facts and details to support my main idea.	<ul style="list-style-type: none"> <li>Facts</li> <li>Details</li> </ul>	Trimester 3
	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can show that I understand standard English in my speech and in my writing.		Trimester 3
	L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.	I can use verb tenses to show meaning with regards to times,	<ul style="list-style-type: none"> <li>Verb Tenses</li> <li>Sequence</li> </ul>	Trimester 3

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		sequences of events, states or conditions of being.		
	L.5.1d. Recognize and correct inappropriate shifts in verb tense.	I can recognize and fix verb tenses that are used incorrectly	<ul style="list-style-type: none"> <li>• Verb Tenses</li> </ul>	Trimester 3
	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences accurately.	<ul style="list-style-type: none"> <li>• Sentence Structure</li> </ul>	Trimester 3
	L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.	I can use appropriate references to help me spell fifth grade words.	<ul style="list-style-type: none"> <li>• Dictionaries</li> </ul>	Trimester 3
	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can write, speak, read and listen by using my knowledge of the English language.		Trimester 3
	L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	I can expand, combine and reduce sentences to make them more interesting and more easily understood.	<ul style="list-style-type: none"> <li>• Sentence Structure</li> </ul>	Trimester 3
	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).	<p>I can learn and use new vocabulary appropriate for 5th grade.</p> <p>I can learn and use words that show contrast or other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<ul style="list-style-type: none"> <li>• Word Choice</li> </ul>	Trimester 3

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Writing- Trimester 1 Assessments	Trimester 1 Resources
<ul style="list-style-type: none"> <li>• <b><i>On-Demand Personal Narrative Writing Pre/Post-Assessment</i></b></li> </ul>	<p><b>Professional Resources:</b></p> <ol style="list-style-type: none"> <li>1. MAISA 5<sup>th</sup> Grade Writing Unit 1</li> <li>2. Lucy Calkins <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 1: Launching the Writing Workshop</i>, Heinemann, 2006</li> <li>3. Lucy Calkins <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Heinemann, 2011</li> <li>4. Aimee Buckner <i>Notebook Know-How: Strategies for the Writer's Notebook</i>, Stenhouse, 2005</li> <li>5. Ralph Fletcher <i>A Writer's Notebook: Unlocking the Writer Within You</i>, Harper Collins, 2003</li> <li>6. Ralph Fletcher, <i>Breathing In, Breathing Out: Keeping a Writer's Notebook</i>, Heinemann, 1996</li> <li>7. Lucy Calkins <i>One to One: The Art of Conferring with Young Writers</i>, Heinemann, 2005</li> <li>8. Ralph Fletcher, <i>What a Writer Needs</i>, Heinemann, 1993 Carl Anderson, <i>Assessing Writers</i>, Heinemann, 2005</li> </ol>
	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <i>A Day's Work</i>, Eve Bunting</li> <li>2. <i>Time of Wonder</i>, Robert McCloskey</li> </ol> <p><b>Excerpts from the following texts are included in this unit:</b></p> <ol style="list-style-type: none"> <li>1. <i>Baseball in April and Other Stories</i>, Gary Soto</li> <li>2. <i>Stevie</i>, John Steptoe</li> <li>3. <i>Charlotte's Web</i>, E. B. White</li> </ol>



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Writing- Trimester 1 Assessments	Trimester 1 Resources
<ul style="list-style-type: none"><li>• <i>On-Demand Literary Essay Writing Pre/Post-Assessment</i></li></ul>	<p><b>Professional Resources:</b></p> <ol style="list-style-type: none"><li>1. MAISA 5<sup>th</sup> Grade Writing Unit 5</li><li>2. Lucy Calkins, <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Heinemann, 2006 Lucy Calkins, <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Heinemann, 2011</li></ol>
	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"><li>1. <i>A Day's Work</i>, Eve Bunting</li><li>2. <i>Chicken Soup for the Kid's Soul 2</i>, Jack Canfield, et al.</li><li>3. <i>Woman Hollering Creek</i>, Sandra Cisneros</li><li>4. <i>Baseball Saved Us</i>, Ken Mochizuki</li><li>5. <i>Every Living Thing</i>, Cynthia Rylant</li></ol>

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Writing- Trimester 2 Assessments	Trimester 2 Resources
<ul style="list-style-type: none"> <li>• <i>On-Demand Informational Writing Pre/Post-Assessment</i></li> </ul>	<p><b>Professional Resources:</b></p> <ol style="list-style-type: none"> <li>1. MAISA 5th Grade Writing Units 3</li> <li>2. <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011/2012</i>, Lucy Calkins, Heinemann, 2011</li> <li>3. Joann Portalupi and Ralph Fletcher, <i>Nonfiction Craft Lessons: Teaching Informational Writing K-8</i>, Heinemann, 2001</li> </ol>
	<p><b>Mentor Texts:</b> Use informational texts from your own collection that are well written and include a variety of text features and text structures.</p>

Writing- Trimester 2 Assessments	Trimester 2 Resources
<ul style="list-style-type: none"> <li>• <i>On-Demand Persuasive Essay Pre/Post-Assessment</i></li> </ul>	<p><b>Professional Resources:</b></p> <ol style="list-style-type: none"> <li>4. MAISA 5th Grade Writing Units 2</li> <li>5. <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins</li> <li>6. <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine</li> </ol>
	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <i>Should There Be Zoos?: A Persuasive Text</i>, Tony Stead</li> </ol>

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Writing- Trimester 3 Assessments	Trimester 3 Resources
<ul style="list-style-type: none"><li>• Pre-unit/post-unit on-demand writing prompt.</li></ul>	<p><b>Professional Resources:</b></p> <ol style="list-style-type: none"><li>1. MAISA 5<sup>th</sup> Grade Writing Units 5</li><li>2. <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins</li><li>3. <i>Summarizing, Paraphrasing, and Retelling: Skills for Better Reading, Writing, and Test Taking</i>, Emily Kissner</li><li>4. <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine</li><li>5. <i>George vs. George: The American Revolution as Seen from Both Sides</i>, Rosalyn Schanzer</li><li>6. <i>Let It Begin Here! Lexington &amp; Concord: First Battles of the American Revolution</i>, Dennis Brindell Fradin</li><li><i>Assessing Writers</i>, Carl Anderson</li></ol>
	<p><b>Mentor Text:</b></p> <ol style="list-style-type: none"><li>1. During this unit, your students will read widely about a content area topic, such as the American Revolution. Feel free to substitute another topic for this unit, one that is broad enough to support your fifth graders' choices within the larger topic.</li><li>2. You will need to gather all sorts of nonfiction materials – expository nonfiction, narrative nonfiction, primary documents, and images related to the topic. You might also ask students to bring texts from home that support the topic.</li><li>3. Your students will be members of partnerships and clubs that are reading about the American Revolution. They will learn strategies for taking notes and practice them in writer's notebooks. They will talk to one another to deepen their understanding and grow ideas.</li><li>4. Students will create an editorial taking a point of view on an issue by developing a thesis statement supported by relevant supporting facts and details.</li></ol>