

# Ganado Unified School District

## (ELA/5<sup>th</sup> Grade)

### PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b><u>QUARTER 1:</u></b>	<b>5.RL.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>How do I quote accurately from a text when explaining what the text states explicitly?</li> <li>How do I quote accurately from a text when drawing inferences from a text?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly.</li> <li>Quote accurately from a text when drawing inferences from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Quote</li> <li>Accurately</li> <li>Explicit(ly)</li> <li>Drawing</li> <li>Inferences</li> </ul>
Houghton Mifflin Harcourt Unit 1 Lesson 3 – T164 Unit 3 Lesson 15 – T308	<b>5.RL.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none"> <li>How do I compare and contrast two or more of the literary elements using specific details in the text?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Compare and contrast two or more _____ (select literary element) using details in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Compare</li> <li>Contrast</li> <li>Literary Elements</li> <li>Details</li> <li>Characters</li> <li>Settings</li> <li>Events</li> <li>Drama</li> <li>Specific</li> </ul>
Houghton Mifflin Harcourt Unit 1. 2, 3, 4, 5, 6 – Skill	<b>5.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<ul style="list-style-type: none"> <li>How do I understand the meaning of words and phrases as they are used in a text?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including</li> </ul>	<ul style="list-style-type: none"> <li>Determine</li> <li>Phrases</li> <li>Figurative Language</li> <li>Metaphors</li> </ul>

Habit for Every Lesson		<ul style="list-style-type: none"> <li>How do I understand the meaning of words used in figurative language (metaphors and similes)?</li> </ul>	figurative language (metaphors and similes).	<ul style="list-style-type: none"> <li>Similes</li> <li>Phrases</li> </ul>
External Resource Needed  ATI Resource - Dialogue	<b>5.RL.6</b> Describe how a narrator's or speaker's point of view influences how events are described.	<ul style="list-style-type: none"> <li>How do I describe narrator's or speaker's point of view influences how events are described?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Describe how a narrator's or speaker's point of view influences how events are described.</li> </ul>	<ul style="list-style-type: none"> <li>Describe</li> <li>Narrator</li> <li>Speaker</li> <li>Influences</li> <li>Point of View</li> </ul>
Houghton Mifflin Harcourt Unit 1 Lesson 3 – T164 Unit 3 Lesson 15 – T308  External Resources Needs - Genre	<b>5.RL.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<ul style="list-style-type: none"> <li>How I compare and contrast stories in the same genre on their focus to similar themes and topics?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Compare and contrast stories in the same genre on their approaches to similar themes and topics.</li> </ul>	<ul style="list-style-type: none"> <li>Compare</li> <li>Contrast</li> <li>Genre</li> <li>Themes</li> <li>Topics</li> <li>Mysteries</li> <li>Myth</li> <li>Adventure</li> <li>Fables</li> <li>Fairy Tale</li> <li>Folklore</li> <li>Fantasy</li> <li>Legend</li> <li>Humor</li> <li>Poetry</li> <li>Realistic Fiction</li> <li>Science Fiction</li> <li>Tall Tale</li> </ul>
Bob Skaife Writing Strategy	<b>5.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,	<ul style="list-style-type: none"> <li>How do I write narratives to create real or imagined</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Write narratives to develop real or imagined experiences</li> </ul>	<ul style="list-style-type: none"> <li>Narratives</li> <li>Real Experiences</li> <li>Real Events</li> </ul>

External Resources Needed	<p>and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>experiences or events using: effective technique, descriptive details, and clear event sequences?</p> <ul style="list-style-type: none"> <li>• How do I write narratives to grab the readers attention by creating a situation and introducing a narrator and/or characters?</li> <li>• How do I write narratives to organize an event sequence that unfolds naturally?</li> </ul>	<p>or events using effective technique, descriptive details, and clear event sequences</p>	<ul style="list-style-type: none"> <li>• Imagined Experiences</li> <li>• Imagined Events</li> <li>• Dialogue</li> <li>• Description</li> <li>• Pacing</li> <li>• Responses</li> <li>• Situations</li> <li>• Characters</li> <li>• Transitional Words</li> <li>• Phrases</li> <li>• Clauses</li> <li>• Sequence of Events</li> <li>• Concrete Words</li> <li>• Concrete Phrases</li> <li>• Sensory Details</li> <li>• Convey</li> <li>• Narrated Experiences</li> <li>• Narrated Events</li> </ul>
Bob Skaife Writing Strategy External Resources Needed	<p><b>5.W.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	<p>How do I develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach?</p>	<p>I will be able to: Strengthen my writing by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> <li>• Strengthen</li> <li>• Planning</li> <li>• Revising</li> <li>• Editing</li> <li>• Rewriting</li> <li>• New Approach</li> </ul>
Bob Skaife Writing Strategy	<p><b>5.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or</p>	<ul style="list-style-type: none"> <li>• How do I draw evidence from literary or informational text to support analysis,</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research</li> </ul>	<ul style="list-style-type: none"> <li>• Draw</li> <li>• Evidence</li> <li>• Literary</li> <li>• Informational Text</li> <li>• Support</li> </ul>

External Resources Needed	<p>more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>b. Apply <i>grade 5 Reading standards</i> 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]").</p>	reflection, and research?		<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Reflection</li> <li>• Research</li> <li>• Reasons</li> </ul>
Bob Skaife Writing Strategy External Resources Needed	<p><b>5.W.10</b> 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.</p>	<ul style="list-style-type: none"> <li>• How do I write routinely over extended or shorter time frames for various tasks, purposes, and audiences?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Write routinely over extended time frames and shorter time frames for various task, purposes, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Routinely</li> <li>• Extended Time Frame</li> <li>• Shorter Time Frame</li> <li>• Tasks</li> <li>• Purposes</li> <li>• Audiences</li> </ul>
External Resources Needed	<p><b>5.SL.1</b> Engage effectively in a range of collaborative discussions (one- on-one, in groups, and teacher- led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed- upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and</p>	<ul style="list-style-type: none"> <li>• How do I engage effectively in a variety of collaborative discussions on topics and text while building on others' ideas and expressing my own clearly.</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Participate effectively in a variety of collaborative discussions on topics and texts while building on others' ideas and expressing my own clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage</li> <li>• Effective</li> <li>• Collaborate</li> <li>• Variety</li> <li>• Discussion</li> <li>• Topics</li> <li>• Ideas</li> <li>• Expresses</li> </ul>



	elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
External Resources Needed	<b>5.SL.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> <li>• How I summarize a written text that is read aloud?</li> <li>• How do I summarize information presented in various formats?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>• Summarize written text read aloud.</li> <li>• Summarize information presented in various formats?</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize</li> <li>• Written Text</li> <li>• Read Aloud</li> <li>• Information</li> <li>• Diverse Media</li> <li>• Formats</li> <li>• Visually</li> <li>• Quantitatively</li> <li>• Orally</li> </ul>
External Resources Needed	<b>5.SL.4</b> 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.	<ul style="list-style-type: none"> <li>• How do I report on a topic or text or present an opinion?</li> <li>• How do sequence ideas logically using appropriate relevant facts?</li> <li>• How do I write descriptive details to support main ideas or themes?</li> <li>• How do I speak clearly at an understandable pace?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>• Report on a topic or text or present an opinion.</li> <li>• Sequence ideas logically using appropriate relevant facts.</li> <li>• Write descriptive details to support main ideas or themes.</li> <li>• Speak clearly at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Report</li> <li>• Opinion</li> <li>• Sequencing</li> <li>• Ideas</li> <li>• Logically</li> <li>• Appropriate Facts</li> <li>• Relevant</li> <li>• Descriptive Details</li> <li>• Main Ideas</li> <li>• Support</li> <li>• Themes</li> <li>• Understandable Pace</li> </ul>
External Resources Needed	<b>5.SL.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific	<ul style="list-style-type: none"> <li>• How I change my speech to variety of contexts and tasks?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>• Adapt speech to a variety of contexts and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Variety</li> <li>• Contexts</li> <li>• Tasks</li> <li>• Formal English</li> </ul>

expectations.)

• Situation



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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b><u>QUARTER 2:</u></b> Houghton Mifflin Harcourt Unit 5 – Lesson 22 T94 Unit 6 – Lesson 27 T58 Close Reading Strategies	<b>5.RL.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none"> <li>How do I determine a theme of a story, drama, or poem from details in the text?</li> <li>How do characters in a story or drama respond to challenges?</li> <li>How does the speaker in a poem reflect upon a topic?</li> <li>How do I summarize the text?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Determine a theme of story, drama, or poem from details in the text.</li> <li>Explain how the characters in story or drama respond to challenges.</li> <li>Analyze how the speaker in the poem reflects upon a topic.</li> <li>Summarize the text.</li> </ul>	<ul style="list-style-type: none"> <li>Theme</li> <li>Drama</li> <li>Story</li> <li>Poem</li> <li>Characters</li> <li>Challenges</li> <li>Respond</li> <li>Speaker</li> <li>Topic</li> <li>Reflect</li> <li>Summarize</li> <li>Text</li> <li>Analyze</li> <li>Determine</li> <li>Explain</li> </ul>
External Resources Needed Close Reading Strategies	<b>5.RL.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none"> <li>How does a series of chapters, scenes, or stanzas fit together to show the overall structure of a story, drama, or poem?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> </ul>	<ul style="list-style-type: none"> <li>Series</li> <li>Chapters</li> <li>Scenes</li> <li>Stanzas</li> <li>Overall Structure</li> <li>Drama</li> <li>Poem</li> <li>Explain</li> </ul>

	<p><b>5.RL.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).</p>	<ul style="list-style-type: none"> <li>How does the visual and multimedia elements contribute to the meaning, tone, or beauty of a text?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Analyze how visual and multimedia elements contribute to the meaning, tone, and beauty of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Visual Elements</li> <li>Multimedia Elements</li> <li>Contribute</li> <li>Meaning</li> <li>Tone</li> <li>Beauty</li> <li>Graphic Novel</li> <li>Multimedia Presentation</li> <li>Fiction</li> <li>Folktale</li> <li>Myth</li> <li>Poem</li> </ul>
<p>Houghton Mifflin Harcourt Unit 1, 2, 3, 4, 5, &amp; 6 Close Reading Strategies</p>	<p><b>5.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>How do I read and comprehend with high text complexity independently and proficiently?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Read and comprehend with high complexity independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend</li> <li>Literature</li> <li>Stories</li> <li>Dramas</li> <li>Poetry</li> <li>High End</li> <li>Text Complexity</li> <li>Proficiently</li> </ul>
<p>Houghton Mifflin Harcourt Unit 1, 2, 3, 4, 5, &amp; 6 Close Reading Strategies</p>	<p><b>5.RL.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> <li>How do I quote accurately from a text when explaining what the text states explicitly?</li> <li>How do I quote accurately from a text when drawing inferences from a text?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly.</li> <li>Quote accurately from a text when drawing inferences from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Quote</li> <li>Accurately</li> <li>Explicit(ly)</li> <li>Drawing</li> <li>Inferences</li> </ul>



<p>Houghton Mifflin Harcourt Unit 2 – Lesson 6 T18 Cause &amp; effect Unit 2 – Lesson 10 T310 Unit 3 – Lesson 11 T18 Lesson 11 Unit 3 – Lesson 14 T236 Sequence of Events Unit 3 – Lesson 15 T308 Compare &amp; Contrast Unit 3 – Lesson 17 T90 Unit 3 – Lesson 21 T18 Sequence of Events Unit 5 – Lesson 24 T238 Cause &amp; Effect Close Reading Strategies</p>	<p><b>5.RI.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<ul style="list-style-type: none"> <li>How do I compare and contrast the overall structure events, ideas, concepts, or information in two or more texts?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</li> </ul>	<ul style="list-style-type: none"> <li>Compare</li> <li>Contrast</li> <li>Overall Structure</li> <li>Events</li> <li>Ideas</li> <li>Concepts</li> <li>Information</li> <li>Cause/Effect</li> <li>Chronology</li> <li>Comparison</li> <li>Problem/Solution</li> </ul>
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Bob Skaife Writing Strategy External Resources Needed	<b>5.W.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ). d. Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none"> <li>How do I write opinion pieces on topics or texts?</li> <li>How do I write with supporting point of view with reasons and information?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Write opinion pieces on topics or texts.</li> <li>Write with supporting point of view with reasons and information.</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Piece</li> <li>Point of View</li> <li>Supporting</li> <li>Topic</li> <li>Text</li> <li>Organizational Struture</li> <li>Logically</li> <li>Writer's Purpose</li> <li>Reasons</li> <li>Facts</li> <li>Details</li> <li>Phrases</li> <li>Clauses</li> <li>Consequently</li> <li>Specifically</li> <li>Concluding Statement</li> </ul>
External Resources Needed	<b>5.SL.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> <li>How I include multimedia components and visual displays in presentations to help me create main ideas or themes?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Include multimedia components and visual displays in presentations to create main ideas or themes.</li> </ul>	<p>Multimedia Components</p> <ul style="list-style-type: none"> <li>Graphics</li> <li>Sound</li> <li>Visual Display</li> <li>Presentations</li> <li>Enhance</li> <li>Development</li> <li>Main Ideas</li> <li>Themes</li> </ul>
External Resources Needed	<b>5.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes	<ul style="list-style-type: none"> <li>How I do demonstrate the understanding of figurative language, word relationships,</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Figurative Language</li> <li>Word Relationships</li> <li>Nuances</li> <li>Word Meanings</li> </ul>

	<p>and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>and nuances in word meanings?</p> 	<ul style="list-style-type: none"> <li>• Interpret figurative language including similes and metaphors in context.</li> <li>• Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>• Use relationship of between particular words.</li> </ul>	<ul style="list-style-type: none"> <li>• Similes</li> <li>• Metaphors</li> <li>• Context</li> <li>• Recognize</li> <li>• Explain</li> <li>• Common Idioms</li> <li>• Adages</li> <li>• Proverbs</li> <li>• Particular Words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homographs</li> </ul>
External Resources Needed	<p><b>5.L.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>• How do I show the conventions of capitalization, punctuation, and spelling when writing?</li> </ul> 	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the conventions of capitalization, punctuation, and spelling when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions</li> <li>• Standard English</li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> <li>• Writing</li> <li>• Commas</li> <li>• Series</li> <li>• Introductory element</li> <li>• Quotation Marks</li> <li>• Underlining</li> <li>• Italics</li> <li>• Titles</li> <li>• References</li> </ul>



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<b><u>QUARTER 3:</u></b> Houghton Mifflin Harcourt Unit 2 – Lesson 7 T92 Understanding Characters Unit 5 – Lesson 23 T166 Close Reading Strategies	<b>5.RI.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>How do I determine two or more main ideas of a text?</li> <li>How do I explain how the main ideas are supported by key details?</li> <li>How do summarize the text?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Determine two or more main ideas of a text.</li> <li>Explain how the main ideas are supported by key details.</li> <li>Summarize the text.</li> </ul>	<ul style="list-style-type: none"> <li>Main Ideas</li> <li>Supported</li> <li>Key Details</li> <li>Summary</li> </ul>
Houghton Mifflin Harcourt Unit 6 – Lesson30 T192 External Resources Needed	<b>5.RI.3</b> 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.	<ul style="list-style-type: none"> <li>How do I explain the relationships or interactions between two or more individuals, events, ideas, or concepts from an informational text based on information from the text?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Explain the relationship or interactions between two or more individuals, events, ideas, or concepts from informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Explain</li> <li>Relationship</li> <li>Interactions</li> <li>Individuals</li> <li>Events</li> <li>Ideas</li> <li>Concepts</li> <li>Historical</li> <li>Scientific</li> </ul>



Close Reading Strategies				<ul style="list-style-type: none"> <li>Technical Text</li> </ul>
Close Reading Strategies	<b>5.RI.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"> <li>How do I analyze points of view from multiple accounts on the same even or topic?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Analyze multiple accounts of the same event or topic from various points of view.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple Accounts</li> <li>Analyze</li> <li>Topic</li> <li>Similarities</li> <li>Differences</li> <li>Point of View</li> </ul>
Close Reading Strategies	<b>5.RI.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	How does the author use reasons and evidence to support particular points in a text? How does the author identify which reasons and evidence support which points?	I will be able to: Explain how the author uses reasons and evidence to support particular points a text. Identify which reasons and evidence support which point(s).	<ul style="list-style-type: none"> <li>Reasons</li> <li>Evidence</li> <li>Support</li> <li>Identifying</li> </ul>
Bob Skaife Writing Strategies External Resources Needed	<b>5.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).	<ul style="list-style-type: none"> <li>How do I write informative/explanatory texts to examine a topic and convey ideas and information clearly</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine a topic.</li> <li>Write informative/explanatory texts to convey ideas.</li> <li>Write informative/explanatory texts to give information clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Informative Texts</li> <li>Explanatory Texts</li> <li>Topic</li> <li>Convey Ideas</li> <li>Information</li> <li>Focus</li> <li>Logically</li> <li>Formatting</li> <li>Headings</li> <li>Illustrations</li> <li>Multimedia</li> <li>Comprehension</li> <li>Definition</li> <li>Concrete Details</li> <li>Quotations</li> </ul>

	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>			<ul style="list-style-type: none"> <li>• Examples</li> <li>• Phrases</li> <li>• Contrast</li> <li>• Especially</li> <li>• Precise Language</li> <li>• Domain Specific Vocabulary</li> <li>• Concluding Statement</li> </ul>
Bob Skaife Writing Strategies External Resources Needed	<p><b>5.W.4</b> 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.</p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.</p>	<ul style="list-style-type: none"> <li>• How do I create a clear and focused writing in which the development and organization are fit for the for the task, purpose, and audience?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing that is appropriate for the task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear</li> <li>• Coherent</li> <li>• Development</li> <li>• Organization</li> <li>• Task</li> <li>• Purpose</li> <li>• Audience</li> <li>• Functional Writing</li> <li>• Formal Letters</li> <li>• Recipes</li> <li>• Experiments</li> <li>• Notes/Messages</li> <li>• Labels</li> <li>• Timelines</li> <li>• Graphs/Tables</li> <li>• Procedures</li> <li>• Invitations</li> <li>• Envelopes</li> </ul>
Bob Skaife Writing Strategies External Resources Needed	<p><b>5.W.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> <li>• How do I conduct short research projects that use several sources to build knowledge through investigation</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct</li> <li>• Research Projects</li> <li>• Sources</li> <li>• Investigation</li> <li>• Aspect</li> </ul>

		of different aspects of a topic?		<ul style="list-style-type: none"> <li>• Topic</li> </ul>
External Resources Needed	<b>5.SL.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<ul style="list-style-type: none"> <li>• How do I summarize the points a speaker makes?</li> <li>• How do I explain how a speaker claim from a speaker is supported by reasons and evidence?</li> </ul>	<p>I will be able to:</p> <p>Summarize the points a speaker makes.</p> <p>Explain how a speaker's claim is supported by reasons and evidence.</p>	<ul style="list-style-type: none"> <li>• Summarize</li> <li>• Speaker</li> <li>• Explain</li> <li>• Claim</li> <li>• Reasons</li> <li>• Evidence</li> </ul>
External Resources Needed	<b>5.SL.4</b> 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.	<ul style="list-style-type: none"> <li>• How do I report on a topic or text or present an opinion?</li> <li>• How do I sequence ideas logically and use appropriate relevant facts?</li> <li>• How do I write descriptive details to support main ideas or themes?</li> <li>• How do I speak clearly at an understandable pace?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Report on a topic or text or present an opinion.</li> <li>• Sequence ideas logically and use appropriate relevant facts.</li> <li>• Use descriptive details to support main ideas or themes.</li> <li>• Speak clearly at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Report</li> <li>• Topic</li> <li>• Opinion</li> <li>• Sequences</li> <li>• Logically</li> <li>• Facts</li> <li>• Relevant</li> <li>• Descriptive</li> <li>• Main Ideas</li> <li>• Themes</li> <li>• Pace</li> </ul>
External Resources Needed	<b>5.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between	How I do demonstrate the understanding of figurative language, word relationships, and nuances in word meanings?	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• Interpret figurative language including similes and metaphors in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative Language</li> <li>• Similes</li> <li>• Word Relationships</li> <li>• Nuances</li> <li>• Word Meanings</li> <li>• Metaphors</li> <li>• Contexts</li> <li>• Common Idioms</li> </ul>

	particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		<ul style="list-style-type: none"> <li>• Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>• Use relationship of between particular words.</li> </ul>	<ul style="list-style-type: none"> <li>• Adages</li> <li>• Proverbs</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homographs</li> </ul>
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# Ganado Unified School District

## (ELA/5<sup>th</sup> Grade)

### PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b><u>QUARTER 4:</u></b> Close Reading Strategies External Resources Needed	<b>5.RI.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	<ul style="list-style-type: none"> <li>How do I determine the meaning of general academic vocabulary, domain-specific words and phrases in a text?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Determine the meaning of general academic vocabulary, domain-specific words, and phrases in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Academic Vocabulary</li> <li>Domain-Specific Words</li> <li>Phrases</li> <li>Relevant</li> </ul>
Close Reading Strategies External Resources Needed	<b>5.RI.7</b> 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.	<ul style="list-style-type: none"> <li>How do I draw on information from multiple print or digital sources?</li> <li>How do I show my ability to locate an answer to a question or solve a problem efficiently?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Draw on information from multiple print or digital sources.</li> <li>Demonstrate the ability to locate an answer to a question or to solve a problem efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Information</li> <li>Multiple Print</li> <li>Digital Source</li> <li>Demonstrating</li> <li>Ability</li> <li>Efficiently</li> <li>Locate</li> </ul>
Close Reading Strategies External Resources Needed	<b>5.RI.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> <li>How do I write or speak knowledgeably about information from several texts on the same topic?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Integrate information from several texts on the same topic to help me write or speak about it knowledgeably.</li> </ul>	<ul style="list-style-type: none"> <li>Integrate</li> <li>Information</li> <li>Topic</li> <li>Knowledgeably</li> </ul>



External Resources Needed	<b>5.RI.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<ul style="list-style-type: none"> <li>How do I read and comprehend informational texts (from social studies, science, and technical texts) independently and proficiently?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Read and comprehend informational texts with text complexity independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend</li> <li>Informational Txt</li> <li>History</li> <li>Social studies</li> <li>Science</li> <li>Technical Text</li> <li>High End</li> <li>Text Complexity</li> </ul>
External Resources Needed	<b>5.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<ul style="list-style-type: none"> <li>How do I read and comprehend with high text complexity independently and proficiently?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Read and comprehend with high complexity independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend</li> <li>Literature</li> <li>Stories</li> <li>Drama</li> <li>Poetry</li> <li>High End</li> <li>Text Complexity</li> </ul>
External Resources Needed	<b>5.W.6</b> 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.	<ul style="list-style-type: none"> <li>How do I use technology to create and publish writing?</li> <li>How do I use technology to interact and collaborate with others?</li> <li>How do I use my keyboarding skills to type a minimum of two pages in a single setting?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Use technology to create and publish writing.</li> <li>Use technology to interact and collaborate with others.</li> <li>Use my keyboarding skills to type a minimum of two pages in a single setting.</li> </ul>	<ul style="list-style-type: none"> <li>Technology</li> <li>Internet</li> <li>Produce</li> <li>Publish Writing</li> <li>Interact</li> <li>Collaborate</li> <li>Sufficient</li> <li>Command</li> <li>Keyboarding</li> <li>Minimum</li> <li>Single Sitting</li> </ul>

External Resources Needed	<p><b>5.W.8</b> 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.</p>	<ul style="list-style-type: none"> <li>• How do I recall relevant information from experiences or gather important information from print and digital sources?</li> <li>• How do I summarize or paraphrase information in notes and finished work?</li> <li>• How do I provide a list of sources from the information I collect?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Recall relevant information from experience or gather important information from print or digital sources.</li> <li>• Summarize or paraphrase information in notes and in finished work.</li> <li>• Provide a list of sources from the information collected.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant</li> <li>• Experiences</li> <li>• Print Sources</li> <li>• Digital Sources</li> <li>• Summarize</li> <li>• Paraphrase</li> <li>• Notes</li> <li>• Sources</li> </ul>
External Resources Needed	<p><b>5.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>f. Construct one or more paragraphs that contain:</p>	<ul style="list-style-type: none"> <li>• How do I demonstrate my convention of grammar and usage when writing and speaking?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate my convention of grammar and usage when writing and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Command</li> <li>• Conventions</li> <li>• Conjunctions</li> <li>• Function</li> <li>• Prepositions</li> <li>• Interjections</li> <li>• Verb Tense</li> <li>• Convey</li> <li>• Times</li> <li>• Sequences</li> <li>• States</li> <li>• Conditions</li> <li>• Correlative Conjunctions</li> <li>• Paragraphs</li> <li>• Topic Sentence</li> <li>• Supporting Details</li> </ul>

	<p>□ □ □ □</p> <p>a topic sentence, supporting details, relevant information, and concluding sentences.</p>			<ul style="list-style-type: none"> <li>• Relevant Information</li> <li>• Concluding Sentences</li> </ul>
External Resources Needed	<p><b>5.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<ul style="list-style-type: none"> <li>• How do I use my knowledge of language and its convention when writing, speaking, reading, or listening?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Use knowledge of language and its convention in writing, speaking, reading, and listening: modifying sentences for meaning, reader/listeners interest, and style.</li> <li>• Use knowledge of language and its convention in writing, speaking, reading, and listening to compare and contrast the varieties of English used in stories, dramas, and poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions</li> <li>• Writing</li> <li>• Speaking</li> <li>• Reading</li> <li>• Listening</li> <li>• Expand</li> <li>• Combine</li> <li>• Reduce</li> <li>• Meaning</li> <li>• Compare</li> <li>• Contrast</li> <li>• Dialects</li> <li>• Registers</li> <li>• Stories</li> <li>• Dramas</li> <li>• Poems</li> </ul>