

Pacing Guide
5th Grade Reading
First Nine Weeks

Objective #	Description	Dates taught
	Use word recognition and vocabulary (word meaning) skills to communicate.	
1a	Apply knowledge of roots and affixes (un-, re-, mis-, pre-, dos-, in-, im-, ir, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words.	
1b	Develop and apply expansive knowledge of words and word meanings to communicate.	
1d	Use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words.	
1f	Use reference materials (dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to determine the meaning, pronunciation, syllabication, for unknown words.	
1g	Communicate using vocabulary that is appropriate for the context, purpose, and situation (formal and informal language).	
	Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.	
2a(1)	Apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text features – titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings , numberings , captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.	
2a(2)	Apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text features – parts of a book – title page, table of contents, glossary, index, appendix, footnotes, etc.	
2d(1)	Interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information citing text-based evidence - story elements (setting, characters, character traits, events, resolution, point of view)	
2d(4)	Interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information citing text-based evidence –author’s purpose (inform, entertain, persuade).	

Pacing Guide
5th Grade Reading
Second Nine Weeks

Objective #	Description	Dates taught
	Use word recognition and vocabulary (word meaning) skills to communicate.	
1a	Apply knowledge of roots and affixes(non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words.	
1b	Develop and apply expansive knowledge of words and word meanings to communicate.	
1c	Identify and produce grade level appropriate synonyms, antonyms, and homonyms.	
1f	Select the appropriate reference materials (dictionary, glossary, teacher or peer[as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding synonyms and antonyms.	
1g	Communicate using vocabulary that is appropriate for the context, purpose, and situation (formal and informal language).	
	Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.	
2a(3)	Apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text structures – sequential order, description, simple cause and effect, simple procedure, compare/contrast, order of importance, problem/solution etc.	
2a(4)	Apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text – genres – fiction, nonfiction, poetry, biographies, and autobiographies.	
2b(1)	Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.	
2b(3)	Identify and infer cause and effect in texts.	

Pacing Guide
5th Grade Reading
Third Nine Weeks

Objective #	Description	Dates taught
	Use word recognition and vocabulary (word meaning) skills to communicate.	
1a	Apply knowledge of roots and affixes (non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words.	
1b	Develop and apply expansive knowledge of words and word meanings to communicate.	
1e	Apply knowledge of simple figurative language (simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate.	
1f	Select the appropriate reference materials (dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the parts of speech for unknown words.	
1g	Communicate using vocabulary that is appropriate for the context, purpose, and situation (formal and informal language).	
	Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.	
2b(2)	Analyze texts in order to identify, understand, infer, or synthesize information; apply knowledge of transitions and cue words to identify and sequence events in a narrative text including text containing flashbacks and events not in time order.	
2b(4)	Analyze texts in order to identify, understand, infer, or synthesize information; synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.	
2b(5)	Analyze texts in order to identify, understand, infer, or synthesize information; predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.	
2d(2)	Interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information citing text-based evidence- literary devices (imagery, exaggeration, dialogue)	
2d(3)	Interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information citing text-based evidence – sound devices (rhyme, rhythm, alliteration, onomatopoeia, and assonance)	

Pacing Guide
5th Grade Reading
Fourth Nine Weeks

Objective #	Description	Dates taught
	Use word recognition and vocabulary (word meaning) skills to communicate.	
1b	Identify suffixes (-tion, -or, -ion, -ity, -ment, and -ic) in words.	
1g	Communicate using vocabulary that is appropriate for the context, purpose, and situation (formal and informal language).	
	Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.	
2c	Recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty , citing text-based evidence	
2e(1)	Distinguish between fact and opinion.	
2e(2)	Identify and interpret tools of persuasion (name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon).	