

## HIGHLANDS MIDDLE SCHOOL 9 WEEK PACING GUIDE

| GRADE 5                                             | Foundational Skills*                                                                                                                                                                                                                                                                                                                            | Reading                                                                                                                                                            | Reading Literature                                                                                                                                                                                           | Writing                                                                                                                                                              |
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| ELA                                                 | Teachers will need to identify and create<br>an instructional progression of the<br>subskills contained within these<br>Foundational standards                                                                                                                                                                                                  | Informational Text                                                                                                                                                 |                                                                                                                                                                                                              |                                                                                                                                                                      |
|                                                     | CC.1.1.5.E                                                                                                                                                                                                                                                                                                                                      | CC.1.2.5.A                                                                                                                                                         | CC.1.3.5.A                                                                                                                                                                                                   | CC.1.4.5.M                                                                                                                                                           |
| Quarter 1                                           | Read with accuracy and fluency to<br>support comprehension: • Read on-<br>level text with purpose and<br>understanding. • Read on-level text<br>orally with accuracy, appropriate rate,<br>and expression on successive<br>readings. • Use context to confirm or<br>self-correct word recognition and<br>understanding, rereading as necessary. | Determine two or more main<br>ideas in a text and explain how<br>they are supported by key<br>details; summarize the text.                                         | Determine a theme of a text from details<br>in the text, including how characters in a<br>story or drama respond to challenges or<br>how the speaker in a poem reflects upon a<br>topic; summarize the text. | Write narratives to develop real or imagined experiences or events.                                                                                                  |
| Quarter I                                           | ASSESSMENT                                                                                                                                                                                                                                                                                                                                      | ASSESSMENT                                                                                                                                                         | ASSESSMENT                                                                                                                                                                                                   | ASSESSMENT                                                                                                                                                           |
| SAS MODULE 1<br>(Suggested<br>Timeline: 9<br>weeks) |                                                                                                                                                                                                                                                                                                                                                 | CC.1.2.5.D<br>Analyze multiple accounts of<br>the same event or topic, noting<br>important similarities and<br>differences in the point of view<br>they represent. | CC.1.3.5.C<br>Compare and contrast two or more<br>characters, settings or events in a story or<br>drama, drawing on specific details in the<br>text.                                                         | CC.1.4.5.N<br>Orient the reader by establishing a<br>situation and introducing a narrator<br>and/or characters.                                                      |
|                                                     |                                                                                                                                                                                                                                                                                                                                                 | ASSESSMENT                                                                                                                                                         | ASSESSMENT                                                                                                                                                                                                   | ASSESSMENT                                                                                                                                                           |
|                                                     |                                                                                                                                                                                                                                                                                                                                                 | CC.1.2.5.F                                                                                                                                                         | CC.1.3.5.D                                                                                                                                                                                                   | CC.1.4.5.P                                                                                                                                                           |
|                                                     |                                                                                                                                                                                                                                                                                                                                                 | Determine the meaning of<br>words and phrases as they are<br>used in grade-level text,                                                                             | Analyze multiple accounts of the same event or topic, noting important                                                                                                                                       | Organize an event sequence that unfolds<br>naturally, using a variety of transitional<br>words and phrases to manage the<br>sequence of events; provide a conclusion |

| ASSESSMENT ASSESSMENT ASSESSMENT   ASSESSMENT ASSESSMENT ASSESSMENT   CC.1.3.5.E CC.1.4.5.0   Explain how a series of chapters, scenes<br>or stanzas fits together to provide the<br>overall structure of a particular story,<br>drama, or poem. Use narrative techniques su<br>dialogue, description, and particular story,<br>drama, or poem.   Maximum ASSESSMENT ASSESSMENT   ASSESSMENT ASSESSMENT   ASSESSMENT ASSESSMENT   ASSESSMENT ASSESSMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | including interpretation of | similarities and differences in the point of                                     | that follows from the narrated                                                                                                                                   |
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| CC.1.3.5.E CC.1.4.5.0   Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Use narrative techniques su dialogue, description, and para develop experiences and events the responses of characters to su use concrete words and phrases as they are used in grade-level text, including interpretation of figurative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | figurative language.        | view they represent.                                                             | experiences and events                                                                                                                                           |
| Explain how a series of chapters, scenes<br>or stanzas fits together to provide the<br>overall structure of a particular story,<br>drama, or poem.Use narrative techniques su<br>dialogue, description, and part<br>develop experiences and events<br>the responses of characters to s<br>use concrete words and phrase<br>sensory details to convey expr<br>and events precisely.Mathematical<br>CC.1.3.5.FASSESSMENTASSESSMENTDetermine the meaning of words and<br>phrases as they are used in grade-level<br>text, including interpretation of figurativeImage: Constant of the second sec | ASSESSMENT                  | ASSESSMENT                                                                       | ASSESSMENT                                                                                                                                                       |
| or stanzas fits together to provide the overall structure of a particular story, drama, or poem. dialogue, description, and particular story, drama, or poem.   develop experiences and events the responses of characters to s use concrete words and phrases as they are used in grade-level text, including interpretation of figurative dialogue, description, and particular story, drama, or poem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             | CC.1.3.5.E                                                                       | CC.1.4.5.0                                                                                                                                                       |
| Image: Sensory details to convey expanded and events precisely.   Image: Sensory details to convey expanded events precisely.   Image: Sensory details to convey expa                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                             | or stanzas fits together to provide the overall structure of a particular story, | Use narrative techniques such as<br>dialogue, description, and pacing, to<br>develop experiences and events or show<br>the responses of characters to situations |
| CC.1.3.5.F<br>Determine the meaning of words and<br>phrases as they are used in grade-level<br>text, including interpretation of figurative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             | ASSESSMENT                                                                       | sensory details to convey experiences<br>and events precisely.                                                                                                   |
| Determine the meaning of words and<br>phrases as they are used in grade-level<br>text, including interpretation of figurative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             | ASSESSMENT                                                                       | ASSESSMENT                                                                                                                                                       |
| language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | Determine the meaning of words and<br>phrases as they are used in grade-level    |                                                                                                                                                                  |
| ASSESSMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             | ASSESSMENT                                                                       |                                                                                                                                                                  |

| GRADE 5<br>ELA | Foundational Skills*<br>Teachers will need to identify and create<br>an instructional progression of the<br>subskills contained within these | Reading<br>Informational Text | Reading Literature | Writing    |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------|------------|
|                | Foundational standards<br>CC.1.1.5.E                                                                                                         | CC.1.2.5.E                    | CC.1.3.5.E         | CC.1.4.5.M |
|                |                                                                                                                                              |                               |                    |            |

| Quarter 2<br>SAS MODULE 2<br>(Suggested<br>Timeline: 4 | Read with accuracy and fluency to<br>support comprehension: • Read on-<br>level text with purpose and<br>understanding. • Read on-level text<br>orally with accuracy, appropriate rate,<br>and expression on successive<br>readings. • Use context to confirm or<br>self-correct word recognition and<br>understanding, rereading as necessary.<br>ASSESSMENT | Use text structure, in and<br>among texts, to interpret<br>information (e.g., chronology,<br>comparison, cause/effect,<br>problem/solution.)                                                 | Explain how a series of chapters, scenes<br>or stanzas fits together to provide the<br>overall structure of a particular story,<br>drama or poem.                                                          | Write narratives to develop real or<br>imagined experiences or events.                                                                                                                                                                                                                 |
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| weeks)                                                 | ASSESSMENT                                                                                                                                                                                                                                                                                                                                                    | ASSESSMENT                                                                                                                                                                                   | ASSESSIMENT                                                                                                                                                                                                | ASSESSMENT                                                                                                                                                                                                                                                                             |
|                                                        |                                                                                                                                                                                                                                                                                                                                                               | CC.1.2.5.G<br>Draw on information from<br>multiple print or digital sources,<br>demonstrating the ability to<br>locate an answer to a question<br>quickly or solve a problem<br>efficiently. | CC.1.3.5.G<br>Analyze how visual and multimedia<br>elements contribute to the meaning, tone,<br>or beauty of a text (e.g., graphic novel,<br>multimedia presentation of fiction,<br>folktale, myth, poem.) | CC.1.4.5.N<br>Orient the reader by establishing a<br>situation and introducing a narrator<br>and/or characters.                                                                                                                                                                        |
|                                                        |                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT                                                                                                                                                                                   | ASSESSMENT                                                                                                                                                                                                 | ASSESSMENT                                                                                                                                                                                                                                                                             |
|                                                        |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                              |                                                                                                                                                                                                            | CC.1.4.5.O<br>Use narrative techniques such as<br>dialogue, description, and pacing, to<br>develop experiences and events or show<br>the response of characters to situations;<br>use concrete words and phrases and<br>sensory details to convey experiences<br>and events precisely. |
|                                                        |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                              |                                                                                                                                                                                                            | ASSESSMENT                                                                                                                                                                                                                                                                             |
|                                                        |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                              |                                                                                                                                                                                                            | CC.1.4.5.S<br>Draw evidence from literary or<br>informational texts to support analysis,                                                                                                                                                                                               |

|                           |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                              | reflection, and research, applying grade-<br>level reading standards for literature and<br>informational texts.<br>ASSESSMENT<br>CC.1.4.5.W<br>Recall relevant information from<br>experiences or gather relevant<br>information from print and digital<br>sources; summarize or paraphrase<br>information in notes and finished work,<br>and provide a list of sources. |
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|                           |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                              | ASSESSMENT                                                                                                                                                                                                                                                                                                                                                               |
| SAS MODULE 3              | CC.1.1.5.E<br>Read with accuracy and fluency to<br>support comprehension: • Read on-<br>level text with purpose and<br>understanding. • Read on-level text<br>orally with accuracy, appropriate rate,<br>and expression on successive<br>readings. • Use context to confirm or<br>self-correct word recognition and<br>understanding, rereading as necessary. | CC.1.2.5.G<br>Draw on information from<br>multiple print or digital sources,<br>demonstrating the ability to<br>locate an answer to a question<br>quickly or solve a problem<br>efficiently. | CC.1.4.5.A<br>Write informative/explanatory texts to<br>examine a tipi can covey ideas and<br>information clearly.                                                                                                                                                                                                                                                       |
| (Suggested<br>Timeline: 5 | ASSESSMENT                                                                                                                                                                                                                                                                                                                                                    | ASSESSMENT                                                                                                                                                                                   | ASSESSMENT                                                                                                                                                                                                                                                                                                                                                               |
| weeks)                    |                                                                                                                                                                                                                                                                                                                                                               | CC.1.2.5.I<br>Integrate information from<br>several texts on the same topic<br>to demonstrate understanding<br>of that topic.                                                                | CC.1.4.5.B<br>Identify and introduce the topic clearly.                                                                                                                                                                                                                                                                                                                  |
|                           |                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT                                                                                                                                                                                   | ASSESSMENT                                                                                                                                                                                                                                                                                                                                                               |
|                           |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                              | CC.1.4.5.C<br>Develop the topic with facts, definitions,<br>concrete details, quotations, or other<br>information and examples related to the                                                                                                                                                                                                                            |

|  |  | topic; include illustrations and                                                                                                                                                                                                                      |
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|  |  | multimedia when useful to aiding                                                                                                                                                                                                                      |
|  |  | comprehension.                                                                                                                                                                                                                                        |
|  |  |                                                                                                                                                                                                                                                       |
|  |  | ASSESSMENT                                                                                                                                                                                                                                            |
|  |  |                                                                                                                                                                                                                                                       |
|  |  | CC.1.4.5.D                                                                                                                                                                                                                                            |
|  |  | Group related information logically<br>linking ideas within and across<br>categories of information using words,<br>phrases, and clauses; provide a<br>concluding statement or section; include<br>formatting when useful to aiding<br>comprehension. |
|  |  | ASSESSMENT                                                                                                                                                                                                                                            |
|  |  |                                                                                                                                                                                                                                                       |
|  |  | CC.1.4.5.E                                                                                                                                                                                                                                            |
|  |  | Write with an awareness of style. Use<br>precise language and domain-specific<br>vocabulary to inform about or explain<br>the topic. Use sentences of varying<br>length.                                                                              |
|  |  | ASSESSMENT                                                                                                                                                                                                                                            |
|  |  |                                                                                                                                                                                                                                                       |
|  |  | CC.1.4.5.F                                                                                                                                                                                                                                            |
|  |  | Demonstrate a grade-appropriate<br>command of the conventions of standard<br>English grammar, usage, capitalization,<br>punctuation and spelling.                                                                                                     |
|  |  | ASSESSMENT                                                                                                                                                                                                                                            |
|  |  | 001150                                                                                                                                                                                                                                                |
|  |  | CC.1.4.5.S<br>Draw evidence from literary or<br>informational texts to support analysis,<br>reflection, and research, applying grade-<br>level reading standards for literature and<br>informational texts.                                           |
|  |  |                                                                                                                                                                                                                                                       |

|  |  | ASSESSMENT                                                                                                                                                                                                                |
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|  |  | CC.1.4.5.W                                                                                                                                                                                                                |
|  |  | Recall relevant information from<br>experiences or gather relevant<br>information from print and digital<br>sources; summarize or paraphrase<br>information in notes and finished work,<br>and provide a list of sources. |
|  |  | ASSESSMENT                                                                                                                                                                                                                |

| GRADE 5<br>ELA                          | Foundational Skills*<br>Teachers will need to identify and create<br>an instructional progression of the<br>subskills contained within these<br>Foundational standards                                                                                                                                                                                        | Reading<br>Informational Text                                                                                                                              | Reading Literature                                                                                                                             | Writing                                                |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Quarter 3<br>SAS MODULE 4<br>(Suggested | CC.1.1.5.E<br>Read with accuracy and fluency to<br>support comprehension: • Read on-<br>level text with purpose and<br>understanding. • Read on-level text<br>orally with accuracy, appropriate rate,<br>and expression on successive<br>readings. • Use context to confirm or<br>self-correct word recognition and<br>understanding, rereading as necessary. | CC.1.2.5.E<br>Use text structure, in and<br>among texts, to interpret<br>information (e.g., chronology,<br>comparison, cause/effect,<br>problem/solution.) | CC.1.3.5.B<br>Cite textual evidence by quoting<br>accurately from the text to explain what<br>the text says explicitly and make<br>inferences. | CC.1.4.5.G<br>Write opinion pieces on topics or texts. |
| Timeline: 5<br>weeks)                   | ASSESSMENT                                                                                                                                                                                                                                                                                                                                                    | ASSESSMENT<br>CC.1.2.5.I                                                                                                                                   | ASSESSMENT<br>CC.1.3.5.G                                                                                                                       | ASSESSMENT<br>CC.1.4.5.H                               |

|  | Integrate information from<br>several texts on the same topic<br>to demonstrate understanding<br>of that topic. | Analyze how visual and multimedia<br>elements contribute to the meaning, tone,<br>or beauty of a text (e.g., graphic novel,<br>multimedia presentation of fiction,<br>folktale, myth, poem.) | Introduce the topic and state an opinion<br>on the topic.                                                                                                                                                                                                         |
|--|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | ASSESSMENT                                                                                                      | ASSESSMENT                                                                                                                                                                                   | ASSESSMENT                                                                                                                                                                                                                                                        |
|  |                                                                                                                 |                                                                                                                                                                                              | CC.1.4.5.I<br>Provide reasons that are supported by<br>facts and details; draw from credible<br>sources.                                                                                                                                                          |
|  |                                                                                                                 |                                                                                                                                                                                              | ASSESSMENT                                                                                                                                                                                                                                                        |
|  |                                                                                                                 |                                                                                                                                                                                              | CC.1.4.5.J<br>Create an organizational structure that<br>includes related ideas grouped to support<br>the writer's purpose; link opinion and<br>reason using words, phrases, and<br>clauses; provide a concluding statement<br>or section related to the opinion. |
|  |                                                                                                                 |                                                                                                                                                                                              | ASSESSMENT                                                                                                                                                                                                                                                        |
|  |                                                                                                                 |                                                                                                                                                                                              | CC.1.4.5.S<br>Draw evidence from literary or<br>informational texts to support analysis,<br>reflection, and research, applying grade-<br>level reading standards for literature and<br>informational texts.                                                       |
|  |                                                                                                                 |                                                                                                                                                                                              | ASSESSMENT                                                                                                                                                                                                                                                        |
|  |                                                                                                                 |                                                                                                                                                                                              | CC.1.4.5.W<br>Recall relevant information from<br>experiences or gather relevant                                                                                                                                                                                  |

|                                                     | CC.1.1.5.E<br>Read with accuracy and fluency to<br>support comprehension: • Read on-<br>level text with purpose and<br>understanding. • Read on-level text<br>orally with accuracy, appropriate rate,<br>and expression on successive<br>readings. • Use context to confirm or<br>self-correct word recognition and<br>understanding, rereading as necessary. | CC.1.2.5.D<br>Analyze multiple accounts of<br>the same event or topic, noting<br>important similarities and<br>differences in the point of view<br>they represent.                           | information from print and digital<br>sources; summarize or paraphrase<br>information in notes and finished work,<br>and provide a list of sources.<br>ASSESSMENT<br>CC.1.4.5.G<br>Write opinion pieces on topics or texts. |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | ASSESSMENT                                                                                                                                                                                                                                                                                                                                                    | ASSESSMENT                                                                                                                                                                                   | ASSESSMENT                                                                                                                                                                                                                  |
| SAS MODULE 5<br>(Suggested<br>Timeline: 4<br>weeks) |                                                                                                                                                                                                                                                                                                                                                               | CC.1.2.5.G<br>Draw on information from<br>multiple print or digital sources,<br>demonstrating the ability to<br>locate an answer to a question<br>quickly or solve a problem<br>efficiently. | CC.1.4.5.H<br>Introduce the topic and state an opinion<br>on the topic.                                                                                                                                                     |
|                                                     |                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT                                                                                                                                                                                   | ASSESSMENT                                                                                                                                                                                                                  |
|                                                     |                                                                                                                                                                                                                                                                                                                                                               | CCL1.2.5.H<br>Determine how an author<br>supports particular points in a<br>text through reasons and<br>evidence.                                                                            | CC.1.4.5.I<br>Provide reasons that are supported by<br>facts and details; draw from credible<br>sources.                                                                                                                    |
|                                                     |                                                                                                                                                                                                                                                                                                                                                               | ASSESSMENT                                                                                                                                                                                   | ASSESSMENT                                                                                                                                                                                                                  |
|                                                     |                                                                                                                                                                                                                                                                                                                                                               | CC.1.2.5.I                                                                                                                                                                                   | CC.1.4.5.J                                                                                                                                                                                                                  |
|                                                     |                                                                                                                                                                                                                                                                                                                                                               | Integrate information from several texts on the same topic                                                                                                                                   | Create an organizational structure that<br>includes related ideas grouped to support                                                                                                                                        |

|  | to demonstrate understanding of that topic. | the writer's purpose; link opinion and<br>reason using words, phrases, and<br>clauses; provide a concluding statement<br>or section related to the opinion.                                                                             |
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|  | ASSESSMENT                                  | ASSESSMENT                                                                                                                                                                                                                              |
|  |                                             | CC.1.4.5.S                                                                                                                                                                                                                              |
|  |                                             | Draw evidence from literary or<br>informational texts to support analysis,<br>reflection, and research, applying grade-<br>level reading standards for literature and<br>informational texts.                                           |
|  |                                             | ASSESSMENT                                                                                                                                                                                                                              |
|  |                                             | CC.1.4.5.W<br>Recall relevant information from<br>experiences or gather relevant<br>information from print and digital<br>sources; summarize or paraphrase<br>information in notes and finished work,<br>and provide a list of sources. |
|  |                                             | ASSESSMENT                                                                                                                                                                                                                              |
|  |                                             |                                                                                                                                                                                                                                         |

| GRADE 5<br>ELA | Foundational Skills*<br>Teachers will need to identify and<br>create an instructional progression of<br>the subskills contained within these | Reading<br>Informational Text                              | Reading<br>Literature                                 | Writing    | Speaking and<br>Listening                      |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------|------------|------------------------------------------------|
|                | Foundational standards                                                                                                                       |                                                            |                                                       |            |                                                |
|                | CC.1.1.5.E                                                                                                                                   | CC.1.2.5.D                                                 | CC.1.3.5.D                                            | CC.1.4.5.G | CC.1.5.5.A                                     |
| Quarter 4      | Read with accuracy and fluency to support comprehension: • Read on-                                                                          | Integrate information from several texts on the same topic | Analyze multiple accounts of the same event or topic, |            | Engage effectively in a range of collaborative |

| SAS MODULE 7 CC.1.1.5.E CC.1.2.5.J CC.1.3.5.D CC.1.4.5.H CC.1.5.5.A   SAS MODULE 7 CC.1.1.5.E CC.1.2.5.D CC.1.3.5.D CC.1.4.5.H Engage effectively in integrate information from several texts on be same topic. on beauty of a text on opinion on the state anopinion of the same event and the point of incidence on the state anopinion on the state anopinion on the state anopinion of the same event and topics and texts, and expression on successive readings on the same event and topic and texts, and expression on successive readings on the same event and understanding rereading as necessary. ASSESSMENT ASSESSMENT ASSESSMENT ASSESSMENT ASSESSMENT   ASSESSMENT ASSESSMENT ASSESSMENT ASSESSMENT ASSESSMENT ASSESSMENT                                                                              | SAS MODULE 6<br>(Suggested<br>Timeline: 5<br>weeks) | level text with purpose and<br>understanding. • Read on-level text<br>orally with accuracy, appropriate<br>rate, and expression on successive<br>readings. • Use context to confirm<br>or self-correct word recognition and<br>understanding, rereading as<br>necessary.<br>ASSESSMENT                                               | to demonstrate understanding<br>of that topic.<br>ASSESSMENT                                                                 | noting important similarities<br>and differences in the point<br>of view represent.                                                                                                         | Write opinion pieces on<br>topics or texts.<br>ASSESSMENT | discussion on grade-<br>level topics and texts,<br>building on others'<br>ideas and express their<br>own clearly.                                      |
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| SAS MODULE 7<br>(Suggested<br>Timeline: 4<br>weeks)CC.1.1.5.ECC.1.2.5.DCC.1.2.5.DCC.1.3.5.DCC.1.4.5.GSAS MODULE 7<br>is support comprehension: + Carding<br>is support comprehension: + Carding<br>is support comprehension: + Carding as<br>necessary.CC.1.2.5.DCC.1.3.5.DCC.1.4.5.GSAS MODULE 7<br>is support comprehension: + Carding as<br>in ecessary.CC.1.2.5.DCC.1.3.5.DCC.1.4.5.GSAS MODULE 7<br>is support comprehension: + Carding as<br>in ecessary.CC.1.2.5.DCC.1.3.5.DCC.1.4.5.GSAS MODULE 7<br>is support comprehension: + Carding as<br>in ecessary.CC.1.2.5.DCC.1.3.5.DCC.1.4.5.GSAS MODULE 7<br>is support comprehension: + Carding as<br>in ecessary.CC.1.2.5.DCC.1.4.5.DWrite opinion pieces on<br>topics or texts.SAS MODULE 7<br>is support comprehension: + Carding as<br>in ecessary.CC.1.2.5.DCC.1.4.5.GWrite opinion pieces on<br>topics or texts.SAS MODULE 7<br>is support comprehension: + Carding as<br>in ecessary.CC.1.2.5.DCC.1.3.5.DCC.1.4.5.GSAS MODULE 7<br>is support comprehension: + Carding as<br>in ecessary.Analyze multiple accounts of<br>the same event or topic,<br>roting important similarities and<br>of the same event or topic,<br>roting important similarities and<br>understanding, recading as<br>necessary.CC.1.2.5.DCC.1.4.5.GKassessmentAssessmentAssessmentAssessmentAssessmentKassesset Correct word recognition and<br>understanding, recading as<br>necessary.AssessmentAssessmentAssessmentKassessmentAssessmentAssessmentAssessment <td< th=""><th></th><th>ASSESSMENT</th><th>ASSESSIMENT</th><th>ASSESSIVIENT</th><th>ASSESSMENT</th><th>ASSESSMENT</th></td<> |                                                     | ASSESSMENT                                                                                                                                                                                                                                                                                                                           | ASSESSIMENT                                                                                                                  | ASSESSIVIENT                                                                                                                                                                                | ASSESSMENT                                                | ASSESSMENT                                                                                                                                             |
| SAS MODULE 7CC.1.1.5.ECC.1.2.5.DCC.1.3.5.DCC.1.4.5.GRead with accuracy and fluency to<br>support comprehension: • Read on-<br>level text with purpose and<br>understanding. • Read on-level textAnalyze multiple accounts of<br>the same event or topic, noting<br>important similarities and<br>differences in the point of<br>view they represent.Analyze multiple accounts<br>of the same event or topic,<br>noting important similarities<br>and differences in the point<br>of view they represent.Write opinion pieces on<br>topics or texts.(Suggested<br>Timeline: 4<br>weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                     |                                                                                                                                                                                                                                                                                                                                      | Integrate information from<br>several texts on the same topic<br>to demonstrate understanding                                | Analyze how visual and<br>multimedia elements<br>contribute to the meaning,<br>tone, or beauty of a text<br>(e.g., graphic novel,<br>multimedia presentation of<br>fiction, folktale, myth, | Introduce the topic and state an opinion on the           | Engage effectively in a<br>range of collaborative<br>discussion on grade-<br>level topics and texts,<br>building on others'<br>ideas and express their |
| SAS MODULE 7<br>(Suggested<br>Timeline: 4<br>weeks)Read with accuracy and fluency to<br>support comprehension: • Read on-<br>level text with purpose and<br>understanding. • Read on-level text<br>orally with accuracy, appropriate<br>rate, and expression on successive<br>readings. • Use context to confirm<br>or self-correct word recognition and<br>understanding, rereading as<br>necessary.Analyze multiple accounts of<br>the same event or topic, noting<br>important similarities and<br>differences in the point of<br>view they represent.Write opinion pieces on<br>topics or texts.Analyze multiple accounts<br>of the same event or topic,<br>orally with accuracy, appropriate<br>rate, and expression on successive<br>readings. • Use context to confirm<br>or self-correct word recognition and<br>understanding, rereading as<br>necessary.Analyze multiple accounts of<br>the same event or topic,<br>noting important similarities<br>and differences in the point<br>of view they represent.Write opinion pieces on<br>topics or texts.ASSESSMENTASSESSMENTASSESSMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |                                                                                                                                                                                                                                                                                                                                      | ASSESSMENT                                                                                                                   | ASSESSMENT                                                                                                                                                                                  | ASSESSMENT                                                |                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | (Suggested<br>Timeline: 4                           | Read with accuracy and fluency to<br>support comprehension: • Read on-<br>level text with purpose and<br>understanding. • Read on-level text<br>orally with accuracy, appropriate<br>rate, and expression on successive<br>readings. • Use context to confirm<br>or self-correct word recognition and<br>understanding, rereading as | Analyze multiple accounts of<br>the same event or topic, noting<br>important similarities and<br>differences in the point of | Analyze multiple accounts<br>of the same event or topic,<br>noting important similarities<br>and differences in the point                                                                   | Write opinion pieces on                                   |                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     | ASSESSMENT                                                                                                                                                                                                                                                                                                                           | ASSESSMENT<br>CC.1.2.5.G                                                                                                     | ASSESSMENT                                                                                                                                                                                  | ASSESSMENT<br>CC.1.4.5.H                                  |                                                                                                                                                        |

|  | Draw on information from                                                          | Introduce the topic and |  |
|--|-----------------------------------------------------------------------------------|-------------------------|--|
|  | multiple print or digital                                                         | state an opinion on the |  |
|  | sources, demonstrating the                                                        | topic.                  |  |
|  |                                                                                   | topie.                  |  |
|  | ability to locate an answer to a                                                  |                         |  |
|  | question quickly or solve a                                                       |                         |  |
|  | problem efficiently.                                                              |                         |  |
|  |                                                                                   |                         |  |
|  | ASSESSMENT                                                                        | ASSESSMENT              |  |
|  |                                                                                   |                         |  |
|  | CC.1.2.5.H                                                                        |                         |  |
|  |                                                                                   |                         |  |
|  | Determine how an author                                                           |                         |  |
|  |                                                                                   |                         |  |
|  | supports particular points in a                                                   |                         |  |
|  | text through reasons and                                                          |                         |  |
|  | evidence.                                                                         |                         |  |
|  |                                                                                   |                         |  |
|  | ASSESSMENT                                                                        |                         |  |
|  |                                                                                   |                         |  |
|  | CC.1.2.5.I                                                                        |                         |  |
|  |                                                                                   |                         |  |
|  |                                                                                   |                         |  |
|  | Integrate information from                                                        |                         |  |
|  | Integrate information from several texts on the same topic                        |                         |  |
|  | several texts on the same topic                                                   |                         |  |
|  | several texts on the same topic to demonstrate understanding                      |                         |  |
|  | several texts on the same topic                                                   |                         |  |
|  | several texts on the same topic to demonstrate understanding                      |                         |  |
|  | several texts on the same topic to demonstrate understanding                      |                         |  |
|  | several texts on the same topic<br>to demonstrate understanding<br>of that topic. |                         |  |
|  | several texts on the same topic to demonstrate understanding                      |                         |  |
|  | several texts on the same topic<br>to demonstrate understanding<br>of that topic. |                         |  |
|  | several texts on the same topic<br>to demonstrate understanding<br>of that topic. |                         |  |
|  | several texts on the same topic<br>to demonstrate understanding<br>of that topic. |                         |  |
|  | several texts on the same topic<br>to demonstrate understanding<br>of that topic. |                         |  |