



HIGHLANDS MIDDLE SCHOOL

9 WEEK PACING GUIDE

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

		including interpretation of figurative language.	similarities and differences in the point of view they represent.	that follows from the narrated experiences and events..
		ASSESSMENT	ASSESSMENT	ASSESSMENT
			CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
			ASSESSMENT	ASSESSMENT
			CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	
			ASSESSMENT	

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	CC.1.1.5.E	CC.1.2.5.E	CC.1.3.5.E	CC.1.4.5.M

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

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

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

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

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

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

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

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

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

SAS MODULE 6 (Suggested Timeline: 5 weeks)	level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	to demonstrate understanding of that topic.	noting important similarities and differences in the point of view represent.	Write opinion pieces on topics or texts.	discussion on grade-level topics and texts, building on others' ideas and express their own clearly.
	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
		CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.	CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem.)	CC.1.4.5.H Introduce the topic and state an opinion on the topic.	CC.1.5.5.A Engage effectively in a range of collaborative discussion on grade-level topics and texts, building on others' ideas and express their own clearly.
		ASSESSMENT	ASSESSMENT	ASSESSMENT	
SAS MODULE 7 (Suggested Timeline: 4 weeks)	CC.1.1.5.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CC.1.4.5.G Write opinion pieces on topics or texts.	
	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	
		CC.1.2.5.G		CC.1.4.5.H	

		Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.		Introduce the topic and state an opinion on the topic.	
		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 several texts on the same topic to demonstrate understanding of that topic.			
		ASSESSMENT			