

# Fifth Grade Curriculum Pacing Guide – Reading & Writing

## Page County Public Schools

	<b>SOL</b>	<b>Skills</b>	<b>Strategies</b>	<b>Vocabulary</b>
<b>1<sup>st</sup> 9-weeks</b>	5.1 (a, b, c, d, e, f) 5.4 (a, e) 5.5 (a, b, c, g, h, k, l, m) 5.6 (a, b, c, d, e, f, k, l, m) 5.7 (a, b, c, d, f, i) 5.8 (a, b, c, i, j, k)	<ul style="list-style-type: none"> <li>• Participate in and contribute to discussions across content areas</li> <li>• Organize information to present in reports of group activities</li> <li>• Communicate new ideas to others</li> <li>• Demonstrate the ability to collaborate with diverse teams</li> <li>• Demonstrate the ability to work independently</li> <li>• Use dictionary, glossary, thesaurus, and other word-reference materials</li> <li>• Describe character development</li> <li>• Describe the development of plot and explain the resolution of conflict(s)</li> <li>• Read with fluency and accuracy</li> <li>• Skim materials to develop a general overview of content and to locate specific information</li> <li>• Identify structural patterns found in nonfiction</li> <li>• Identify new information gathered from reading</li> <li>• Identify intended audience</li> <li>• Use a variety of prewriting strategies</li> <li>• Organize information to convey a central idea</li> <li>• Write a clear topic sentence focusing on the main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize information gathered in group activities</li> <li>• Use context to clarify meaning of unfamiliar words and phrases</li> <li>• Describe the relationship between text and previously read materials</li> <li>• Identify main idea</li> <li>• Summarize supporting details from text</li> <li>• Make, confirm, or revise predictions</li> <li>• Use reading strategies throughout the reading process to monitor comprehension</li> <li>• Use text organizers, such as type, headings, and graphics, to predict and categorize information in print and digital text</li> <li>• Use prior knowledge and build additional background knowledge as context for new learning</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize</li> <li>• Dictionary</li> <li>• Glossary</li> <li>• Thesaurus</li> <li>• Reference material</li> <li>• Plot</li> <li>• Resolution</li> <li>• Main idea</li> <li>• Prediction</li> <li>• Text organizers</li> <li>• Skim</li> <li>• Plural possessive</li> <li>• Adjective</li> <li>• Adverb</li> <li>• Double negative</li> <li>• Conjunctions</li> <li>• Topic sentence</li> </ul>

		<ul style="list-style-type: none"> <li>• Use precise and descriptive vocabulary to create tone and voice</li> <li>• Include supporting details that elaborate the main idea</li> <li>• Use plural possessives</li> <li>• Use adjective and adverb comparisons</li> <li>• Identify and use interjections</li> <li>• Eliminate double negatives</li> <li>• Use correct spelling of commonly used words</li> <li>• Identify and use conjunctions</li> </ul>		
<p><b>2<sup>nd</sup></b> <b>9-weeks</b></p>	<p>5.4 (b, c, f, g) 5.5 (f, i, j) 5.6 (g, h, i, j) 5.7 (e, g, h) 5.8 (d, e, f, g, h)</p>	<ul style="list-style-type: none"> <li>• Use context and sentence structure to determine meanings and differentiate among multiple meanings of words</li> <li>• Use knowledge of roots, affixes, synonyms, antonyms, and homophones</li> <li>• Develop vocabulary by listening to and reading a variety of texts</li> <li>• Study word meanings across content areas</li> <li>• Identify cause and effect relationships</li> <li>• Locate information to support opinions, predictions, and conclusions</li> <li>• Identify cause and effect relationships following transition words signaling the pattern</li> <li>• Differentiate between fact and opinion</li> <li>• Identify compare and contrast relationships</li> <li>• Write multiple paragraph compositions</li> <li>• Vary sentence structure by using</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and ask questions that clarify various points of view</li> <li>• Draw conclusions and make inferences from texts</li> </ul>	<ul style="list-style-type: none"> <li>• Roots</li> <li>• Affixes</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homophones</li> <li>• Inference</li> <li>• Cause</li> <li>• Effect</li> <li>• Opinion</li> <li>• Fact</li> <li>• Compare</li> <li>• Contrast</li> <li>• Apostrophe</li> <li>• Quotation mark</li> <li>• Comma</li> <li>• Hyphen</li> <li>• Fragment</li> <li>• Run-on sentence</li> <li>• Conclusion</li> <li>• Transition word</li> <li>• Contraction</li> <li>• Possessive</li> <li>• Dialogue</li> </ul>

		<p>transition words</p> <ul style="list-style-type: none"> <li>• Revise for clarity of content using specific vocabulary and information</li> <li>• Use apostrophes in contractions and possessives</li> <li>• Use quotation marks with dialogue</li> <li>• Use commas to indicate interrupters</li> <li>• Use a hyphen to divide words at the end of a line</li> <li>• Edit for fragments and run-on sentences</li> </ul>		<ul style="list-style-type: none"> <li>• Interrupter</li> </ul>
<p><b>3<sup>rd</sup></b> <b>9-weeks</b></p>	<p>5.2 (a, b, c, d, e, f, g, h, i) 5.3 (a, b) 5.4 (d) 5.5 (d, e) 5.9 (a, b, c, d, e, f, g)</p>	<ul style="list-style-type: none"> <li>• Maintain eye contact with listeners</li> <li>• Use gestures to support, accentuate, and dramatize verbal message</li> <li>• Use facial expressions to support and dramatize verbal message</li> <li>• Use posture appropriate for communication setting</li> <li>• Determine appropriate content for audience</li> <li>• Organize content sequentially around major ideas</li> <li>• Summarize main points as they relate to main idea or supporting details</li> <li>• Incorporate visual media to support the presentation</li> <li>• Use language and style appropriate to the audience, topic, and purpose</li> <li>• Differentiate between auditory, visual, and written messages</li> <li>• Identify the characteristics and effectiveness of a variety of media messages</li> <li>• Identify an author's use of figurative</li> </ul>	<ul style="list-style-type: none"> <li>• Construct questions about a topic</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Plagiarism</li> <li>• Media message</li> <li>• Figurative language</li> <li>• Free verse poetry</li> <li>• Rhymed poetry</li> <li>• Patterned poetry</li> <li>•</li> </ul>

		<p>language</p> <ul style="list-style-type: none"> <li>• Describe the characteristics of free verse, rhymed, and patterned poetry</li> <li>• Describe how an author’s choice of vocabulary contributes to an author’s style</li> <li>• Collect information from multiple resources including online, print, and media</li> <li>• Use technology as a tool to research, organize, evaluate, and communicate information</li> <li>• Organize information presented on charts, maps, and graphs</li> <li>• Develop notes that include important concepts, summaries, and identification of information sources</li> <li>• Give credit to sources used in research</li> <li>• Define the meaning and consequences of plagiarism</li> </ul>		
<b>4<sup>th</sup> 9-weeks</b>	all	<ul style="list-style-type: none"> <li>• Review all previously taught objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Review all previously taught objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Review all vocabulary</li> </ul>

- The 9-weeks in which the SOL is stated is the time in which the standard should be introduced and then applied throughout the rest of the year in your curriculum, even after mastery.
- Vocabulary – This column lists the terms that students must be taught in order to be successful with the strategies and skills of each standard.
- Refer to the Curriculum Framework from the VDOE and the Unpacking of the Standards for more details and additional information.

## Skills versus Strategies

### Skills –

product, task that requires low-level thinking, readers receive and produce stated ideas from text.

- Fact/Opinion
- Sequence
- Cause/Effect
- Story Elements

### Strategies –

interconnected decisions that require high-level thinking, readers are actively involved to create meaning, helps students understand what they read.