

5th Grade English Language Arts Essentials Assessment Pacing

(Standards highlighted in yellow are [MCSD Power Standards](#))

Old standards are in parentheses

	Term 1	Term 2	Term 3	Term 4
Speaking & Listening	<p>Standard 5.SL.1 Prepare for and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.</p> <p>5.SL.1a Respond thoughtfully to others' perspectives in orderly and civil discussions that involve turn-taking. Acknowledge comments and claims made on opposing sides of an issue and determine if additional information is needed.</p> <p>5.SL.1b Participate in conversations by posing questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.</p>			
Reading Phonemic Awareness, Phonics, Vocabulary, & Comprehension (7 Essential Comprehension Skills)	<p>Standard 5.R.4 (RF.4) Read grade-level text with sufficient accuracy and fluency to support comprehension.</p>	<p>Standard 5.R.4 (RF.4) Read grade-level text with sufficient accuracy and fluency to support comprehension. MOY: 120 wpm/98% acc.</p>	<p>Standard 5.R.4 (RF.4) Read grade-level text with sufficient accuracy and fluency to support comprehension.</p>	<p>Standard 5.R.4 (RF.4) Read grade-level text with sufficient accuracy and fluency to support comprehension. EOY: 130 wpm/99% acc.</p>
	<p>Standard 5.R.5 (RL.1/RI.1) Identify and refer to evidence from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)</p>			
	<p>Standard 5.R.9 (L.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)</p> <p>5.R.9a (L.4a) Use context as a clue to the meaning of a word or phrase.</p> <p>5.R.9b (L.4b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>			
	<p>Standard 5.R.10 (RL.5/RI.5) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>			
	<p>Standard 5.R.13 (RI.8) Not applicable to literature (RL). Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s). (RI)</p>			

<p style="text-align: center;">Writing</p> <p>Includes Grammar skills</p>	<p>Standard 5.W.2 (W.2, W.2.e) Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly and provide a concluding section related to the information or explanation presented.</p> <p>5.W.2b (W.2b) Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.</p> <p>5.W.2c (W.2c) Link ideas within and across categories of information using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections.</p> <p>5.W.2d (W.2d) Use precise language and content-specific vocabulary to inform about or explain the topic.</p> <p>5.W.2e (L.3a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Standard 5.W.3 (W.3, W.3.e) Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution.</p> <p>5.W.3a (W.3a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>5.W.3b (W.3b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>5.W.3c (W.3c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5.W.3d (W.3d) Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely.</p> <p>5.W.3e (L.3a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Standard 5.W.1 (W.1, W.1.d) Write argumentative (opinion) pieces on topics and/or texts, supporting a point of view with evidence and information, and provide a concluding section related to the claim presented.</p> <p>5.W.1a (W.1a/W.1b) Introduce a topic, state a claim supported by evidence, produce complex sentences, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>5.W.1b (W.1c) Use linking words, phrases, and clauses to connect the claim to the evidence.</p> <p>5.W.1c (L.3a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style to develop the argument.</p>	<p>Standard 5.W.4 (W.7) Conduct short research projects to answer a question.</p> <p>5.W.4a (W.8/W.9) Gather and use information from multiple relevant sources on the subject.</p> <p>5.W.4b (New) Elaborate to demonstrate understanding of the subject under investigation.</p> <p>5.W.4c (W.8) Summarize or paraphrase information and provide a list of sources.</p> <p>5.W.4d (New) Interact and collaborate with others throughout the writing process.</p>
	Term 1	Term 2	Term 3	Term 4

