



Gulfport School District

PACING GUIDE

FIFTH GRADE

READING/LANGUAGE ARTS

Each competency and objective assumes the student has mastered the competencies and objectives in fourth grade. **New skills and objectives are bold-faced throughout this document and is indicated by a black box;** however, teachers should review previously taught skills and objectives with a focus on increasing complexity.

Qtr.	NMS	Competency/Objectives
Vocabulary and Word Recognition		
1. Use word recognition and vocabulary (word meaning) skills to communicate.		
1		a. Apply knowledge of roots and affixes (e.g., non-, trans-, over-) in multi-syllabic words. (DOK 2)
1		a. Apply knowledge of roots and affixes (e.g., anti, inter-, super-, semi-) in multi-syllabic words. (DOK 2)
2		a. Apply knowledge of roots and affixes (e.g., -tion, -or, -ion, -ity, -ment,) in multi-syllabic words. (DOK 2)
3		a. Apply knowledge of roots and affixes (e.g., -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)
1		b. Develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)
2		c. Identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)
2		d. Use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)
2		e. Apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)
1		f. Select the appropriate reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. (DOK 1)
4		g. Communicate using vocabulary that is appropriate for the context, purpose and situation (e.g., formal and informal language). (DOK 2)
Reading Comprehension		
2. Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.		
		a. Apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text. (DOK 2)
1		1) Text features – titles, headings, bold-faced print, italics, headings, subheadings, numberings , captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.
1		2) Parts of a book – title page, table of contents, glossary, index, appendix, footnotes, etc.



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1		3) Text structures – sequential order, descriptions, simple cause and effect, procedures, compare/contrast, order of importance, problem/solution etc.
Qtr.	NMS	Competency/Objectives
3		4) Genres- fiction, nonfiction, poetry, biographies, and autobiographies
		b. Analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)
1		1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.
1		2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order.
1		3) Identify and infer causes and effects in texts.
2		4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.
2		5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.
3		c. Recognize or generate an appropriate summarization or paraphrasing of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty , citing text-based evidence. (DOK 2)
		d. Respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)
1		1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)
2		2) Literary devices (e.g., imagery, exaggeration, dialogue)
2		3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
2		4) Author’s purpose (e.g., inform, entertain, persuade)
		e. Identify and interpret facts , opinions, or tools of persuasion in texts. (DOK 2)
1		1) Distinguish between fact and opinion.
3		2) Identify and interpret tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon).
Writing Process		
		3. Express, communicate, evaluate, or exchange ideas effectively.



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1		a. Use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. (DOK 3)
		1) <u>Planning</u> - Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).
Qtr.	NMS	Competency/Objectives
		2) <u>Drafting</u> - Draft with increasing fluency.
		3) <u>Revising</u> - Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.
		4) <u>Editing</u> - Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.
		5) <u>Publishing/Sharing</u> - Share writing with others formally and informally using a variety of media.
2		b. Compose descriptive texts using specific details and vivid language. (DOK 3)
1		c. Compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3)
		1) Stories or retellings
		2) Narrative poems
		3) Power Point presentations
		4) Plays
		5) Biographies or autobiographies
		6) Video narratives
3		d. Compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order, procedural, cause and effect, compare and contrast, order of importance, problem and solution. (DOK 3)
		1) Essays
		2) Letters
		3) Functional texts
		4) Presentations
		5) Poems
		6) Essays



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4		e. Compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)
		1) Letters
		2) Speeches
		3) Advertisements
3		f. Compose text of a variety of modes based on inquiry and research. (DOK 3)
Qtr.	NMS	Competency/Objectives
		1) Generate questions.
		2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.
		3) Identify and paraphrase important information from sources.
		4) Present the results.
Grammar and Mechanics		
4. Apply Standard English to communicate.		
		a. Use Standard English grammar to compose or edit. (DOK 1)
1		1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington: hyphenated words: editor-in-chief]); predicate nominatives.
1		2) Verbs, helping verbs and irregular verbs, linking verbs
1		3) Verb tense (e.g., conjugation and purpose for present, past, future, present perfect and past perfect)
1		4) Subject-verb agreement
1		5) Articles and coordinating/subordinating conjunctions
2		6) Adjectives (e.g., descriptive, comparative, superlative, predicate adjective)
3		7)Prepositions
2		8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, and interrogative)
3		9)Pronoun-antecedent agreement (number and gender)
2		10) Adverbs (e.g., comparative forms; avoiding double negatives)
1		11) Interjections
		b. Use Standard English mechanics to compose or edit. (DOK 1)
		1)End punctuation (e.g., period, question mark, exclamation point)
1		2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)



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2		3) Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, nonessential appositive phrases, and interrupters)
3		4) Apostrophes (possessives; contractions)
3		5) Semicolons (compound sentences)
3		6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)
3		7) Underlining/ italics (titles of books and movies)
3		8) Colons (e.g., time, before lists introduced by independent clauses, business letters)
Qtr.	NMS	Competency/Objectives
2		9) Capitalization (e.g., first word in a sentence, proper nouns, proper adjectives, first word in greetings and closings of friendly and the pronoun "I", days of the week, months of the year, holidays, titles, initials)
3		10) Spell words commonly found in fifth grade level text.
1.1		11) Produce legible text.
		c. Apply knowledge of sentence structure in composing or editing.
1		1) Analyze the structure of sentences (e.g., simple including those with compound subjects and/or compound predicates).
2		1) Analyze the structure of sentences (e.g., compound including those with compound subjects and/or compound predicates , complex including those with independent and dependent clauses).
1		2) Compose simple sentences including those with compound subjects and/or compound predicates .
2		2) Compose compound including those with compound subjects and/or compound predicates . and complex sentences.
3		3) Avoid sentences with fragments, run-on sentences, and comma splices.
3		4) Analyze sentences containing descriptive adjectives, adverbs, and prepositional phrases functioning as adjective and adverbs, and appositive phrases.
3		5) Compose sentences containing descriptive adjectives, adverbs, and prepositional phrases functioning as adjective and adverbs, and appositive phrases.