

Colleton County School District  
2015-2016 Pacing Guide  
Grade 5

Reading—Informational Text (RI)	QUARTER ONE
<p><b>Standards:</b></p> <p>RI1: Demonstrate understanding of the organization and basic features of print.</p> <p>RI2: Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>RI3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RI4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI5: Determine meaning and develop logical interpretations by <b>making predictions, inferring, drawing conclusions</b>, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>RI6: Summarize key details and ideas to support analysis of thematic development.</p> <p>RI9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RI12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p><b>Indicators:</b></p> <p>RI1.1-RI4.3-Students are expected to build upon and continue applying previous learning.</p> <p>RI5.1- Quote accurately to analyze the meaning in and beyond the text.</p> <p>RI6.1- Summarize a text with two or more central ideas; cite key supporting details.</p> <p>RI9.1- Use the overall meaning of a text or word’s position or function to determine the meaning of a word.</p> <p>RI9.2- Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>RI9.3-RI9.5- Students are expected to build upon and continue applying previous learning.</p> <p>RI12.1- Engage in whole and small group reading with purpose and understanding.</p> <p>RI12.2- Read independently for sustained periods of time to build stamina.</p> <p>RI13.3- Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p><b>Inquiry Standards:</b></p> <p><b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b></p> <p>1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p><b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b></p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p><b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b></p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p><b>Standard 4: Synthesize information to share learning and/or take action.</b></p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings</p>

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<b>Resources</b>	<b>Websites</b>	<p>and/or take informed action. <b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</b></p>
<p>Journeys Series</p>		<p>5.1 Acknowledge and value individual and collective thinking. 5.2 Employ past learning to monitor and assess current learning to guide inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>

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Reading—Informational Texts (RI)	QUARTER TWO
<p><b>Standards:</b>  <b>**REVIEW ALL PREVIOUS STANDARDS</b>            RI5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, <b>analyzing</b>, <b>synthesizing</b>, providing evidence, and investigating multiple interpretations.            RI7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.            RI10: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.            RI11: Analyze and critique how the author uses structures in print and multimedia texts to craft <b>informational</b> and argument writing.</p>	
<p><b>Indicators:</b>            RI5.1- Quote accurately to analyze the meaning in and beyond the text.            RI7.1- Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.            RI10.1- Compare and contrast a primary and secondary account of the same event or topic.            RI11.1- Apply knowledge of text structures across multiple texts to locate information and gain meaning.            RI11.2- Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence supports points.</p>	<p><b>Inquiry Standards:</b>  <b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b>            1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.  <b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b>            2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.  <b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b>            3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.            3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.  <b>Standard 4: Synthesize information to share learning and/or take action.</b>            4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.            4.2 Reflect on findings to build deeper understanding and determine next steps.            4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.  <b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both</b></p>

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		<p><b>individually and collaboratively.</b></p> <p>5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p> <p>5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>
<p><b>Resources</b> Journeys Series</p>	<p>Websites</p>	

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READING- Informational Text (RI)	QUARTER THREE
<p><b>Standards:</b>  <b>**REVIEW ALL PREVIOUS STANDARDS</b>            RI5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, <b>providing evidence, and investigating multiple interpretations.</b>            RI8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.            RI11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and <b>argument</b> writing.</p>	
<p><b>Indicators:</b>            RI5.1- Quote accurately to analyze the meaning in and beyond the text.            RI8.1- Analyze how the author uses words and phrases to shape and clarify meaning.            RI8.2- Apply knowledge of text features in multiple sources to gain meaning or solve a problem.            RI11.1- Apply knowledge of text structures across multiple texts to locate information and gain meaning.            RI11.2- Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence supports points.</p>	<p><b>Inquiry Standards:</b>  <b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b>            1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.  <b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b>            2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.  <b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b>            3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.            3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.  <b>Standard 4: Synthesize information to share learning and/or take action.</b>            4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.            4.2 Reflect on findings to build deeper understanding and determine next steps.            4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.  <b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</b></p>

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		5.1 Acknowledge and value individual and collective thinking. 5.2 Employ past learning to monitor and assess current learning to guide inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.
<b>Resources</b> Journeys Series	<b>Websites</b>	

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READING- Informational Text (RI)	QUARTER FOUR
<b>Standards:</b> <b>**REVIEW ALL PREVIOUS STANDARDS</b>	
<b>Indicators:</b>	<b>Inquiry Standards:</b> <b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b> 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry. <b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b> 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views. <b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b> 3.1 Develop a plan of action for collecting relevant information from primary and secondary sources. 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. <b>Standard 4: Synthesize information to share learning and/or take action.</b> 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process. 4.2 Reflect on findings to build deeper understanding and determine next steps. 4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.



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<p><b>Resources</b> Journeys Series</p>	<p><b>Websites</b></p>	<p><b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</b> 5.1 Acknowledge and value individual and collective thinking. 5.2 Employ past learning to monitor and assess current learning to guide inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>
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Reading—Literary Texts (RL)	QUARTER ONE
<p><b>Standards:</b></p> <p>RL1: Demonstrate understanding of the organization and basic features of print.</p> <p>RL2: Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>RL3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RL4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL5: Determine meaning and develop logical interpretations by <b>making predictions, inferring, drawing conclusions</b>, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>RL6: Summarize key details and ideas to support analysis of thematic development.</p> <p>RL8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>RL10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RL13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p><b>Indicators:</b></p> <p>RL1.1-RL4.3-Students are expected to build upon and continue applying previous learning.</p> <p>RL5.1- Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.</p> <p>RL6.1- Determine and analyze the development of a theme within a text; summarize using key details.</p> <p>RL8.1- Cite evidence within text to:</p> <ul style="list-style-type: none"> <li>a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and</li> <li>b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.</li> </ul> <p>RL10.1- Use cause and effect relationships and comparisons to determine the meaning of words or phrases.</p> <p>RL10.2- Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>RL10.3-RL10.5- Students are expected to build upon and continue applying previous learning.</p> <p>RL10.6- Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.</p> <p>RL13.1- Engage in whole and small group reading with purpose and understanding.</p> <p>RL13.2- Read independently for sustained periods of time to build stamina.</p> <p>RL13.3- Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p><b>Inquiry Standards:</b></p> <p><b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b></p> <p>1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p><b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b></p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p><b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b></p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p><b>Standard 4: Synthesize information to share learning and/or take action.</b></p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p><b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both</b></p>

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<b>Resources</b> Journeys Reading Series Wayside School Is Falling Down Because of Winn Dixie Storyworks	<b>Websites</b>	<b>individually and collaboratively.</b> 5.1 Acknowledge and value individual and collective thinking. 5.2 Employ past learning to monitor and assess current learning to guide inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.

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Reading—Literary Texts (RL)	QUARTER TWO
<p><b>Standards:</b>  <b>**Review all Previous Standards</b>            RL5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, <b>analyzing, synthesizing</b>, providing evidence, and investigating multiple interpretations.            RL7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.            RL11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</p>	
<p><b>Indicators:</b>            RL5.1- Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.            RL7.1- Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.            RL7.2- Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.            RL11.1- Explain how the author’s choice of the point of view of a narrator or character impacts content, meaning, and how events are described.            RL11.2- Students are expected to build upon and continue applying previous learning.</p>	<p><b>Inquiry Standards:</b>  <b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b>            1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.  <b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b>            2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.  <b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b>            3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.            3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.  <b>Standard 4: Synthesize information to share learning and/or take action.</b>            4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.            4.2 Reflect on findings to build deeper understanding and determine next steps.</p>

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		<p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p><b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</b></p> <p>5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p> <p>5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>
<p><b>Resources</b> Journeys Reading Series Shiloh Sunder Storyworks</p>	<p><b>Websites</b></p>	

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READING- Literary Text (RL)	QUARTER THREE
<p><b>Standards:</b> <b>**Review all Previous Standards</b></p> <p>RL5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, <b>providing evidence, and investigating multiple interpretations.</b></p> <p>RL9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>RL12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p>	
<p><b>Indicators:</b></p> <p>RL5.1- Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.</p> <p>RL9.1- Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.</p> <p>RL9.2- Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.</p> <p>RL12.1- Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.</p> <p>RL12.2- Compare how different crafted text structures contribute to meaning and impact the reader</p>	<p><b>Inquiry Standards:</b></p> <p><b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b></p> <p>1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p><b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b></p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p><b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b></p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p><b>Standard 4: Synthesize information to share learning and/or take action.</b></p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p><b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both</b></p>

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		<b>individually and collaboratively.</b> 5.1 Acknowledge and value individual and collective thinking. 5.2 Employ past learning to monitor and assess current learning to guide inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.
<b>Resources</b> Number The Stars Circle of Gold Storyworks Boy at War	<b>Websites</b>	



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READING- Literary Text (RL)		QUARTER FOUR
<b>Standards:</b> <b>**Review all Previous Standards</b>		
<b>Indicators:</b>		<b>Inquiry Standards:</b> <b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b> 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry. <b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b> 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views. <b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b> 3.1 Develop a plan of action for collecting relevant information from primary and secondary sources. 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. <b>Standard 4: Synthesize information to share learning and/or take action.</b> 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process. 4.2 Reflect on findings to build deeper understanding and determine next steps. 4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action. <b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</b> 5.1 Acknowledge and value individual and collective thinking. 5.2 Employ past learning to monitor and assess current learning to guide inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.
<b>Resources</b> Storyworks The Lion, the Witch, and the Wardrobe Frindle	<b>Websites</b>	

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<b>Communication</b>		<b>QUARTER 1 - QUARTER 4</b>	
<b>Standards:</b>			
<p>C1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>C2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>C3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p> <p>C4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p> <p>C5: Incorporate craft techniques to engage and impact audience and convey messages.</p>			
<b>Indicators:</b>			
<p>C1.1- Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.</p> <p>C1.2- Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.</p> <p>C1.3- Apply effective communication techniques and the use of formal or informal voice based on audience and setting.</p> <p>C1.4- Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.</p> <p>C1.5- Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.</p> <p>C2.1- Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.</p> <p>C2.1- Analyze the credibility of information presented in diverse media and formats.</p> <p>C3.1- Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p> <p>C3.2- Create presentations that integrate visual displays and other multimedia to enrich the presentation.</p> <p>C4.1- Identify a speaker’s claim and determine the effectiveness of how each point is presented to support the claim</p> <p>C4.2- Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</p> <p>C4.3- Identify how and why the speaker:</p> <ul style="list-style-type: none"> <li>a. uses intonation and word stress;</li> <li>b. includes media;</li> <li>c. addresses the audience;</li> <li>d. determines word choice; and</li> <li>e. incorporates figurative language and literary devices.</li> </ul> <p>C5.1- Set a purpose, integrate craft techniques and maintain a clear focus in</p>		<p>presentations</p> <p>C5.2- Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.</p>	
		<b>Resources</b>	<b>Websites</b>



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<b>Writing</b>		<b>QUARTER ONE</b>	
<p><b>Standards:</b>            W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.            W4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.            W5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.            W6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>			
<p><b>Indicators:</b>            W3.1 -Gather ideas from texts, multimedia, and personal experience to write narratives that:            a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;            b. orient the reader by establishing a situation and introducing a narrator and/or characters;            c. organize an event sequence that unfolds naturally;            d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations;            e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;            f. use a variety of transitional words, phrases, and clauses to manage the sequence of events;            g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and            h. provide a conclusion that follows from the narrated experiences or events.            W4.1- When writing:            a. show knowledge of the function of conjunctions, prepositions, and interjections;            b. form and use the perfect verb tenses;            c. use verb tense to convey various times, sequences, states, and conditions;            d. recognize and use appropriate continuity or shifts in verb tense; and            e. use correlative conjunctions.            W5.1- Apply correct usage of capitalization.            W5.2- Use:            a. apostrophes and quotation marks; and            b. commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.            W5.3-W5.5- Students are expected to build upon and continue applying</p>		<p>generalizations            W6.1- Write routinely and persevere in writing tasks:            a. over short and extended time frames;            b. for a range of domain-specific tasks;            c. for a variety of purposes and audiences; and            d. by adjusting the writing process for the task, increasing the length and complexity.            W6.2-W6.5- Students are expected to build upon and continue applying previous learning.-keyboarding skills and cursive writing</p>	
		<b>Resources</b>	<b>Websites</b>
			<p><b>Utube</b>  <b>Teachers Pay Teachers</b>  <b>Learnzillion.com</b>  <a href="http://education.depauk.edu/studentresources">http://education.depauk.edu/studentresources</a></p>





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Writing		QUARTER TWO	
<b>Standards:</b> <b>Review all previous standards</b> W2-Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<b>Indicators: W2.1-Write informative/explanatory texts that:</b> a. introduce a topic clearly; b. use relevant information from multiple print and multimedia sources; c. provide a general observation and focus; d. group related information logically; e. use credible sources; f. include formatting, illustrations, and multimedia to aid comprehension; g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism; j. link ideas within and across categories of information using words, phrases, and clauses; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. develop a style and tone authentic to the purpose; and m. provide a concluding statement or section related to the information or explanation presented.  i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism; j. link ideas within and across categories of information using words, phrases, and clauses; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. develop a style and tone authentic to the purpose; and m. provide a concluding statement or section related to the information or explanation presented.		<b>Resources</b>	<b>Websites</b>

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<b>WRITING</b>		<b>QUARTER THREE</b>	
<b>Standards:</b> <b>Review all previous standards</b> W1: Write arguments to support claims with clear reasons and relevant evidence.			
<b>Indicators:</b> W1.1: Write arguments that: a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose; b. use information from multiple print and multimedia sources; c. provide logically ordered reasons supported by relevant facts and details; d. use transitional words, phrases, and clauses to connect claim and reasons; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and g. provide a concluding statement or section related to the claim presented.		<b>Resources</b>	<b>Websites</b>

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Writing		QUARTER FOUR
<b>Standards:</b> <b>Review all Previous Standards and Complete Inquiry Based Research</b> W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
<b>Indicators:</b> W3.1- -Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words, phrases, and clauses to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.	<b>Resources</b>	<b>Websites</b>



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