

District 200 Pacing Guide for English Language Arts - 5th Grade Standards				T1	T2	T3
✓=Taught M=Mastered						
5	L	1	CC.5.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	M		
5	L	5	CC.5.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	M		
5	L	1.a	CC.5.L.1.a Conventions of Standard English: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	M		
5	L	1.b	CC.5.L.1.b Conventions of Standard English: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	M		
5	L	1.c	CC.5.L.1.c Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions.	M		
5	L	1.d	CC.5.L.1.d Conventions of Standard English: Recognize and correct inappropriate shifts in verb tense.*	M		
5	L	1.e	CC.5.L.1.e Conventions of Standard English: Use correlative conjunctions (e.g., either/or, neither/nor).	M		
5	L	5.a	CC.5.L.5.a Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.	M		
5	L	5.b	CC.5.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.	M		
5	L	5.c	CC.5.L.5.c Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	M		
5	R.I	1	CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	M		
5	R.I	4	CC.5.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	M		
5	R.I	8	CC.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	M		
5	R.L	1	CC.5.R.L.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	M		
5	R.L	4	CC.5.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	M		

5	SL	1.d	CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	M		
5	SL	3	CC.5.SL.3 Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	M		
5	SL	1.b	CC.5.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.	M		
5	SL	1.c	CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	M		
5	W	1	CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	M		
5	W	6	CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	M		
5	W	10	CC.5.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	M		
5	W	1.a	CC.5.W.1.a Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	M		
5	W	1.b	CC.5.W.1.b Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details.	M		
5	W	1.c	CC.5.W.1.c Text Types and Purposes: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	M		
5	W	1.d	CC.5.W.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.	M		
5	R.F	4	CC.5.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	✓	M	
5	R.I	6	CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	✓	M	
5	SL	4	CC.5.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	M	

5	L	4	CC.5.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	✓	✓	M
5	L	6	CC.5.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	✓	✓	M
5	L	4.a	CC.5.L.4.a Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	✓	✓	M
5	L	4.b	CC.5.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	✓	✓	M
5	L	4.c	CC.5.L.4.c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	M
5	R.F	3	CC.5.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	M
5	R.I	10	CC.5.R.I.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓	M
5	R.L	6	CC.5.R.L.6 Craft and Structure: Describe how a narrator’s or speaker’s point of view influences how events are described.	✓	✓	M
5	R.L	9	CC.5.R.L.9 Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	✓	✓	M
5	R.L	10	CC.5.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓	M
5	SL	1	CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	✓	✓	M
5	SL	1.a	CC.5.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓	✓	M
5	L	2	CC.5.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			M

5	L	2.a	CC.5.L.2.a Conventions of Standard English: Use punctuation to separate items in a series.*		M	
5	L	2.b	CC.5.L.2.b Conventions of Standard English: Use a comma to separate an introductory element from the rest of the sentence.		M	
5	L	2.c	CC.5.L.2.c Conventions of Standard English: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).		M	
5	L	2.d	CC.5.L.2.d Conventions of Standard English: Use underlining, quotation marks, or italics to indicate titles of works.		M	
5	L	2.e	CC.5.L.2.e Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.		M	
5	R.F	4.a	CC.5.R.F.4.a Fluency: Read grade-level text with purpose and understanding.		M	
5	R.F	4.b	CC.5.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		M	
5	R.F	4.c	CC.5.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		M	
5	R.I	2	CC.5.R.I.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		M	
5	R.I	5	CC.5.R.I.5 Craft and Structure: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		M	
5	R.I	7	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		M	
5	R.I	9	CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		M	
5	R.L	2	CC.5.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem 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.		M	
5	R.L	5	CC.5.R.L.5 Craft and Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		M	
5	SL	2	CC.5.SL.2 Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		M	

5	SL	5	CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		M	
5	W	2	CC.5.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		M	
5	W	7	CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		M	
5	W	8	CC.5.W.8 Research to Build and Present Knowledge: 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.		M	
5	W	9	CC.5.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.		M	
5	W	2.a	CC.5.W.2.a Text Types and Purposes: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		M	
5	W	2.b	CC.5.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		M	
5	W	2.c	CC.5.W.2.c Text Types and Purposes: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).		M	
5	W	2.d	CC.5.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.		M	
5	W	2.e	CC.5.W.2.e Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.		M	
5	W	9.a	CC.5.W.9.a Research to Build and Present Knowledge: Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).		M	
5	W	9.b	CC.5.W.9.b Research to Build and Present Knowledge: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).		M	
5	R.F	3.a	CC.5.R.F.3.a Phonics and Word Recognition: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		✓	M

5	SL	6	CC.5.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)		✓	M
5	W	4	CC.5.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		✓	M
5	W	5	CC.5.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 5 on page 29.)		✓	M
5	L	3	CC.5.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.			M
5	L	3.a	CC.5.L.3.a Knowledge of Language: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			M
5	L	3.b	CC.5.L.3.b Knowledge of Language: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			M
5	R.I	3	CC.5.R.I.3 Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			M
5	R.L	3	CC.5.R.L.3 Key Ideas and Details: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			M
5	R.L	7	CC.5.R.L.7 Integration of Knowledge and Ideas: 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).			M
5	W	3	CC.5.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			M
5	W	3.a	CC.5.W.3.a Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			M
5	W	3.b	CC.5.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.			M
5	W	3.c	CC.5.W.3.c Text Types and Purposes: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.			M

5	W	3.d	CC.5.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.			M
5	W	3.e	CC.5.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.			M

