

## Fifth Grade Pacing Guide for Reading 2009-2010

	Quarter One	Quarter Two	Quarter Three	Quarter Four
<b>Reading Habits</b>	<p>1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.</p> <p>1.05 Read independently from self-selected materials to: increase fluency, build background knowledge, and expand/refine vocabulary.</p> <p>2.03 Read a variety of texts.</p> <p>2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content for area learning, reading for pleasure, entertainment).</p>	<p>1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.</p> <p>1.05 Read independently from self-selected materials to: increase fluency, build background knowledge, and expand/refine vocabulary.</p> <p>2.03 Read a variety of texts.</p> <p>2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content for area learning, reading for pleasure, entertainment).</p>	<p>1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.</p> <p>1.05 Read independently from self-selected materials to: increase fluency, build background knowledge, and expand/refine vocabulary.</p> <p>2.03 Read a variety of texts.</p> <p>2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content for area learning, reading for pleasure, entertainment).</p>	<p>1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.</p> <p>1.05 Read independently from self-selected materials to: increase fluency, build background knowledge, and expand/refine vocabulary.</p> <p>2.03 Read a variety of texts.</p> <p>2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content for area learning, reading for pleasure, entertainment).</p>
<b>Word Recognition &amp; Vocabulary</b>	<p>1.01 Expand and refine vocabulary through knowledge of Prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</p> <p>1.03 Increase reading and writing vocabulary through: wide reading and word study, and word reference materials.</p>	<p>1.01 Expand and refine vocabulary through knowledge of Prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</p> <p>1.03 Increase reading and writing vocabulary through: content area study, writing process elements, and writing as a tool.</p>	<p>1.01 Expand and refine vocabulary through knowledge of Prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</p> <p>1.03 Increase reading and writing vocabulary through: seminars &amp; debate.</p>	<p>1.01 Expand and refine vocabulary through knowledge of Prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</p> <p>1.03 Increase reading and writing vocabulary through: discussions &amp; examining the author's craft.</p>

## Fifth Grade Pacing Guide for Reading 2009-2010

Comprehension Strategies	<p>1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</p> <p>2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p> <p>2.02 Interact with the text before, during and after reading, listening, and viewing by: making predictions and formulating questions.</p> <p>2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the plot development.</p> <p>2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing them.</p> <p>2.09 Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and ideas presented, evaluating information and ideas, making inferences and drawing conclusions, and making judgments.</p>	<p>1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</p> <p>2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p> <p>2.02 Interact with the text before, during and after reading, listening, and viewing by: supporting answers from textual information, previous experience, and/or other sources and drawing on personal, literary, and cultural understandings.</p> <p>2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the author's choice of words.</p> <p>2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.</p>	<p>1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</p> <p>2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p> <p>2.02 Interact with the text before, during and after reading, listening, and viewing by: seeking additional information and making connections with previous experiences, information and ideas.</p> <p>2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the effectiveness of figurative language (e.g., personification, flashback) and tone.</p> <p>2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.</p>	<p>1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</p> <p>2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p> <p>2.08 Explain and evaluate relationships that are: casual, hierarchical, temporal, and problem-solving.</p>
--------------------------	---	---	---	---

## Fifth Grade Pacing Guide for Reading 2009-2010

Comprehension Connections	<p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: analyzing word choice and content, and examining reasons for a character’s actions.</p> <p>3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.</p> <p>3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>	<p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: creating and presenting a product that effectively demonstrates a personal response to a selection or experience, and examining relationships about characters.</p> <p>3.04 Make informed judgments about television, radio, video/film productions, other electronic mediums and/or print formats.</p> <p>3.07 Make informed judgments about: bias, propaganda, stereotyping, and media techniques.</p> <p>3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>	<p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: examining alternative perspectives, and evaluating the differences among genres.</p> <p>3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.</p> <p>3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>	<p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: making and evaluating inferences and conclusions about characters, events, and themes.</p> <p>3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).</p> <p>3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>
---------------------------	--	--	---	--

## Fifth Grade Pacing Guide for Reading 2009-2010

---

### Text in Genres for Grade 5

<u>Fiction</u>	<u>Non-Fiction</u>	<u>Poetry</u>	<u>Drama</u>
Tall Tales	Books of True Experience	Narrative	Skits
Myths	Newspaper Articles	Lyric	Plays
Novels	Magazine Articles	Cinquain	
	Schedules		