

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
ENGLISH PACING GUIDE
Grade Five

| First Nine Weeks | Second Nine Weeks |
|---|---|
| <p>The student will...</p> <p>5.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. b) Participate in and contribute to discussions across content areas. (former 5.1a) c) Summarize information gathered in group activities. d) Orally express ideas clearly in pairs, diverse groups, and whole class settings. e) Use evidence to support opinions and conclusions. f) Summarize the main points a speaker makes, and connect comments to the remarks of others. g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. (former 5.1g) h) Work respectfully with others and show value for individual contributions. <p>5.2 The student will create multimodal presentations that effectively communicate ideas.</p> <ul style="list-style-type: none"> a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations. (former 5.2 and new) b) Maintain eye contact with listeners. (former 5.2a) c) Organize content sequentially around major ideas. (former 5.2f) d) Use language and style appropriate to the audience, topic, and purpose. (former 5.2i) e) Ask and answer questions to gather or clarify information presented orally. <p>5.3 The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> a) Identify the purpose and audience of auditory, visual, and written media messages. b) Identify the characteristics and effectiveness of a variety of media messages. c) Compare and contrast techniques used in a variety of media messages. <p>5.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. (suggested for word study/spelling) f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing. (former 5.4f&g) <p>5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none"> a) Summarize plot events using details from text. (former 5.5h) b) Discuss the impact of setting on plot development. | <p>The student will...</p> <p>5.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. b) Participate in and contribute to discussions across content areas. (former 5.1a) c) Summarize information gathered in group activities. d) Orally express ideas clearly in pairs, diverse groups, and whole class settings. e) Use evidence to support opinions and conclusions. f) Summarize the main points a speaker makes, and connect comments to the remarks of others. g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. (former 5.1g) h) Work respectfully with others and show value for individual contributions. <p>5.2 The student will create multimodal presentations that effectively communicate ideas.</p> <ul style="list-style-type: none"> a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations. (former 5.2 and new) b) Maintain eye contact with listeners. (former 5.2a) c) Organize content sequentially around major ideas. (former 5.2f) d) Use language and style appropriate to the audience, topic, and purpose. (former 5.2i) e) Ask and answer questions to gather or clarify information presented orally. <p>5.3 The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> a) Identify the purpose and audience of auditory, visual, and written media messages. b) Identify the characteristics and effectiveness of a variety of media messages. c) Compare and contrast techniques used in a variety of media messages. <p>5.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use context to clarify meaning of unfamiliar words and phrases. b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. e) Use word-reference materials. |

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
ENGLISH PACING GUIDE
Grade Five

- c) Describe character development. (former 5.5b)
- d) Identify **theme(s)**. (former 5.5g- main idea)
- e) Explain the resolution of conflict(s). (former 5.5c- plot & conflict resolution)
- f) **Identify genres.**
- g) **Differentiate between first and third person point-of-view.** (former 5.5f)
- i) Explain how an author's choice of vocabulary contributes to the author's style. (former 5.5e)
- j) Draw conclusions and make inferences with support from the text. (former 5.5i)
- k) Identify cause and effect relationships. (former 5.5j)
- l) **Compare/contrast details in literary and informational nonfiction texts.**
- m) Use reading strategies throughout the reading process to monitor comprehension. (former 5.5l)

5.7 The student will write in a variety of forms to include **narrative, descriptive, expository, and persuasive.**

- a) **Engage in writing as a process.**
- b) Select audience **and purpose.** (former 5.7a)
- c) Use a variety of prewriting strategies. (former 5.7b)
- d) **Introduce and develop a topic, incorporating evidence and supporting details.** (former 5.7i)
- e) Organize information to convey a central idea. (former 5.7c)
- f) **Recognize different forms of writing have different patterns of organization including story structure for narrative writing.**
- g) Write a clear topic sentence focusing on the main idea. (former 5.7d)
- h) **Clearly state a position including supporting reasons and evidence to persuade the intended audience.**
- i) Write multiparagraph compositions. (former 5.7e)
- j) Use precise and descriptive vocabulary to create tone and voice. (former 5.7f)
- k) Vary sentence structure by using transition words **and prepositional phrases.** (former 5.7g)
- l) Revise writing for clarity of content using specific vocabulary and information. (former 5.7h)

5.8 The **student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.**

- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters, **items in a series, and to indicate direct address.**
- g) Use a hyphen to divide words at the end of a line.
- h) Edit for fragments and run-on sentences.
- j) Use correct spelling of commonly used words.

5.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text **features** such as type, headings, and graphics, to predict and categorize information.
- b) Skim materials to develop a general overview of content and to locate specific information. (former 5.6c)
- c) Identify the main idea. (former 5.6d)
- d) Summarize supporting details. (former 5.6e)
- e) Identify **organizational pattern(s)**. (former 5.6f)
- f) **Identify transitional words and phrases that signal an author's organizational pattern.**
- g) Locate information **from the text** to support opinions, **inferences**, and conclusions.
- h) Identify cause and effect relationships.
- i) Differentiate between fact and opinion.
- j) Compare and contrast details and ideas **within and between texts.**
- k) Use reading strategies throughout the reading process to monitor comprehension. (former 5.6l)

5.7 The student will write in a variety of forms to include **narrative, descriptive, expository, and persuasive.**

- a) **Engage in writing as a process.**
- b) Select audience **and purpose.** (former 5.7a)
- c) Use a variety of prewriting strategies. (former 5.7b)
- d) **Introduce and develop a topic, incorporating evidence and supporting details.** (former 5.7i)
- e) Organize information to convey a central idea. (former 5.7c)
- f) **Recognize different forms of writing have different patterns of organization including story structure for narrative writing.**
- g) Write a clear topic sentence focusing on the main idea. (former 5.7d)
- h) **Clearly state a position including supporting reasons and evidence to persuade the intended audience.**
- i) Write multiparagraph compositions. (former 5.7e)
- j) Use precise and descriptive vocabulary to create tone and voice. (former 5.7f)
- k) Vary sentence structure by using transition words **and prepositional phrases.** (former 5.7g)
- l) Revise writing for clarity of content using specific vocabulary and information. (former 5.7h)

5.8 The **student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.**

- a) Use plural possessives.
- c) Use interjections.
- k) Use **coordinating** conjunctions.

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
ENGLISH PACING GUIDE
Grade Five

| Third Nine Weeks | Fourth Nine Weeks |
|---|---|
| <p><i>The student will...</i></p> <p>5.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. b) Participate in and contribute to discussions across content areas. (former 5.1a) c) Summarize information gathered in group activities. d) Orally express ideas clearly in pairs, diverse groups, and whole class settings. e) Use evidence to support opinions and conclusions. f) Summarize the main points a speaker makes, and connect comments to the remarks of others. g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. (former 5.1g) h) Work respectfully with others and show value for individual contributions. <p>5.2 The student will create multimodal presentations that effectively communicate ideas.</p> <ul style="list-style-type: none"> a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations. (former 5.2 and new) b) Maintain eye contact with listeners. (former 5.2a) c) Organize content sequentially around major ideas. (former 5.2f) d) Use language and style appropriate to the audience, topic, and purpose. (former 5.2i) e) Ask and answer questions to gather or clarify information presented orally. <p>5.3 The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> a) Identify the purpose and audience of auditory, visual, and written media messages. b) Identify the characteristics and effectiveness of a variety of media messages. c) Compare and contrast techniques used in a variety of media messages. <p>5.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. (suggested for word study/spelling) | <p><i>The student will...</i></p> <p>5.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. b) Participate in and contribute to discussions across content areas. (former 5.1a) c) Summarize information gathered in group activities. d) Orally express ideas clearly in pairs, diverse groups, and whole class settings. e) Use evidence to support opinions and conclusions. f) Summarize the main points a speaker makes, and connect comments to the remarks of others. g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. (former 5.1g) h) Work respectfully with others and show value for individual contributions. <p>5.2 The student will create multimodal presentations that effectively communicate ideas.</p> <ul style="list-style-type: none"> a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations. (former 5.2 and new) b) Maintain eye contact with listeners. (former 5.2a) c) Organize content sequentially around major ideas. (former 5.2f) d) Use language and style appropriate to the audience, topic, and purpose. (former 5.2i) e) Ask and answer questions to gather or clarify information presented orally. <p>5.3 The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> a) Identify the purpose and audience of auditory, visual, and written media messages. b) Identify the characteristics and effectiveness of a variety of media messages. c) Compare and contrast techniques used in a variety of media messages. |

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
ENGLISH PACING GUIDE
Grade Five

- d) Identify an author's use of figurative language
- f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing. (former 5.4f&g)

5.5 The student will read and demonstrate comprehension of fictional texts, **literary** nonfiction, and poetry.

- h) Differentiate between free verse and rhymed poetry.

5.7 The student will write in a variety of forms to include **narrative, descriptive, expository, and persuasive.**

- a) **Engage in writing as a process.**
- b) Select audience **and purpose.** (former 5.7a)
- c) Use a variety of prewriting strategies. (former 5.7b)
- d) **Introduce and develop a topic, incorporating evidence and supporting details.** (former 5.7i)
- e) Organize information to convey a central idea. (former 5.7c)
- f) **Recognize different forms of writing have different patterns of organization including story structure for narrative writing.**
- g) Write a clear topic sentence focusing on the main idea. (former 5.7d)
- h) **Clearly state a position including supporting reasons and evidence to persuade the intended audience.**
- i) Write multiparagraph compositions. (former 5.7e)
- j) Use precise and descriptive vocabulary to create tone and voice. (former 5.7f)
- k) Vary sentence structure by using transition words **and prepositional phrases.** (former 5.7g)
- l) Revise writing for clarity of content using specific vocabulary and information. (former 5.7h)

5.8 The student will self- and peer-edit writing for **capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.**

- b) Use adjective and adverb comparisons.
- d) **Use prepositional phrases.**
- i) Eliminate double negatives.

5.7 The student will write in a variety of forms to include **narrative, descriptive, expository, and persuasive.**

- a) **Engage in writing as a process.**
- b) Select audience **and purpose.** (former 5.7a)
- c) Use a variety of prewriting strategies. (former 5.7b)
- d) **Introduce and develop a topic, incorporating evidence and supporting details.** (former 5.7i)
- e) Organize information to convey a central idea. (former 5.7c)
- f) **Recognize different forms of writing have different patterns of organization including story structure for narrative writing.**
- g) Write a clear topic sentence focusing on the main idea. (former 5.7d)
- h) **Clearly state a position including supporting reasons and evidence to persuade the intended audience.**
- i) Write multiparagraph compositions. (former 5.7e)
- j) Use precise and descriptive vocabulary to create tone and voice. (former 5.7f)
- k) Vary sentence structure by using transition words **and prepositional phrases.** (former 5.7g)
- l) Revise writing for clarity of content using specific vocabulary and information. (former 5.7h)

5.9 The student will find, evaluate, and select appropriate resources **to create** a research product.

- a) Construct questions about a topic.
- b) Collect **and organize** information from multiple resources.
- c) **Evaluate the relevance, reliability, and credibility of information.**
- d) Give credit to sources used in research. (former 5.9f)
- e) Avoid plagiarism and use own words. (former 5.9g)
- f) **Demonstrate ethical use of the Internet.**

may be completed prior to 4th nine weeks- teacher discretion

Comprehensive Review of all Standards of Learning based on student needs

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
ENGLISH PACING GUIDE
Grade Five