

## 5<sup>th</sup> Language Arts Pacing Guide (by quarter)

|                           |                                    | Effective August<br>2009 | <b>5<sup>th</sup> Grade Language Arts<br/>Curriculum Pacing Guide</b>   |                          |
|---------------------------|------------------------------------|--------------------------|---|--------------------------|
| <b>Date<br/>Completed</b> | <b>Pacing</b>                      | <b>SPI</b>               | <b>State Performance Indicator</b>  | <b>Standard Category</b> |
|                           | <b>4<sup>th</sup><br/>grade/1A</b> | <b>SPI 0501.1.10</b>     | Select the best way to correct incomplete sentences within context.   | Language                 |
|                           | <b>4<sup>th</sup><br/>grade/1A</b> | <b>SPI 0501.8.1</b>      | Identify setting, characters, plot, and theme.  | Literature               |
|                           | <b>4<sup>th</sup><br/>grade/1A</b> | <b>SPI 0501.1.5</b>      | Identify sentences with correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) and of colons within context. | Language                 |
|                           | <b>4<sup>th</sup><br/>grade/1A</b> | <b>SPI 0501.1.12</b>     | Recognize root words, prefixes, and syllabication as aids in determining meaning within context.  | Language                 |
|                           | <b>4<sup>th</sup><br/>grade/1A</b> | <b>SPI 0501.2.1</b>      | Identify the audience for a given speech.   | Communication            |
|                           | <b>4<sup>th</sup><br/>grade/1A</b> | <b>SPI 0501.2.2</b>      | Identify the criteria necessary for a good group leader appropriate to a particular task (i.e., understands the group task, works well with others, keeps the group on task).                         | Communication            |
|                           | <b>All</b>                         | <b>SPI 0501.4.1</b>      | Identify the most reliable information sources available for preparing a research report.   | Research                 |
|                           | <b>All</b>                         | <b>SPI 0501.4.3</b>      | Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.   | Research                 |
|                           | <b>All</b>                         | <b>SPI 0501.5.1</b>      | Locate information to support opinions, predictions, and conclusions.   | Logic                    |
|                           | <b>All</b>                         | <b>SPI 0501.5.2</b>      | Identify stated or implied cause and effect relationships in text.  | Logic                    |

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|  | <b>All</b>     | <b>SPI 0501.5.3</b>  | Distinguish between fact and opinion and reality/fantasy.  | Logic              |
|  | <b>All</b>     | <b>SPI 0501.5.6</b>  | Make inferences and draw appropriate conclusions from text.  | Logic              |
|  | <b>All</b>     | <b>SPI 0501.5.7</b>  | Indicate the correct sequence of events in text.   | Logic              |
|  | <b>All</b>     | <b>SPI 0501.6.1</b>  | Select questions used to focus and clarify thinking before, during, and after reading text.                                      | Informational Text |
|  | <b>All</b>     | <b>SPI 0501.6.2</b>  | Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, sidebars).         | Informational Text |
|  | <b>All</b>     | <b>SPI 0501.6.3</b>  | Locate information using available text features (e.g., maps, charts, graphics).   | Informational Text |
|  | <b>All</b>     | <b>SPI 0501.7.2</b>  | Determine the main idea in a visual image.   | Media              |
|  | <b>All</b>     | <b>SPI 0501.8.2</b>  | Recognize reasonable predictions of future events within a given context.  | Literature         |
|  | <b>All</b>     | <b>SPI 0501.8.3</b>  | Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies). | Literature         |
|  | <b>All</b>     | <b>SPI 0501.8.5</b>  | Recognize that a story is told from first person point of view.  | Literature         |
|  | <b>1/2/3</b>   | <b>SPI 0501.1.16</b> | Determine the correct meaning/usage of multiple meaning words within context.  | Language           |
|  | <b>1/2/3</b>   | <b>SPI 0501.8.4</b>  | Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved. | Literature         |
|  | <b>1/2/3/4</b> | <b>SPI 0501.5.4</b>  | Determine the conflict in a text and recognize its solution.   | Logic              |
|  | <b>1A</b>      | <b>SPI 0501.1.11</b> | Determine word meanings within context..   | Language           |
|  | <b>1A</b>      | <b>SPI 0501.1.13</b> | Select appropriate synonyms, antonyms, and homonyms within context.  | Language           |
|  | <b>1A</b>      | <b>SPI 0501.1.14</b> | Identify compound words, contractions, and common abbreviations within context.  | Language           |

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|  | <b>1A</b> | <b>SPI 0501.1.1</b>  | Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context. | Language           |
|  | <b>1A</b> | <b>SPI 0501.3.1</b>  | Identify the audience for which a text is written.  | Writing            |
|  | <b>1A</b> | <b>SPI 0501.3.2</b>  | Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).   | Writing            |
|  | <b>1A</b> | <b>SPI 0501.6.6</b>  | Arrange a set of instructions in sequential order.  | Informational Text |
|  | <b>1B</b> | <b>SPI 0501.1.7</b>  | Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.  | Language           |
|  | <b>1B</b> | <b>SPI 0501.1.2</b>  | Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.  | Language           |
|  | <b>1B</b> | <b>SPI 0501.2.3</b>  | Choose the best summary of a speech.  | Communication      |
|  | <b>1B</b> | <b>SPI 0501.2.4</b>  | Organize ideas in the most effective order for an oral presentation.  | Communication      |
|  | <b>1B</b> | <b>SPI 0501.3.13</b> | Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.  | Writing            |
|  | <b>1B</b> | <b>SPI 0501.3.5</b>  | Select an appropriate concluding sentence for a well-developed paragraph.   | Writing            |
|  | <b>1B</b> | <b>SPI 0501.3.6</b>  | Rearrange sentences to form a sequential, coherent paragraph.   | Writing            |
|  | <b>1B</b> | <b>SPI 0501.3.7</b>  | Select details that support a topic sentence.   | Writing            |
|  | <b>1B</b> | <b>SPI 0501.3.8</b>  | Select vivid and active words for a writing sample.   | Writing            |
|  | <b>1B</b> | <b>SPI 0501.3.9</b>  | Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.  | Writing            |
|  | <b>1B</b> | <b>SPI 0501.3.10</b> | Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.  | Writing            |
|  | <b>1B</b> | <b>SPI 0501.3.11</b> | Rearrange paragraphs in a narrative writing selection in sequential and chronological order.  | Writing            |
|  | <b>1B</b> | <b>SPI 0501.3.12</b> | Select an appropriate title that reflects the topic of a written  | Writing            |

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|  |           |                     | selection.  |                    |
|  | <b>1B</b> | <b>SPI 0501.6.4</b> | Identify the stated main idea and supporting details in text.   | Informational Text |
|  | <b>2A</b> | <b>SPI 0501.3.3</b> | Choose the supporting sentence that best fits the context and flow of ideas in paragraph.   | Writing            |
|  | <b>2A</b> | <b>SPI 0501.3.4</b> | Identify the sentence irrelevant to a paragraph's theme or flow.  | Writing            |
|  | <b>2A</b> | <b>SPI 0501.5.5</b> | Select a logical word to complete an analogy using synonyms, antonyms, homonyms, categories, and subcategories.   | Logic              |
|  | <b>2A</b> | <b>SPI 0501.8.6</b> | Determine whether the theme is stated or implied within a passage.  | Literature         |
|  | <b>2A</b> | <b>SPI 0501.1.3</b> | Identify the correct use of adjectives (i.e., common/proper, comparative forms, predicate adjectives) and adverbs (i.e., comparative forms, negatives) within context.        | Language           |
|  | <b>2A</b> | <b>SPI 501.1.15</b> | Recognize and use grade appropriate vocabulary within context.  | Language           |
|  | <b>2B</b> | <b>SPI 0501.6.5</b> | Select the best summary of a text.  | Informational Text |
|  | <b>2B</b> | <b>SPI 0501.1.8</b> | Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+coordinating conjunction, use of semicolon, introductory phrases and/or clauses). | Language           |
|  | <b>2B</b> | <b>SPI 0501.8.7</b> | Identify similes, metaphors, personification, and hyperbole in context.   | Literature         |
|  | <b>2B</b> | <b>SPI 0501.8.8</b> | Identify the effect of sound within context (i.e., onomatopoeia, alliteration, rhythm, rhyme, repetition).  | Literature         |
|  | <b>2B</b> | <b>SPI 0501.8.9</b> | Identify the author's purpose (i.e., to inform, to entertain, to share feelings, to describe, to persuade).   | Literature         |
|  | <b>2B</b> | <b>SPI 501.7.4</b>  | Identify the various functions of media in daily life (i.e., communication, entertainment, information, persuasion).  | Media              |

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|  | <b>2B/3A</b>                           | <b>SPI 0501.7.1</b> | Select the most appropriate medium or media for accessing information, writing a report, or making a presentation.  | Media         |
|  | <b>2B/3A</b>                           | <b>SPI 0501.7.3</b> | Identify the mood created by a visual image.  | Media         |
|  | <b>3A</b>                              | <b>SPI 0501.1.4</b> | Recognize usage errors occurring within context (e.g., double negatives, troublesome words: {to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach}). | Language      |
|  | <b>3A</b>                              | <b>SPI 0501.1.6</b> | Choose the correct use of quotation marks and commas in direct quotations.  | Language      |
|  | <b>3A</b>                              | <b>SPI 0501.1.9</b> | Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.                    | Language      |
|  | <b>3A</b>                              | <b>SPI 0501.4.2</b> | Identify information that should or should not be included in a citation.   | Research      |
|  | <b>3A</b>                              | <b>SPI 0501.4.4</b> | Select appropriate sources from which to gather information on a given topic.   | Research      |
|  | <b>4A<br/>6<sup>th</sup><br/>Grade</b> | <b>SPI 0601.2.1</b> | Identify the purpose of a speech (i.e., to inform, to describe, to persuade).   | Communication |
|  | <b>4A<br/>6<sup>th</sup><br/>Grade</b> | <b>SPI 0601.2.2</b> | Identify the targeted audience of a speech.   | Communication |
|  | <b>4A<br/>6<sup>th</sup><br/>Grade</b> | <b>SPI 0601.2.3</b> | Identify the thesis and main points of a speech.  | Communication |
|  | <b>4A<br/>6<sup>th</sup><br/>Grade</b> | <b>SPI 0601.2.4</b> | Select the most appropriate behaviors for participating productively in a team.   | Communication |
|  | <b>4A<br/>6<sup>th</sup><br/>Grade</b> | <b>SPI 0601.2.5</b> | Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).           | Communication |

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|  | <b>4A<br/>6<sup>th</sup><br/>Grade</b> | <b>SPI 0601.2.6</b> | Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate). | Communication |
|  | <b>4A<br/>6<sup>th</sup><br/>Grade</b> | <b>SPI 0601.2.7</b> | Organize ideas in the most effective order for an oral presentation.   | Communication |
|  | <b>4A<br/>6<sup>th</sup><br/>Grade</b> | <b>SPI 0601.2.8</b> | Select the best summary of a speech.   | Communication |