

Moonachie School District

Grade: 5 Reading Pacing Guide

Unit: 1

Essential Question: How does literature teach us to meet challenges?

Standards Covered During Unit	Estimated Days / Week #	Comprehension Skills	Comprehension Strategies	Vocabulary Strategy/Skill	Fluency	Spelling
NJSLS Literature 1. NJSLS Literature 2. NJSLS Foundational Skills 4. NJSLS Foundational Skills 4.b. NJSLS Language 1. NJSLS Language 2. NJSLS Language 2.e. NJSLS Language 4.a. NJSLS Language 5.c. NJSLS Language 6. NJSLS Speaking/Listening 1.a. NJSLS Speaking/Listening 4.	Six weeks	<ul style="list-style-type: none"> ● Identify elements of plot. ● Monitor character development in a story ● Clarify unknown concepts, words ● Write directions ● Build oral vocabulary ● Identify point of view ● Compare and contrast characters, settings, or event ● Use specific details to support responses ● Prepare questions appropriate for an interview ● Identify and use four different types of sentences ● Define elements of a tall tale ● Describe how the narrator's or speaker's point of view affect the text 	<ol style="list-style-type: none"> 1) Summarize 2) Monitor / Clarify 3) Inferences 4) Inferences 5) Questioning (Reciprocal Teaching, Q-Charts) 6) Text Structure 	<ol style="list-style-type: none"> 1) Context Clues / Homographs 2) Context Clues / Homonyms 3) Context Clues / Synonyms 4) Context Clues / Antonyms 5) Dictionary/ Glossary/Unknown Words 6) Context Clues / Multiple Meaning Words 	<ol style="list-style-type: none"> 1) Expression 2) Expression 3) Rate 4) Appropriate Phrasing 5) Accuracy 6) Accuracy 	<ol style="list-style-type: none"> 1) Short vowels: VCCV, VCV 2) Long Vowel: VCV 3) Long vowel: digraphs 4) Adding -ed, -ing endings 5) Contractions / Common writing mistakes (could of instead of could've) 6) Common, Proper, Collective Nouns

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		<ul style="list-style-type: none">● Explain how a narrator’s or speakers point of view affects your perception of the text● Compare and contrast the treatment of similar themes and topics, or patterns of events● Recognize and use hyperbole in reading and writing● Identify voice in a text ● Use text-relevant information and language to explain connections between and/or among individuals, events, ideas or concepts.● Read a variety of genres● Read literature varying in complexity.● Identify explicit quotes in text● When provided with an inference, find an accurate quote within the text to support the inference.				
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		<ul style="list-style-type: none">● Connect explicitly stated or inferred ideas from the text to determine two or more main ideas.● Provide supporting key details to support two or more identified main ideas● Summarize key details and information				
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Unit: 2

Essential Question: How does reading about others teach us the importance of doing the right thing?

Standards Covered During Unit	Estimated Days / Week #	Comprehension Skills	Comprehension Strategies	Vocabulary Strategy/Skill	Fluency	Spelling
NJSLS Literature 3. NJSLS Literature 5. NJSLS Foundational Skills 4. NJSLS Foundational Skills 4.b NJSLS Informational Text 1. NJSLS Language 1. NJSLS Language 2.e. NJSLS Language 4. NJSLS Language 4.a. NJSLS Language 4.b NJSLS Language 4.c. NJSLS Language 6.	six to seven weeks	<ul style="list-style-type: none"> Recognize verbal clues to compare and contrast Understand how sequence in a story aides comprehension Identify different types of author’s purpose Use context clues to understand ideas and words Recognize and develop use of imagery in reading and writing use inference to understand main concepts Understand the use of foreshadowing as a literary device Understand symbolism as a vehicle for meaning 	<ol style="list-style-type: none"> 1) Visualize 2) Inferring 3) Story Structure 4) Monitor and Clarify (reflection through Reciprocal Teaching) 5) Background Knowledge 6) Summarize / Sequence Events (good vs great summaries) 	<ol style="list-style-type: none"> 1) Compare and Contrast 2) Sequence 3) Compare and Contrast 4) Sequencing across texts / Comparing and contrasting information across multiple texts (directly related to Class Novel: <i>Holes</i>) 5) Author’s Purpose 6) Author’s Purpose 	<ol style="list-style-type: none"> 1) Appropriate Expression 2) Accuracy 3) Expression 4) Appropriate Phrasing 5) Rate 6) Self-Checking and Monitoring 	<ol style="list-style-type: none"> 1) Digraphs 2) Irregular Verbs 3) Irregular Plurals 4) Vowel Sounds with r 5) Final Syllables (-en, -an, -el, -le, -il) 6) Final Syllables (-er, -ar, -or)

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NJSL Speaking/Listening 1.b NJSL Speaking/Listening 4. NJSL Speaking/Listening 6.		<ul style="list-style-type: none">● List elements of a folktale● Understand the difference between a folk tale and a myth● Recognize how point of view influences audience comprehension● Understand how rhythm, cadence and rhyme work together in poetry				
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Unit: 3

Essential Question: How does creativity and persistence shape our society?

Standards Covered During Unit	Estimated Days / Week #	Comprehension Skills	Comprehension Strategies	Vocabulary Strategy/Skill	Fluency	Spelling
NJSLS Informational Text 1. NJSLS Informational Text 2. NJSLS Informational Text 3. NJSLS Foundational Skills 4. NJSLS Foundational Skills 4.b. NJSLS Language 1. NJSLS Language 1.c. NJSLS Language 2.e. NJSLS Language 4. NJSLS Language 4.a.	Six weeks	<ul style="list-style-type: none"> Understand how sequence organize information recognize main idea and supporting details Differentiate fact and opinion Use graphic sources to aide in comprehension 	1) Summarize 2) Visualize 3) Predict and Set Purpose 4) Text Structure 5) Important Ideas 6) Sequencing / Identifying overlapping and wholes in events of a story	1) Multiple Meaning Words 2) Homonyms 3) Synonyms / Antonyms 4) Roots 5) Prefixes 6) Suffixes	1) Expression 2) Rate 3) Appropriate Phrasing 4) Rate 5) Accuracy 6) Accuracy	1) Words with uncommon beginnings (Schwa-,) 2) Compound Words 3) Words with Consonant Sounds 4) One consonant or two 5) Prefixes (un-, de-, dis-, con-) 6) Suffixes (-ism, -able, -ness, -less, -ish, -ful)

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NJSLS Language 4.b. NJSLS Language 5.c. NJSLS Language 6.						
NJSLS Speaking/ Listening 4.						

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Unit: 4

Essential Question: Why must we adapt to be successful?

Standards Covered During Unit	Estimated Days / Week #	Comprehension Skills	Comprehension Strategies	Vocabulary Strategy/Skill	Fluency	Spelling
NJSLS Literature 1. NJSLS Literature 2. NJSLS Literature 5. NJSLS Foundational Skills 4. NJSLS Foundational Skills 4.b NJSLS Informational Text 1. NJSLS Informational Text 2. NJSLS Language 1. NJSLS Language 1a NJSLS Language 3 NJSLS Language 2e. NJSLS Language 4.	Six weeks	<ul style="list-style-type: none"> Understand how characters and plot are related Recognize the use of cause and effect as a text structure Differentiate fact from opinion Understand how theme and setting influence the outcome of a story Students will draw conclusions about a reading Recognize idioms in reading Predict and set purpose for reading Recognize hyperbole in literature Predict upcoming events in a piece of literature 	1) Questioning (Reciprocal Teaching, Q-Charts, Level 1-4 Question Generating) 2) Predict and Set Purpose 3) Important Ideas 4) Story Structure 5) Setting / Purpose's Influence on a story 6) Visualize	1) Endings (-ed, -ing, -s, -es) 2) Unfamiliar Words 3) Synonyms 4) Antonyms 5) Unfamiliar Words 6) Suffixes (-ion, -ish)	1) Appropriate Phrasing 2) Accuracy 3) Rate 4) Expression (Presentation, pausing for punctuation) 5) Appropriate Phrasing 6) Pacing of speech (Rate and Accuracy)	1) Words from Other Cultures (uncommon spelling patterns) 2) Prefixes over-, under-, sub-, super, out- 3) Homophones 4) Suffixes (-ible vs -able) 5) Negative Prefixes (-un, -im) 6) Prefixes and Suffixes (Changing Meaning)

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NJSLs Language 4.a. NJSLs Language 4.b NJSLs Language 4.d NJSLs Language 5.c NJSLs Language 6. Speaking and Listening 1a Speaking and Listening 4 Speaking and Listening 5 Speaking and Listening 6		<ul style="list-style-type: none">● Use graphic sources to aid in comprehension● Understand use of metaphor in literature● Distinguish expository text from fiction● Recognize story structure as an organizational tool● Draw conclusions in reading				
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Unit: 5

Essential Question: How do the adventures of others encourage us to experience new things?

Standards Covered During Unit	Estimated Days / Week #	Comprehension Skills	Comprehension Strategies	Vocabulary Strategy/Skill	Fluency	Spelling
NJSLS Literature 1. NJSLS Literature 2. NJSLS Literature 3. NJSLS Literature 5. NJSLS Foundational Skills 4. NJSLS Foundational Skills 4.b NJSLS Informational Text 1. NJSLS Informational Text 2. NJSLS Informational Text 3. NJSLS Informational Text 7.	Six weeks	<ul style="list-style-type: none"> ● Character and plot ● Graphic sources ● Author’s purpose ● Cause and effect ● Generalize concepts ● Understand how character actions advance a plot ● Use inference to understand plot ● Monitor and clarify meaning ● Read accurately 	1) Questioning (Generating questions, identifying strength of questions) 2) Predict and Set Purpose (Using text features mixed with prior knowledge) 3) Big events / important ideas 4) Story Structure 5) Visualize 6) Visualize	1) Greek and Latin Roots 2) Greek and Latin Prefixes 3) Greek and Latin Suffixes 4-6) Unfamiliar Words	1) Appropriate Phrasing 2) Accuracy 3) Rate 4) Expression 5) Appropriate Phrasing 6) Presenting (interacting with environment while speaking to a group. i.e. powerpoint, display, etc. during a presentation)	1) Multisyllabic Words 2) Related Words 3) Greek Word Parts 4) Greek Roots 5) Latin Word Parts 6) Latin Roots

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<p>NJSLS Informational Text 8.</p> <p>NJSLS Language 1. NJSLS Language 1a NJSLS Language 3 NJSLS Language 2e. NJSLS Language 4. NJSLS Language 4.a. NJSLS Language 4.b NJSLS Language 4.c. NJSLS Language 4.d NJSLS Language 6.</p> <p>Speaking and Listening 1 Speaking and Listening 1a Speaking and Listening 1b Speaking and Listening 4 Speaking and Listening 6</p>		<ul style="list-style-type: none"> ● Understand structure of cause and effect ● recognize similes ● Recognize how figurative language is used in literature 				
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Unit: 6

Essential Question: How do unexpected events change outcomes?

Standards Covered During Unit	Estimated Days / Week #	Comprehension Skills	Comprehension Strategies	Vocabulary Strategy/Skill	Fluency	Spelling
NJSLS Literature 2. NJSLS Literature 3. NJSLS Literature 5. NJSLS Foundational Skills 4. NJSLS Foundational Skills 4.b NJSLS Informational Text 1. NJSLS Informational Text 2. NJSLS Informational Text 5.	Six weeks	<ul style="list-style-type: none"> ● Draw conclusions ● Recognize main idea and supporting details ● Compare and contrast ● Differentiate between fact and opinion ● Draw conclusions about literature ● Draw conclusions about non fiction readings ● Recognize sensory details in literature 	<ol style="list-style-type: none"> 1) Important Ideas (Number the Stars) 2) Text Structure (Number the Stars) 3) Story Structure (Number the Stars) 4) Predict and Set Purpose (Number the Stars) 5) Prior / Background knowledge (Number the Stars) 6) Prior / Background knowledge (Number the Stars) 	<ol style="list-style-type: none"> 1) Unknown Words 2) Ending -s, -es 3) Suffixes -less, -ful 4) Unfamiliar Words 5) Homographs 6) Homonyms 	<ol style="list-style-type: none"> 1) Accuracy 2) Appropriate Phrasing 3) Rate 4) Appropriate Phrasing 5) Expression 6) Expression 	<ol style="list-style-type: none"> 1) Suffixes -ous, -sion, -ion, -ation 2) Final Syllable -ant, -ent, -ance, ence 3) Unfamiliar Words 4) Related Words 5) Easily confused words 6) Easily confused words

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<p>NJSLS Language 1. NJSLS Language 1a NJSLS Language 3 NJSLS Language 2. NJSLS Language 2a NJSLS Language 2d NJSLS Language 2e NJSLS Language 4. NJSLS Language 4.a. NJSLS Language 4.b NJSLS Language 4.c. NJSLS Language 4.d NJSLS Language 6.</p> <p>Speaking and Listening 1c Speaking and Listening 1d Speaking and Listening 2 Speaking and Listening 4</p>		<ul style="list-style-type: none"> ● Use main idea and supporting details in writing ● Understand how foreshadowing is used as a literary device ● Understand the elements of a myth ● Predict and set purpose ● Recognize point of view ● Understand the structure of a personal narrative 				
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