

		Quarter 1		
		Missouri Learning Standards Teaching Window: August 16 – October 11		Being a Writer
		<p>Quarter 1 Assessment Guidelines: (List guidelines here for Wonders Unit Test including testing and Mastery Connect windows, writing performance events, and other miscellaneous assessments.)</p> <p>Scrimmage 1.1 Testing Window 9/17-9/21 Mastery Connect Window 9/17-10/1 Scrimmage 1.2 Testing Window 10/8-10/12 Mastery Connect Window 10/8-10/23</p>	<p>The Writing Community District Writing Assessment Testing Window Unit 1 9/17-9/20 Mastery Connect Window 9/17-9/27</p> <p>The Writing Process District Writing Assessment Testing Window Unit 2 10/8-10/11 Mastery Connect Window 10/8-10/19</p>	
MLS Code	Focus Standards	Quarter 1 Reading Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer
5.R.1.A.c	AS	I can monitor comprehension and make corrections and adjustments for understanding	Unit 1	
5.R.1.D.a	FS	I can read developmentally appropriate text independently for multiple purposes.	Unit 1	
5.R.2.A.a	FS	I can read, infer, analyze and draw conclusions to compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts	Unit 1	
5.R.1.C.a		Compare, contrast, and analyze relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, compare and contrast)	Unit 1	

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5.R.1.C.b		Compare, contrast, and analyze relevant connections between: b. text to world (text ideas and the world by responding to literature reflects a culture and historic time frame)	Unit 1	
5.R.1.D.b		Read independently for multiple purposes over sustained periods of time by: b. producing evidence of reading	Unit 1	
5.RF.4.A.a		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	Unit 1	
5.R.1.A.a/b	AS	I can infer and draw Conclusions by using text evidence to support my analysis of what the text says and my inference	Unit 1	
5.R.2.A.a		Read, infer, analyze, and draw conclusions to: a. compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts	Unit 1	
5.R.2.A.b		Read, infer, analyze, and draw conclusions to: b. explain the theme or moral lesson, conflict and resolution in a story or novel	Unit 1	
5.R.2.A.c		Read, infer, analyze, and draw conclusions to: c. describe how a narrator's or speaker's point of view influences events	Unit 1	
5.R.2.A.d		Read, infer, analyze, and draw conclusions to: d. recognize foreshadowing	Unit 1	
5.R.2.A.e		Read, infer, analyze, and draw conclusions to: e. explain the effect of a historical event or movement in a work of literature	Unit 1	
5.R.2.A.g		Read, infer, analyze, and draw conclusions to: g. introduce different forms of third-person points of view in stories	Unit 1	
5.R.1.B.a	AS	I can use context clues, Greek and Latin roots, suffix and prefixes, to decode unknown words.	Unit 1	
5.RF.3.A.a		Develop phonics in the reading process by: a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context	Unit 1	
5.RF.3.A.b		Develop phonics in the reading process by: b. reading roots words, prefixes, and suffixes and important words from all specific content curricula	Unit 1	
5.R.1.B.b		Develop an understanding of vocabulary by: b. using context to determine meaning of unfamiliar or multiple meaning words	Unit 1	

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MLS Code	Focus Standards	Quarter 1 Writing Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer
5.W.1.C.a /b	AS	I can choose an appropriate organizational structure and building on one main idea to create a multiple paragraph	Unit 1	Unit 2: Weeks 1-2 Unit 3: Weeks 3-4 Unit 4: Weeks 4-6 Unit 5: Week 6 Unit 6: Weeks 2-3 Unit 7: Week 3 Unit 8: Week 2
5.W.1.D.a		With assistance from adults/peers: a. use technology, including the Internet, to produce and publish	Unit 1	Unit 2: Week 2 Unit 3: Week 4 Unit 4: Weeks 1 & 5 Unit 5: Weeks 3 & 6 Unit 7: Week 3 Unit 8: Week 2 Unit 9: Week 1
5.W.1.D.b		With assistance from adults/peers: b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting.	Unit 1	not addressed in BW
5.L.1.A.e	AS	I can use Grammar and mechanics to produce a variety of sentences in writing		not addressed in BW
5.L.1.A.a		In speech and written form, apply standard English grammar to: a. explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	Unit 1	Unit 2: Week 1 Unit 3: Weeks 1, 2, & 4 Unit 4: Weeks 5 & 6 Unit 5: Week 6 Unit 6: Week 2
5.L.1.A.d		In speech and written form, apply standard English grammar to: b. use and correct verb tenses	Unit 1	Unit 2: Week 1 Unit 3: Weeks 1, 2, & 3 Unit 4: Week 6
5.L.1.B.a		In written text: write legibly		Unit 2: Week 2

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5.W.2.A.b 5.W.2.A.c	FS	I can write an opinion text to state an opinion or establish a position, providing relevant reasoning supported by facts/details using specific and accurate words related to topic, audience and purpose	Unit 3	Unit 1: Week 2 Unit 3: Weeks 1 & 3 Unit 4: Weeks 1 & 2 Unit 5: Weeks 5 & 6 Unit 6: Week 3 Unit 7: Weeks 1, 2, & 3 Unit 8: Week 2 Unit 9: Week 1
5.W.2.C.a /b	FS	I can write a personal narrative establishing a setting and situation/topic and introduce a narrator or character using techniques such as dialogues, motivation and descriptions.	Unit 1	Unit 1: Weeks 1-3 Unit 4: Weeks 1-6
5.W.1.B.e	FS	I can develop a draft from prewriting, using the appropriate genre type, to address an appropriate audience, organization, and purpose		Unit 1: Week 2 Unit 3: Weeks 1-4 Unit 4: Weeks 1-6 Unit 5: Weeks 3-6 Unit 6: Weeks 1-3 Unit 7: Weeks 1-3 Unit 8: Week 2 Unit 9: Week 1
5.W.2.C.c		Write fiction or nonfiction narratives and poems that: c. organize an event sequence that unfolds naturally to establish a beginning/middle/end		Not addressed in BW
5.W.1.A.a		Follow a writing process to plan a first draft by: a. selecting a genre appropriate for conveying the purpose to an intended audience	Unit 1	Not addressed in BW
5.W.2.C.e		Write fiction or nonfiction narratives and poems that: e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	Unit 1	Unit 3: Weeks 1-3 Unit 4: Week 5
MLS Code	Focus Standards	Quarter 1 Language Standards		Wonders/CCC Resource Alignment
			Wonders	Being a Writer
5.L.1.A.e	AS	I can use Grammar and mechanics to produce a variety of sentences in writing		

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5.L.1.A.a		In speech and written form, apply standard English grammar to: c. explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	Unit 1	
5.L.1.A.b		In speech and written form, apply standard English grammar to: d. use relative pronouns and relative adverbs	Unit 1	
5.L.1.A.c		In speech and written form, apply standard English grammar to: e. use pronouns consistently across a text	Unit 1	
5.L.1.A.d		In speech and written form, apply standard English grammar to: f. use and correct verb tenses	Unit 1	
5.R.1.B.f		Develop an understanding of vocabulary by: g. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choice	Unit 1	
5.R.1.B.g		Develop an understanding of vocabulary by: h. using conversational, general academic, and domain specific words and phrases	Unit 1	
MLS Code	Focus Standards	Quarter 1 Speaking & Listening Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer
5.SL.1.A.a	AS	I can follow agreed upon rules for listening and classroom collaboration according to classroom expectations	Unit 1	
5.SL.1.A.b		Develop and apply effective listening skills and strategies in formal and informal settings by: b. posing and responding to specific questions to clarify or follow up on information, and making comments that contribute to the discussion and link to the remarks of others	Unit 1	
5.SL.1.A.c		Develop and apply effective listening skills and strategies in formal and informal settings by: c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations	Unit 1	
5.SL.2.A.a		Develop and apply effective listening skills and strategies in formal and informal setting by: a. evaluating and modifying own active listening skills	Unit 1	

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		Quarter 2		
		Missouri Learning Standards Teaching Window: October 12- December 20		
		<p>Quarter 2 Assessment Guidelines: (List guidelines here for Treasures Unit Test including testing and Mastery Connect windows, writing performance events, and other miscellaneous assessments.)</p> <p>Scrimmage 2.1 Testing Window 11/5-11/9 Mastery Connect Window 11/5-11/26 Scrimmage 2.2 Testing Window 12/3-12/7 Mastery Connect Window 12/3-12/17</p>	<p>Personal Narrative District Writing Assessment Testing Window Unit 3 11/5-11/8 Mastery Connect Window 11/5-11/15</p> <p>Fiction District Writing Assessment Testing Window Unit 4 12/10-12/13 Mastery Connect Window 12/10-12/20</p>	
MLS Code	Focus Standards	Quarter 2 Reading Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer
5.R.1.A.c	AS	I can monitor comprehension and make corrections and adjustments for understanding	Unit 3	
5.R.1.D.a	FS	I can read developmentally appropriate text independently for multiple purposes.	Unit 3	
5.RF.4.A.a		<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	Unit 3	

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5.R.2.A.a I	FS	I can read, infer, analyze and draw conclusions to compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts	Unit 3	
5.R.1.A.a/b	AS	I can infer and draw Conclusions by using text evidence to support my analysis of what the text says and my inference	Unit 3	
5.R.1.B.a	AS	I can use context clues, Greek and Latin roots, suffix and prefixes, to decode unknown words.	Unit 3	
5.RF.3.A.a		Develop phonics in the reading process by: c. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context	Unit 3	
5. R.1.B.c		Develop an understanding of vocabulary by: c. constructing analogies	Unit 3	
5. R.1.B.d		Develop an understanding of vocabulary by: d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles and other sayings in text	Unit 3	
5. R.1.B.e		Develop an understanding of vocabulary by: e. identifying and using words and phrases that signal contrast, addition, and other logical relationships	Unit 3	
5.R.2.B.a		Read, infer and draw conclusions to: a. explain how poets use sound and visual elements in poetry	Unit 3	
5.R.2.B.b		Read, infer and draw conclusions to: b. identify forms of poems	Unit 3	
5.R.2.C.a		Read, infer and draw conclusions to: a. analyze the similarities between an original text and its dramatic adaptation	Unit 3	
5.R.2.C.b		Read, infer and draw conclusions to: b. identify structural elements of dramatic literature	Unit 3	
5.R.2.C.c		Read, infer and draw conclusions to: c. evaluate the critical impact of sensory details, imagery, and figurative language	Unit 3	
MLS Code	Focus Standards	Quarter 2 Writing Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer

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5.W.1.C.a 5.W.1.C.b	AS	I can choose an appropriate organizational structure and building on one main idea to create a multiple paragraph	Unit 3	Unit 2: Weeks 1-2 Unit 3: Weeks 3-4 Unit 4: Weeks 4-6 Unit 5: Week 6 Unit 6: Weeks 2-3 Unit 7: Week 3 Unit 8: Week 2
5.W.2.C.a /b	FS	I can write a personal narrative establishing a setting and situation/topic and introduce a narrator or character using techniques such as dialogues, motivation and descriptions.		Unit 1: Weeks 1-3 Unit 4: Weeks 1-6
5.W.2.C.d		Write fiction or nonfiction narratives and poems that: d. use a variety of transitions to manage the sequence of events		Unit 4: Weeks 4-5
5.W.2.C.c		Write fiction or nonfiction narratives and poems that: c. organize an event sequence that unfolds naturally to establish a beginning/middle/end		Not addressed in BW
5.W.2.C.e		Write fiction or nonfiction narratives and poems that: e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose		Unit 3: Weeks 1-3 Unit 4: Week 5
5.W.1.B.e	FS	I can develop a draft from prewriting, using the appropriate genre type, to address an appropriate audience, organization, and purpose		Unit 1: Week 2 Unit 3: Weeks 1-4 Unit 4: Weeks 1-6 Unit 5: Weeks 3-6 Unit 6: Weeks 1-3 Unit 7: Weeks 1-3 Unit 8: Week 2 Unit 9: Week 1
5.W.2.A.b 5.W.2.A.c	FS	I can write an opinion text to state an opinion or establish a position, providing relevant reasoning supported by facts/details using specific and accurate words related to topic, audience and purpose	Unit 3	Unit 1: Week 2 Unit 3: Weeks 1 & 3 Unit 4: Weeks 1 & 2 Unit 5: Weeks 5 & 6 Unit 6: Week 3 Unit 7: Weeks 1, 2, & 3 Unit 8: Week 2 Unit 9: Week 1

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5.W.1.D.a		With assistance from adults/peers: a. use technology, including the Internet, to produce and publish	Unit 3	Unit 2: Week 2 Unit 3: Week 4 Unit 4: Weeks 1 & 5 Unit 5: Weeks 3 & 6 Unit 7: Week 3 Unit 8: Week 2 Unit 9: Week 1
5.W.1.D.b		With assistance from adults/peers: b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting.	Unit 3	not addressed in BW
5.L.1.A.e	AS	I can use Grammar and mechanics to produce a variety of sentences in writing		not addressed in BW
5.L.1.A.a		In speech and written form, apply standard English grammar to: i. explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection		Unit 2: Week 1 Unit 3: Weeks 1, 2, & 4 Unit 4: Weeks 5 & 6 Unit 5: Week 6 Unit 6: Week 2
5.L.1.A.c		In speech and written form, apply standard English grammar to: j. use pronouns consistently across a text		Unit 4: Week 5
5.L.1.A.d		In speech and written form, apply standard English grammar to: k. use and correct verb tenses		Unit 2: Week 1 Unit 3: Weeks 1, 2, & 3 Unit 4: Week 6
5.L.1.B.d		In written text: d. use a comma to set off the words yes and no		Unit 2: Week 2
MLS Code	Focus Standards	Quarter 2 Language Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer
5.L.1.A.e	AS	I can use Grammar and mechanics to produce a variety of sentences in writing		

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5.R.1.B.f		Develop an understanding of vocabulary by: f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices	Unit 3	
5.R.1.B.g		Develop an understanding of vocabulary by: g. using conversational, general academic, and domain specific words and phrases	Unit 3	
5.L.1.B.a		In written text: a. write legibly	Unit 3	
5.L.1.B.b		In written text: b. use a comma before a coordinating conjunction when writing compound sentences	Unit 3	
5.L.1.B.c		In written text: c. use a comma to separate an introductory clause in a complex sentence	Unit 3	
5.L.1.B.d		In written text: d. use a comma to set off the words yes and no	Unit 3	
5.L.1.B.h		In written text: h. use apostrophes in singular nouns to show possession	Unit 3	
5.L.1.B.i		In written text: i. write apostrophes in regular plural nouns to show possession	Unit 3	
5.L.1.B.j		In written text: j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context	Unit 3	
Review		REINFORCE/REVIEW Q1 Language Standards	Unit 3	
MLS Code	Focus Standards	Quarter 2 Speaking & Listening Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer
5.SL.1.A.a	AS	I can follow agreed upon rules for listening and classroom collaboration according to classroom expectations	Unit 3	
5.SL.1.A.d	FS	I can listen for speaker's message and summarize main points based on evidence	Unit 3	
5.SL.2.A.a		Develop and apply effective listening skills and strategies in formal and informal setting by: a. evaluating and modifying own active listening skills	Unit 3	

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5.SL.3.A.a		Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. summarizing points made by others before presenting own ideas, according to classroom expectations	Unit 3	
5.SL.3.A.b		Speak clearly and to the point, using conventions of language when presenting individually or with a group by: b. providing and evaluating evidence to support opinion	Unit 3	

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		Quarter 3		
		Missouri Learning Standards Teaching Window: January 4 – March 9		
		Quarter 3 Assessment Guidelines: (List guidelines here for Treasures Unit Test including testing and Mastery Connect windows, writing performance events, and other miscellaneous assessments.) Scrimmage 3.1 Testing Window 1/22-1/31 Mastery Connect Window 1/22-2/11 Scrimmage 3.2 Testing Window 2/25-3/1 Mastery Connect Window 2/25-3/11	Expository Nonfiction Writing District Writing Assessment Testing Window Unit 5 3/4- 3/7 Mastery Connect Window 3/4-3/14	
MLS Code	Focus Standards	Quarter 3 Reading Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer
5.R.1.A.c	AS	I can monitor comprehension and make corrections and adjustments for understanding	Unit 2	
5.R.1.D.a	FS	I can read developmentally appropriate text independently for multiple purposes.	Unit 2	
5.RF.4.A.a		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	Unit 2	
5.R.1.A.a/b	AS	I can infer and draw Conclusions by using text evidence to support my analysis of what the text says and my inference	Unit 2	
5.R.3.C.a	FS	I can read, Infer and draw conclusions to identify devices used in various forms of nonfiction text	Unit 2	
5.R.3.A.a		Read, infer and draw conclusions to: a. use multiple text features and graphics to locate information and gain an overview of the contents of text information	Unit 2	

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5.R.3.A.b		Read, infer and draw conclusions to: b. interpret details from procedural text to complete a task, solve a problem, or perform procedures	Unit 2	
5.R.3.A.c		Read, infer and draw conclusions to: c. interpret factual or quantitative information	Unit 2	
5.R.3.C.b		Read, infer and draw conclusions to: b. explain the difference between a stated and implied purpose for an expository text	Unit 2	
5.R.3.C.c		Read, infer and draw conclusions to: c. analyze how the pattern of organization of a text influences the relationships	Unit 2	
5.R.3.C.d		Read, infer and draw conclusions to: d. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view	Unit 2	
5.R.3.C.e		Read, infer and draw conclusions to: e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	Unit 2	
5.R.1.B.a	AS	I can use context clues, Greek and Latin roots, suffix and prefixes, to decode unknown words.	Unit 2	
5.RF.3.A.a		Develop phonics in the reading process by: e. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context	Unit 2	
MLS Code	Focus Standards	Quarter 3 Writing Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer
5.W.1.C.a /b	AS	I can choose an appropriate organizational structure and building on one main idea to create a multiple paragraph	Unit 2	Unit 2: Weeks 1-2 Unit 3: Weeks 3-4 Unit 4: Weeks 4-6 Unit 5: Week 6 Unit 6: Weeks 2-3 Unit 7: Week 3 Unit 8: Week 2
5.W.1.B.c	AS	I can apply a writing process to develop text for audience and purpose which follows appropriate organizational structure to convey and support the intended purpose	Unit 2	Unit 5: Week 4 Unit 7: Weeks 2-3

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5.W.1.A.b		Follow a writing process to plan a first draft by: b. formulating questions related to the topic		Unit 5: Week 3
5.W.1.A.c		Follow a writing process to plan a first draft by: c. accessing prior knowledge or building background knowledge related to the topic		Unit 2: Week 1 Unit 3: Week 2 Unit 5: Weeks 3-4 Unit 7: Week 2
5.W.1.A.d		Follow a writing process to plan a first draft by: d. using a prewriting strategy		Unit 5: Weeks 3-4
5.W.1.B.a		Appropriate to genre type, develop a draft from prewriting by: choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre		Unit 5: Week 4 Unit 7: Week 2-3
5.W.1.B.e	FS	I can develop a draft from prewriting, using the appropriate genre type, to address an appropriate audience, organization, and purpose		Unit 1: Week 2 Unit 3: Weeks 1-4 Unit 4: Weeks 1-6 Unit 5: Weeks 3-6 Unit 6: Weeks 1-3 Unit 7: Weeks 1-3 Unit 8: Week 2 Unit 9: Week 1
5.W.2.C.c		Write fiction or nonfiction narratives and poems that: c. organize an event sequence that unfolds naturally to establish a beginning/middle/end		Not addressed in BW
5.W.3.A.h	FS	I can complete a research project and report to present and evaluate how completely, accurately and efficiently the research question was explored or answered using previously established teacher/student criteria	Unit 4	Not Addressed in BW
5.W.1.D.a		With assistance from adults/peers: use technology, including the Internet, to produce and publish	Unit 4	Unit 2: Week 2 Unit 3: Week 4 Unit 4: Weeks 1 & 5 Unit 5: Weeks 3 & 6 Unit 7: Week 3 Unit 8: Week 2 Unit 9: Week 1

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5.W.1.D.b		With assistance from adults/peers: b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting.	Unit 4	not addressed in BW
5.W.3.A.a		Apply research process to: generate a list of subject appropriate topics	Unit 4	Unit 5: Week 3
5.W.3.A.b		Apply research process to: b. formulate and refine an open-ended researchable question	Unit 4	Unit 5: Week 3
5.W.3.A.c		Apply research process to: c. follow guidelines for collecting and recording information	Unit 4	Unit 5: Weeks 3-4
5.W.3.A.d		Apply research process to: d. select relevant resources, literary and informational	Unit 4	Unit 5: Weeks 3-4
5.W.3.A.e		Apply research process to: e. assess relevance, accuracy, and reliability of information in print and digital sources	Unit 4	Not addressed in BW
5.W.3.A.f		Apply research process to: f. convert graphic/visual data into written notes	Unit 4	Not addressed in BW
5.W.3.A.g		Apply research process to: g. differentiate between paraphrasing and plagiarism when using ideas of others	Unit 4	Not addressed in BW
5.W.3.A.i		Apply research process to: i. record bibliographic information from sources according to a standard format	Unit 4	Unit 5: Weeks 3, 4, & 6
5.W.2.B.b	FS	I can write an expository text developing supporting paragraphs using topic sentences with facts, details, examples and quotations.	Unit 2	Unit 5: Weeks 3-4
5.W.2.B.a		Write informative/explanatory texts that: a. introduce a topic using a topic sentence in an introductory paragraph	Unit 2	Unit 5: Week 5
5.W.2.B.c		Write informative/explanatory texts that: c. use an organizational format that suits the topic	Unit 2	Unit 5: Weeks 4-5
5.W.2.B.d		Write informative/explanatory texts that: d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	Unit 2	Unit 6: Weeks 2-3
5.W.2.B.e		Write informative/explanatory texts that: f. contain information using student's original language, except when using direct quotations from a source	Unit 2	Unit 5: Weeks 3-4
5.W.2.B.f		Write informative/explanatory texts that: g. use transition words to connect ideas within and across categories of information	Unit 2	Unit 5: Weeks 4-5
5.W.2.B.g		Write informative/explanatory texts that: h. use text structures when useful	Unit 2	Not addressed in BW

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5.W.2.B.h		Write informative/explanatory texts that: h. create a concluding paragraph related to the information	Unit 2	Not addressed in BW
5.W.2.A.b 5.W.2.A.c	FS	I can write an opinion text to state an opinion or establish a position, providing relevant reasoning supported by facts/details using specific and accurate words related to topic, audience and purpose	Unit 3	Unit 1: Week 2 Unit 3: Weeks 1 & 3 Unit 4: Weeks 1 & 2 Unit 5: Weeks 5 & 6 Unit 6: Week 3 Unit 7: Weeks 1, 2, & 3 Unit 8: Week 2 Unit 9: Week 1
5.L.1.A.e	AS	I can use Grammar and mechanics to produce a variety of sentences in writing		not addressed in BW
5.L.1.A.a		In speech and written form, apply standard English grammar to: 1. explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection		Unit 2: Week 1 Unit 3: Weeks 1, 2, & 4 Unit 4: Weeks 5 & 6 Unit 5: Week 6 Unit 6: Week 2
MLS Code	Focus Standards	Quarter 3 Language Standards		Wonders/CCC Resource Alignment
			Wonders	Being a Writer
5.L.1.A.e	AS	I can use Grammar and mechanics to produce a variety of sentences in writing		
5.R.1.B.f		Develop an understanding of vocabulary by: f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices	Unit 2	
5.R.1.B.g		Develop an understanding of vocabulary by: g. using conversational, general academic, and domain specific words and phrases	Unit 2	
Review		REINFORCE /REVIEW all from Q1 and Q2	Unit 2	
MLS Code	Focus Standards	Quarter 3 Speaking & Listening Standards		Wonders/CCC Resource Alignment

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		Quarter 4		
		Missouri Learning Standards Teaching Window: March 12 -May 24		
		<p>Quarter 4 Assessment Guidelines: (List guidelines here for Treasures Unit Test including testing and Mastery Connect windows, writing performance events, and other miscellaneous assessments.)</p> <p>Scrimmage 4.1 Testing Window 4/1-4/5 Mastery Connect Window 4/1-4/15 Performance Event 4.2 Reports 5/6-5/16 Mastery Connect Window 5/6-5/22</p>	<p>Functional Writing District Writing Assessment Testing Window Unit 6 4/8-4/11 Mastery Connect Window 4/8-4/19</p> <p>Opinion Writing District Writing Assessment Testing Window Unit 7 4/22-4/25 Mastery Connect Window 4/22-5/2</p> <p>Poetry District Writing Assessment Testing Window Unit 8 5/6-5/10 Mastery Connect Window 5/6-5/16</p>	
MLS Code	Focus Standards	Quarter 4 Reading Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer
5.R.1.A.c	AS	I can monitor comprehension and make corrections and adjustments for understanding	Unit 4	
5.R.1.D.a	FS	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate	Unit 4	

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5.RF.4.A.a		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension b. use context to confirm or self-correct word recognition and understanding, rereading as necessary	Unit 4	
5.R.2.A.a	FS	I can read, infer, analyze and draw conclusions to compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts	Unit 4	
5.R.2.A.f		I can read, infer, analyze, and draw conclusions to: Introduce origin myths and culturally significant characters/events in mythology	Unit 4	
5.R.1.A.a/b	AS	I can infer and draw Conclusions by using text evidence to support my analysis of what the text says and my inference	Unit 4	
5.R.4.A.a	FS	I can read to develop an understanding of media and its components by explaining how messages conveyed in various forms of media are presented differently.	Unit 4	
5.R.3.B.a		Read, infer and draw conclusions to: a. evaluate how well the author's purpose was achieved, identify reasons for the decision and provide evidence to support the claim	Unit 4	
5.R.3.B.b		Read, infer and draw conclusions to: b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	Unit 4	
5.R.3.B.c		Read, infer and draw conclusions to: c. verify facts through established methods	Unit 4	
5.R.3.B.d		Read, infer and draw conclusions to: d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument	Unit 4	
5.R.3.B.e		Read, infer and draw conclusions to: e. recognize exaggerated, contradictory, or misleading statements	Unit 4	
5.R.3.B.f		Read, infer and draw conclusions to: f. explain the type of evidence used to support a claim in a persuasive text	Unit 4	
5.R.3.B.g		Read, infer and draw conclusions to: g. use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning	Unit 4	
5.R.4.A.b		Read to develop an understanding of media and its components by: b. comparing and contrasting the difference in techniques used in media	Unit 4	
5.R.4.A.c		Read to develop an understanding of media and its components by: c. identifying the point of view of media presentations	Unit 4	

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5.R.4.A.d		Read to develop an understanding of media and its components by: d. analyzing various digital media venues for levels of formality and informality	Unit 4	
5.R.4.A.e		Read to develop an understanding of media and its components by: e. explaining textual and graphics features of a web page and how they help readers to comprehend text	Unit 4	
5.R.1.B.a	AS	I can use context clues, Greek and Latin roots, suffix and prefixes, to decode unknown words.	Unit 4	
5.RF.3.A.a		Develop phonics in the reading process by: i. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context	Unit 4	
MLS Code	Focus Standards	Quarter 4 Writing Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer
5.W.1.C.a /b	AS	I can choose an appropriate organizational structure and building on one main idea to create a multiple paragraph	Unit 4	Unit 2: Weeks 1-2 Unit 3: Weeks 3-4 Unit 4: Weeks 4-6 Unit 5: Week 6 Unit 6: Weeks 2-3 Unit 7: Week 3 Unit 8: Week 2
5.W.1.B.c	AS	I can apply a writing process to develop text for audience and purpose which follows appropriate organizational structure to convey and support the intended purpose	Unit 4	Unit 5: Week 4 Unit 7: Weeks 2-3
5.W.2.A.b 5.W.2.A.c	FS	I can write an opinion text to state an opinion or establish a position, providing relevant reasoning supported by facts/details using specific and accurate words related to topic, audience and purpose	Unit 3	Unit 1: Week 2 Unit 3: Weeks 1 & 3 Unit 4: Weeks 1 & 2 Unit 5: Weeks 5 & 6 Unit 6: Week 3 Unit 7: Weeks 1, 2, & 3 Unit 8: Week 2 Unit 9: Week 1

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5.W.2.A.a		Write opinion texts that: introduce a topic or text being studied using an introductory paragraph that clearly supports the writer's purpose	Unit 3	Unit 7: Weeks 2-3
5.W.2.A.d		Write opinion texts that: d. contain information using student's original language, except when using direct quotation from a source	Unit 3	Not Addressed in BW
5.W.2.A.e		Write opinion texts that: e. reference the name of the author(s) or name of the source used for details or facts included in the text	Unit 3	Not Addressed in BW
5.W.2.A.f		Write opinion texts that: f. use transitions to connect opinion and reason	Unit 3	Unit 7: Weeks 2-3
5.W.2.A.g		Write opinion texts that: g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	Unit 3	Unit 7: Weeks 2-3
5.W.1.B.e	FS	I can develop a draft from prewriting, using the appropriate genre type, to address an appropriate audience, organization, and purpose		Unit 1: Week 2 Unit 3: Weeks 1-4 Unit 4: Weeks 1-6 Unit 5: Weeks 3-6 Unit 6: Weeks 1-3 Unit 7: Weeks 1-3 Unit 8: Week 2 Unit 9: Week 1
5.W.2.C.c		Write fiction or nonfiction narratives and poems that: c. organize an event sequence that unfolds naturally to establish a beginning/middle/end		Not addressed in BW
5.W.1.A.c		Follow a writing process to plan a first draft by: c. accessing prior knowledge or building background knowledge related to the topic		Unit 2: Week 1 Unit 3: Week 2 Unit 5: Weeks 3-4 Unit 7: Week 2
5.W.1.B.a		Appropriate to genre type, develop a draft from prewriting by: choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre		Unit 5: Week 4 Unit 7: Week 2-3
5.W.1.B.b		Appropriate to genre type, develop a draft from prewriting by: b. establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph		Unit 7: Weeks 2-3
5.W.1.B.d		Appropriate to genre type, develop a draft from prewriting by: d. restating the overall main idea in the concluding statement		Unit 7: Weeks 2-3

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5.W.3.A.i		Apply research process to: i. record bibliographic information from sources according to a standard format	Unit 4	Unit 5: Week 6
5.L.1.A.e	AS	I can use Grammar and mechanics to produce a variety of sentences in writing		not addressed in BW
5.L.1.A.a		In speech and written form, apply standard English grammar to: m. explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection		Unit 2: Week 1 Unit 3: Weeks 1, 2, & 4 Unit 4: Weeks 5 & 6 Unit 5: Week 6 Unit 6: Week 2
5.L.1.B.c		In written text: c. use a comma to separate an introductory clause in a complex sentence		Unit 7: Week 3
MLS Code	Focus Standards	Quarter 4 Language Standards	Wonders/CCC Resource Alignment	
			Wonders	Being a Writer
5.L.1.A.e	AS	I can use Grammar and mechanics to produce a variety of sentences in writing		
5.L.1.B.f 5.L.1.B.g	FS	I can use underlining when writing titles of books, magazines and newspapers and use quotation marks when writing titles of stories songs, poems and articles.	Unit 4	
5.R.1.B.f		Develop an understanding of vocabulary by: f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices	Unit 4	
5.R.1.B.g		Develop an understanding of vocabulary by: g. using conversational, general academic, and domain specific words and phrases	Unit 4	
5.L.1.B.e		In written text: use italics when keyboarding titles of books, magazines, and newspapers	Unit 4	
REVIEW		Reinforce and Review all Quarter 1 - 3 Standards	Unit 4	
MLS Code	Focus Standards	Quarter 4 Speaking & Listening Standards	Wonders/CCC Resource Alignment	

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			Wonders	Being a Writer
5.SL.1.A.a	AS	I can follow agreed upon rules for listening and classroom collaboration according to classroom expectations	Unit 4	
5.SL.4.A.b	FS	I can plan an appropriate presentation based on audience	Unit 4	
5.SL.2.A.a		Develop and apply effective listening skills and strategies in formal and informal setting by: a. evaluating and modifying own active listening skills	Unit 4	
5.SL.4.A.a		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: a. using efficient presentation skills with available resources using a variety of media	Unit 4	
5.SL.4.A.c		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint	Unit 4	
REVIEW		Reinforce and Review all Quarter 1 - 3 Standards	Unit 4	