

***English Standards of Learning for Virginia Public Schools - January 2010-Grade Five***

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of a variety of resources to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and create a project using online, print, and media resources. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, to explain, and to persuade. The student will define the meaning and consequences of plagiarism.

**Pacing Guide Key****SOL Acquisition**

- \* 1<sup>st</sup> 9-weeks
- \*\* 2<sup>nd</sup> 9-weeks
- \*\*\* 3<sup>rd</sup> 9-weeks
- \*\*\*\* 4<sup>th</sup> 9-weeks

Communication: Speaking, Listening, Media Literacy

**5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.**

- a) Participate in and contribute to discussions across content areas. \*\*\*\*
- b) Organize information to present in reports of group activities. \*\*\*\*
- c) Summarize information gathered in group activities. \*\*\*\*
- d) Communicate new ideas to others. \*\*\*\*
- e) Demonstrate the ability to collaborate with diverse teams. \*\*\*\*
- f) Demonstrate the ability to work independently. \*

**5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.**

- a) Maintain eye contact with listeners. \*\*\*\*
- b) Use gestures to support, accentuate, dramatize verbal message. \*\*\*\*
- c) Use facial expressions to support and dramatize verbal message. \*\*\*\*
- d) Use posture appropriate for communication setting. \*\*\*\*
- e) Determine appropriate content for audience. \*\*\*\*
- f) Organize content sequentially around major ideas. \*\*\*\*
- g) Summarize main points as they relate to main idea or supporting details. \*\*\*\*
- h) Incorporate visual media to support the presentation. \*\*\*\*
- i) Use language and style appropriate to the audience, topic, and purpose. \*\*\*\*

**Reading**

**5.4 The student will expand vocabulary when reading.**

- 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. \*\*
- c) Use knowledge of roots\*\*\*\*, affixes\*\*\*\*, synonyms\*, antonyms\*, and homophones\*.
- f) Develop vocabulary by listening to and reading a variety of texts. \*\*\*\*
- g) Study word meanings across content areas. \*\*\*\*

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

- a) Describe the relationship between text and previously read materials. \*\*\*\*
- b) Describe character development. \*\*
- c) Describe the development of plot and explain the resolution of conflict(s). \*\*
- f) Identify and ask questions that clarify various points of view. \*\*
- g) Identify main idea \*\*
- h) Summarize supporting details from text. \*
- i) Draw conclusions and make inferences from text. \*\*
- k) Make, confirm, or revise predictions. \*
- l) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- m) Read with fluency and accuracy. \*\*\*\*

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

- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. \*
- b) Use prior knowledge and build additional background knowledge as context for new learning. \*\*\*\*
- c) Skim materials to develop a general overview of content. \*\*\*\*
- d) Identify the main idea of nonfiction texts \*\*
- e) Summarize supporting details in nonfiction texts. \*
- f) Identify structural patterns found in nonfiction. \*\*
- g) Locate information to support opinions,\*\* predictions,\* and conclusions. \*\*
- j) Identify, compare, and contrast relationships. \*\*\*\*
- k) Identify new information gained from reading. \*\*
- l) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- m) Read with fluency and accuracy. \*\*\*\*

**Writing**

**5.7 The student will write for a variety of purposes: to describe\*, to inform,\*\* to entertain\*, to explain\*\*, and to persuade\*\*\*\*.**

- a) Identify intended audience. \*
- b) Use a variety of prewriting strategies. \*
- c) Organize information to convey a central idea. \*
- d) Write a clear topic sentence focusing on the main idea.\*
- e) Write multi-paragraph compositions. \*\*
- f) Use precise and descriptive vocabulary to create tone and voice. \*\*\*
- g) Vary sentence structure by using transition words. \*\*
- h) Revise for clarity of content using specific vocabulary and information.\*\*\*\*
- i) Include supporting details that elaborate the main idea.\*\*

**5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**

- d) Use apostrophes in contractions\* and possessives. \*\*
- e) Use quotation marks with dialogue. \*\*
- h) Edit for fragments and run-on sentences. \*
- i) Eliminate double negatives. \*
- j) Use correct spelling of commonly used words. \*\*\*
- k) Identify and use conjunctions. \*\*

**Research**

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

- a) Construct questions about a topic. \*\*
- b) Collect information from multiple resources including online, print, and media. \*\*\*\*
- c) Use technology as a tool to research, organize, evaluate, and communicate information. \*\*\*\*

**5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.**

- a) Participate in and contribute to discussions across content areas. \*\*\*\*
- b) Organize information to present in reports of group activities. \*\*\*\*
- c) Summarize information gathered in group activities. \*\*\*\*
- d) Communicate new ideas to others. \*\*\*\*
- e) Demonstrate the ability to collaborate with diverse teams. \*\*\*\*

**5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.**

- a) Maintain eye contact with listeners. \*\*\*\*
- b) Use gestures to support, accentuate, dramatize verbal message. \*\*\*\*
- c) Use facial expressions to support and dramatize verbal message. \*\*\*\*
- d) Use posture appropriate for communication setting. \*\*\*\*
- e) Determine appropriate content for audience. \*\*\*\*
- f) Organize content sequentially around major ideas. \*\*\*\*
- g) Summarize main points as they relate to main idea or supporting details. \*\*\*\*
- h) Incorporate visual media to support the presentation. \*\*\*\*
- i) Use language and style appropriate to the audience, topic, and purpose. \*\*\*\*

**Reading**

**5.4 The student will expand vocabulary when reading.**

Continue to reinforce standards from prior marking periods.

- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. \*\*
- c) Use knowledge of roots \*\*\*\*, and affixes, \*\*\*\*
- d) Identify an author's use of figurative language. \*\*\*\*
- e) Use dictionary, glossary, thesaurus, and other word-reference materials. \*\*
- f) Develop vocabulary by listening to and reading a variety of texts. \*\*\*\*
- g) Study word meanings across content areas. \*\*\*\*

**5.5 The student will read and demonstrate comprehension of fictional texts and narrative nonfiction.**

Continue to reinforce standards from prior marking periods.

- a) Describe the relationship between text and previously read materials. \*\*\*\*
- b) Describe character development. \*\*
- c) Describe the development of plot and explain the resolution of conflict(s). \*\*
- e) Describe how an author's choice of vocabulary contributes to the author's style. \*\*\*
- f) Identify and ask questions that clarify various points of view. \*\*
- g) Identify main idea. \*\*
- i) Draw conclusions and make inferences from text. \*\*
- l) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- m) Read with fluency and accuracy. \*\*\*\*

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

Continue to reinforce standards from prior marking periods.

- b) Use prior knowledge and build additional background knowledge as context for new learning. \*\*\*\*
- c) Skim materials to develop a general overview of content and to locate specific information. \*\*\*\*
- d) Identify the main idea of nonfiction texts. \*\*
- f) Identify structural patterns found in nonfiction. \*\*
- g) Locate information to support opinions, predictions, and conclusions. \*\*
- i) Differentiate between fact and opinion. \*\*
- j) Identify, compare, and contrast relationships. \*\*\*\*
- k) Identify new information gained from reading. \*\*
- l) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- m) Read with fluency and accuracy. \*\*\*\*

**Writing**

**5.7 The student will write for a variety of purposes: to explain\*\*, to inform\*\*\*, and to persuade. \*\*\*\***

Continue to reinforce standards from prior marking periods.

- e) Write multi-paragraph compositions. \*\*
- f) Use precise and descriptive vocabulary to create tone and voice. \*\*\*
- g) Vary sentence structure by using transition words. \*\*
- h) Revise for clarity of content using specific vocabulary and information. \*\*\*\*
- i) Include supporting details that elaborate the main idea. \*\*

**5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**

Continue to reinforce standards from prior marking periods.

- a) Use plural possessives. \*\*
- b) Use adjective and adverb comparisons. \*\*
- d) Use apostrophes in contractions\* and possessives. \*\*
- e) Use quotation marks with dialogue. \*\*\*
- f) Use commas to indicate interrupters. \*\*
- j) Use correct spelling of commonly used words. \*\*\*
- k) Identify and use conjunctions. \*\*

**Research**

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

- a) Construct questions about a topic. \*\*
- b) Collect information from multiple resources including online, print, and media. \*\*\*\*
- c) Use technology as a tool to research, organize, evaluate, and communicate information. \*\*\*\*
- g) Define the meaning and consequences of plagiarism. \*\*

**5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.**

- a) Participate in and contribute to discussions across content areas. \*\*\*\*
- b) Organize information to present in reports of group activities. \*\*\*\*
- c) Summarize information gathered in group activities. \*\*\*\*
- d) Communicate new ideas to others. \*\*\*\*
- e) Demonstrate the ability to collaborate with diverse teams. \*\*\*\*

**5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.**

- a) Maintain eye contact with listeners. \*\*\*\*
- b) Use gestures to support, accentuate, dramatize verbal message. \*\*\*\*
- c) Use facial expressions to support and dramatize verbal message. \*\*\*\*
- d) Use posture appropriate for communication setting. \*\*\*\*
- e) Determine appropriate content for audience. \*\*\*\*
- f) Organize content sequentially around major ideas. \*\*\*\*
- g) Summarize main points as they relate to main idea or supporting details. \*\*\*\*
- h) Incorporate visual media to support the presentation. \*\*\*\*
- i) Use language and style appropriate to the audience, topic, and purpose. \*\*\*\*

**5.3 The student will learn how media messages are constructed and for what purposes.**

- a) Differentiate between auditory, visual, and written media messages. \*\*\*\*
- b) Identify the characteristics and effectiveness of a variety of media messages. \*\*\*\*

**Reading**

**5.4 The student will expand vocabulary when reading.**

Continue to reinforce standards from prior marking periods.

- c) Use knowledge of roots \*\*\*\*, and affixes, \*\*\*\*
- d) Identify an author's use of figurative language. \*\*\*\*
- f) Develop vocabulary by listening to and reading a variety of texts. \*\*\*\*
- g) Study word meanings across content areas. \*\*\*\*

**5.5 The student will read and demonstrate comprehension of fictional texts and narrative nonfiction.**

Continue to reinforce standards from prior marking periods.

- a) Describe the relationship between text and previously read materials. \*\*\*\*
- d) Describe the characteristics of free verse, rhymed, and patterned poetry. \*\*\*\*
- e) Describe how an author's choice of vocabulary contributes to the author's style. \*\*\*
- j) Identify cause and effect relationships. \*\*\*
- l) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- m) Read with fluency and accuracy. \*\*\*\*

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

Continue to reinforce standards from prior marking periods.

- b) Use prior knowledge and build additional background knowledge as context for new learning. \*\*\*\*
- c) Skim materials to develop a general overview of content and to locate specific information. \*\*\*\*
- h) Identify cause and effect relationships following transition words signaling the pattern. \*\*\*
- j) Identify, compare, and contrast relationships. \*\*\*\*
- l) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- m) Read with fluency and accuracy. \*\*\*\*

**Writing**

**5.7 The student will write for a variety of purposes: to explain\*\*, to inform\*\*\*, and to persuade. \*\*\*\***

Continue to reinforce standards from prior marking periods.

- f) Use precise and descriptive vocabulary to create tone and voice. \*\*\*
- h) Revise for clarity of content using specific vocabulary and information. \*\*\*\*

**5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**

Continue to reinforce standards from prior marking periods.

- c) Identify and use interjections. \*\*\*
- e) Use quotation marks with dialogue. \*\*\*
- j) Use correct spelling of commonly used words. \*\*\*

**Research**

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

Continue to reinforce standards from prior marking periods.

- b) Collect information from multiple resources including online, print, and media. \*\*\*\*
- c) Use technology as a tool to research, organize, evaluate, and communicate information. \*\*\*\*
- e) Develop notes that include important concepts, summaries, and identification of information sources. \*\*\*\*
- f) Give credit to sources used in research. \*\*\*\*

**5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.**

- a) Participate in and contribute to discussions across content areas. \*\*\*\*
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**5.3 The student will learn how media messages are constructed and for what purposes.**

- a) Differentiate between auditory, visual, and written media messages. \*\*\*\*
- b) Identify the characteristics and effectiveness of a variety of media messages. \*\*\*\*

**Reading**

**5.4 The student will expand vocabulary when reading.**

Continue to reinforce standards from prior marking periods.

- c) Use knowledge of roots \*\*\*\*, and affixes, \*\*\*\*
- d) Identify an author's use of figurative language. \*\*\*\*
- f) Develop vocabulary by listening to and reading a variety of texts. \*\*\*\*
- g) Study word meanings across content areas. \*\*\*\*

**5.5 The student will read and demonstrate comprehension of fictional texts and narrative nonfiction.**

Continue to reinforce standards from prior marking periods.

- a) Describe the relationship between text and previously read materials. \*\*\*\*
- d) Describe the characteristics of free verse, rhymed, and patterned poetry. \*\*\*\*
- l) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- m) Read with fluency and accuracy. \*\*\*\*

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

Continue to reinforce standards from prior marking periods.

- b) Use prior knowledge and build additional background knowledge as context for new learning. \*\*\*\*
- c) Skim materials to develop a general overview of content and to locate specific information. \*\*\*\*
- j) Identify, compare, and contrast relationships. \*\*\*\*
- l) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- m) Read with fluency and accuracy. \*\*\*\*

**Writing**

**5.7 The student will write for a variety of purposes: to explain\*\*, to inform\*\*\*, and to persuade. \*\*\*\***

Continue to reinforce standards from prior marking periods.

- h) Revise for clarity of content using specific vocabulary and information. \*\*\*\*

**5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**

Continue to reinforce standards from prior marking periods.

- g) Use a hyphen to divide words at the end of a line. \*\*\*\*

**Research**

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

Continue to reinforce standards from prior marking periods.

- b) Collect information from multiple resources including online, print, and media. \*\*\*\*
- c) Use technology as a tool to research, organize, evaluate, and communicate information. \*\*\*\*
- e) Develop notes that include important concepts, summaries, and identification of information sources. \*\*\*\*
- f) Give credit to sources used in research. \*\*\*\*