

2023-2024

TSEHOOTSOOI INTERMEDIATE  
LEARNING CENTER

FIFTH GRADE ELA PACING GUIDE

Reading and Language Arts in Fifth Grade will use Harcourt Journeys Reading and the Think Central website.

Writing in Fifth Grade will use the RACE/RACES strategy as well as the TREE/TREES and TIDE/TIDES strategies from the READ 180 program.

| Week | Beginning of the School Year   |  |                                       |  |                                    |  |                    |                    |
|------|--|--|---------------------------------------|--|------------------------------------|--|--------------------|--------------------|
| 1    | First 6-10 Days of Reading: <ul style="list-style-type: none"> <li>• Setting Up Expectations</li> <li>• Building Stamina</li> <li>• Growth Mindset</li> <li>• PreAssessments - NWEA, READ180, classroom</li> <li>• Notebooks/Composition Notebook Setup</li> </ul> |  |                                       |  |                                    |  |                    |                    |
| 2    |  |  |                                       |  |                                    |  |                    |                    |
| Week | Lesson   | Stories  | Decoding                              | Comprehension  | Voc. Strategy                      | Vocabulary   | Spelling           | Grammar            |
| 3    | Unit 1<br>Lesson 1<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages  | <input type="checkbox"/> A Package for Mrs. Jewels (Humorous Fiction)<br><input type="checkbox"/> Questioning Gravity (Reader's Theater) | VCV Syllable patterns                 | <input type="checkbox"/> Story Structure<br><input type="checkbox"/> Summarize<br><input type="checkbox"/> Irony<br><input type="checkbox"/> Point of View     | Using Context                      | specialty, disturbing, collapsed, squashing, shifted, numb, staggered, struggled, wobbled, interrupted     | Short Vowels:      | Complete Sentences |
| 4    | Unit 1<br>Lesson 2<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages  | <input type="checkbox"/> A Royal Mystery (Play)<br><input type="checkbox"/> The Princess and the Pea (Fairytale)                         | Vowel Sounds in VCV Syllable Patterns | <input type="checkbox"/> Theme<br><input type="checkbox"/> Question<br><input type="checkbox"/> Elements of Drama<br><input type="checkbox"/> Characterization | Prefixes:<br>non-, un-, dis-, mis- | discomfort, primitive, interior, honored, secretive, immersed, bungled, contagious, brandishing, imprinted | Long a and Long e: | Kinds of Sentences |
| 5    | Unit 1<br>Lesson 3<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages  | <input type="checkbox"/> Off and Running (Realistic Fiction)<br><input type="checkbox"/> Vote for Me! (Persuasive)                       | VCCV Pattern                          | <input type="checkbox"/> Compare and Contrast<br><input type="checkbox"/> Infer/ Predict<br><input type="checkbox"/> Idioms                                    | Using Context                      | debate, prodded, gradually, decorated, beckoned, scanned, inflated, stalled, shaken, hesitated             | Long i and Long o: | Compound Sentences |

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| Week | Lesson  | Stories  | Decoding                          | Comprehension  | Voc. Strategy            | Vocabulary   | Spelling                          | Grammar                     |
|------|---|--|-----------------------------------|--|--------------------------|--|-----------------------------------|-----------------------------|
| 6    | Unit 1<br>Lesson 4<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Double Dutch:<br>(Narrative Nonfiction)<br>□ Score! (Poetry)                     | Digraphs in Multi-syllable Words  | □ Sequence of Events<br>□ Monitor/ Clarify<br>□ Rhythm<br>□ Pacing               | Suffixes:<br>-ion, -tion | unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying         | Vowel Sounds:<br>/oo/, /yoo/:     | Common and Proper Nouns     |
| 7    | Unit 1<br>Lesson 5<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Elisa's Diary<br>(Realistic Fiction)<br>□ Words Free as Confetti (Poetry)        | Stressed and Unstressed Syllables | □ Theme<br>□ Visualize<br>□ Dialogue<br>□ Sequence                               | Suffixes:<br>-ly, -ful   | officially, preliminary, opponents, brutal, embarrassed, obvious, typically, gorgeous, supposedly, sweeping, | Vowel Sounds:<br>/ou/, /o/, /ol/: | Singular and Plural Nouns   |
| 8    | Unit 2<br>Lesson 6<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Quest for the Tree Kangaroo<br>(Informational)<br>□ Why Koala has no Tail (Myth) | Common Beginning Syllables        | □ Cause and Effect<br>□ Question<br>□ Quotes and Description                     | Synonyms and Antonyms    | dwarfed, presence, procedure, outfitted, transferred, calculate, snug, perch, enthusiastic, beaming          | Vowel + /r/<br>Sounds:            | Verbs                       |
| 9    | Unit 2<br>Lesson 7<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Old Yeller (Historical Fiction)<br>□ What Makes it Good? (Persuasive)            | Vowel + /r/ Sounds                | □ Understanding Characters<br>□ Visualize<br>□ Dialect<br>□ Author's Word Choice | Adages and Proverbs      | frantic, lunging, stride, checking, wheeled, bounding, shouldered, strained, romp, picturing                 | More Vowel + /r/<br>Sounds:       | Direct and Indirect Objects |
| 8    | Unit 2<br>Lesson 6<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Quest for the Tree Kangaroo<br>(Informational)<br>□ Why Koala has no Tail (Myth) | Common Beginning Syllables        | □ Cause and Effect<br>□ Question<br>□ Quotes and Description                     | Synonyms and Antonyms    | dwarfed, presence, procedure, outfitted, transferred, calculate, snug, perch, enthusiastic, beaming          | Vowel + /r/<br>Sounds:            | Verbs                       |
| 9    | Unit 2<br>Lesson 7<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Old Yeller (Historical Fiction)<br>□ What Makes it Good? (Persuasive)            | Vowel + /r/ Sounds                | □ Understanding Characters<br>□ Visualize<br>□ Dialect<br>□ Author's Word Choice | Adages and Proverbs      | frantic, lunging, stride, checking, wheeled, bounding, shouldered, strained, romp, picturing                 | More Vowel + /r/<br>Sounds:       | Direct and Indirect Objects |

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| Week | Lesson   | Stories   | Decoding                                | Comprehension   | Voc. Strategy                     | Vocabulary   | Spelling                  | Grammar                     |
|------|--|---|---|---|-----------------------------------|--|---------------------------|-----------------------------|
| 10   | Unit 2<br>Lesson 8<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages  | □ Everglade Forever (Narrative Nonfiction)<br>□ National Parks of the West (Informational)              | Homophones                              | □ Author's Purpose<br>□ Analyze/ Evaluate<br>□ Scientific Ideas                             | Prefixes:<br>en-, re-, pre-, pro- | endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility | Homophones:               | Con-junctions               |
| 11   | Unit 2<br>Lesson 9<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages  | □ Storm Warriors (Historical Fiction)<br>□ Pea Island's Forgotten Heroes (Informational)                | Compound Words                          | □ Conclusions/ Generalizations<br>□ Infer/ Predict<br>□ Point of View<br>□ Characterization | Greek and Latin Roots             | critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite           | Compound Words:           | Complex Sentences           |
| 12   | Unit 2<br>Lesson 10<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Cougars (Informational)<br>□ Purr-fection (Poetry)  | Recognizing Schwa + /r/ Sounds          | □ Main Ideas and Details<br>□ Monitor/ Clarify<br>□ Scientific Ideas                        | Shades of Meaning                 | unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen           | Final Schwa + /r/ Sounds: | Quotations                  |
| 13   | Unit 3<br>Lesson 11<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Dangerous Crossing (Historical Fiction)<br>□ Revolution and Rights (Informational)                    | Vowel Sounds in Stressed Syllables      | □ Cause and Effect<br>□ Visualize<br>□ Visual Elements<br>□ Primary Sources                 | Using Reference Materials         | cramped, distracted, viewpoint, shattered, surveyed, pressing, representatives, embark, bracing, conduct     | VCCV Pattern:             | Subject and Object Pronouns |
| 14   | Unit 3<br>Lesson 12<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Can't You Make Them Behave, King George? (Narrative Nonfiction)<br>□ Tea Time! (Narrative Nonfiction) | Open and Closed Syllables: VCV Pattern  | □ Fact and Opinion<br>□ Question<br>□ Tone<br>□ Similes                                     | Figurative Language               | benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious          | VCV Pattern:              | Vern Tenses                 |
| 15   | Unit 3<br>Lesson 13<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ They Called Her Molly Pitcher (Narrative Nonfiction)<br>□ A Spy for Freedom (Play)                    | Recognizing Initial and Medial Digraphs | □ Conclusions/ Generalizations<br>□ Analyze/ Evaluate<br>□ Text Structure                   | Using Reference Materials         | legendary, formal, gushed, strategy, retreat, foes, shimmering, magnificent, revolution, plunged             | VCCCV Pattern:            | Regular and Irregular Verbs |

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| Week | Lesson   | Stories   | Decoding  | Comprehension  | Voc. Strategy                                   | Vocabulary  | Spelling                        | Grammar                                |
|------|--|---|---|--|---|---|---------------------------------|--|
| 16   | Unit 3<br>Lesson 14<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ James Forten (Biography)<br>□ Modern Minute Men (Informational)                         | VV Syllable Pattern                             | □ Sequence of Events<br>□ Summarize<br>□ Historical Events                                 | Greek and Latin Roots: graph, meter, port, ject | persuade, apprentice, contributions, influential, aspects, authorities, bondage, provisions, dexterity, tentative | VV Pattern:                     | Commas and Semicolons                  |
| 17   | Unit 3<br>Lesson 15<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ We Were There, Too! (Biography)<br>□ Patriotic Poetry (Poetry)                          | Vowel + /l/ Sounds in Unstressed Final Syllable | □ Compare and Contrast<br>□ Monitor/ Clarify<br>□ Text and Graphic Features                | Prefixes:<br>in-, im-,<br>il-, ir-              | mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal                            | Final Schwa + /l/ Sounds:       | Transitions                            |
| 18   | Unit 4<br>Lesson 16<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Lunch Money (Realistic Fiction)<br>□ Zap! Pow!: A History of the Comics (Informational) | Word Parts and Inflectional Endings             | □ Author's Purpose<br>□ Monitor/ Clarify<br>□ Voice<br>□ Visual Elements                   | Word Origins                                    | record, mental, launch, assuming, episodes, developed, feature, villains<br>incredibly, thumbed                   | Words with -ed or -ing:         | Adjectives                             |
| 19   | Unit 4<br>Lesson 17<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ LAFFF (Science Fiction)<br>□ From Dreams to Reality (Informational)                     | Recognizing Common Word Parts                   | □ Story Structure<br>□ Infer/ Predict<br>□ Literary Devices<br>□ Point of View: 1st Person | Reference Materials                             | impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment         | Words with -ed or -ing:         | Adverbs                                |
| 20   | Unit 4<br>Lesson 18<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ The Dog Newspaper (Autobiography)<br>□ Poetry about Poetry (Poetry)                     | Recognizing Suffixes                            | □ Fact and Opinion<br>□ Analyze/ Evaluate<br>□ Main Idea and Details                       | Homophones and Homographs                       | career, publication, household, edition, required, formula, background, insights, uneventful, destruction         | Changing Final y to i:          | Prepositions and Prepositional Phrases |
| 21   | Unit 4<br>Lesson 19<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Darnell Rock Reporting (Realistic Fiction)<br>□ Volunteer! (Persuasive)                 | More Common Suffixes                            | □ Author's Purpose<br>□ Summarize<br>□ Dialogue  | Suffixes:<br>-ism, -ist,<br>-able, -ible        | issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum              | -ful, -ly, -ness, -less, -ment: | More Kinds of Pronouns                 |

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| Week | Lesson   | Stories   | Decoding                       | Comprehension   | Voc. Strategy       | Vocabulary   | Spelling                           | Grammar                             |
|------|--|---|--------------------------------|---|---------------------|--|------------------------------------|-------------------------------------|
| 22   | Unit 4<br>Lesson 20<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ The Black Stallion (Adventure)<br>□ Live from La Mancha (Play)  | Stress in Three Syllable Words | □ Story Structure<br>□ Question<br>□ Characterization<br>□ Theme          | Figurative Language | piercing, descended, quivered, savage, delicacy, fitful, heave, diminishing, rhythmic, marveling             | Words from Other Languages         | Proper Mechanics and Writing Titles |
| 23   | Unit 5<br>Lesson 21<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Tucket's Travels (Historical Fiction)<br>□ Wild Weather (Technical Text)                                    | Common Final Syllables         | □ Sequence of Events<br>□ Visualize<br>□ Figurative Language              | Shades of Meaning   | undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor                        | Final /n/ or /en/, /char/, /zher/: | The Verbs: be and have              |
| 24   | Unit 5<br>Lesson 22<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ The Birchbark House (Historical Fiction)<br>□ Four Seasons of Food (Informational)                          | More Final Syllables           | □ Theme<br>□ Infer/Predict<br>□ Author's Word Choice<br>□ Visual Elements | Reference Materials | reasoned, margins, envy, upright, bared, spared, nerve, banish, astonished, deserted                         | Final /ij/, /iv/, /is/:            | Perfect Tenses                      |
| 25   | Unit 5<br>Lesson 23<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Vaqueros: America's First Cowboys (Informational)<br>□ Rhyme on the Range (Poetry)                          | Unstressed Syllables           | □ Text and Graphic Features<br>□ Summarize<br>□ Main Idea and Details     | Adages and Proverbs | extending, dominated, residents, flourished, acquainted, prospered, hostile, acknowledge, sprawling, decline | Unstressed Syllables:              | Easily Confused Words               |
| 26   | Unit 5<br>Lesson 24<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Rachel's Journal: The Story of a Pioneer Girl (Historical Fiction)<br>□ Westward to Freedom (Informational) | Simple Prefixes                | □ Cause and Effect<br>□ Analyze/<br><br>Evaluate<br>□ Figurative Language | Using Context       | rustling, balked, lectured, disadvantage, quaking, beacon, mishap, surged, torment, fared                    | Prefixes: in-, un-, dis-, mis-:    | Making Comparisons                  |
| 27   | Unit 5<br>Lesson 25<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Lewis and Clark (Narrative Nonfiction)<br>□ A Surprise Reunion (Play)                                       | Consonant Alternations         | □ Main Idea and Details<br>□ Monitor/<br>Clarify<br>□ Primary Sources     | Analogies           | expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek               | Suffix: -ion:                      | Contractions                        |

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| Week | Lesson   | Stories  | Decoding   | Comprehension                                      | Voc. Strategy                           | Vocabulary   | Spelling                                      | Grammar                  |
|------|--|--|--|--|---|--|---|--------------------------|
| 28   | Unit 6<br>Lesson 26<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Animals on the Move (Informational)<br>□ The Whale, Wild Geese (Poetry)<br>□ Skywoman's Rescue (Play)                          | Prefixes and Word Roots                            | □ Text and Graphic Features<br>□ Visualize         | Multiple-Meaning Words                  | disturbing, struggled, function, flawed, gradually, scanned, identical, routine, gorgeous, sweeping            | Prefix: com-, con-, pre-, pro-:               | Possessive Nouns         |
| 29   | Unit 6<br>Lesson 27<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Mysteries at Cliff Palace (Readers' Theater)<br>□ Places and Names (Poetry)<br>□ Cave of the Crystals (Readers' Theater)       | More Familiar Suffixes                             | □ Theme<br>□ Analyze/ Evaluate                     | Review Suffixes:<br>-ness, -less, -ment | dwarfed, procedure, transferred, enthusiastic, adapted, conserving, critical, realization, available, resemble | Suffix: -ant, -ent, -able, -ible, -ism, -ist: | Titles and Abbreviations |
| 30   | Unit 6<br>Lesson 28<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Fossils: A Peek into the Past (Informational)<br>□ Journey of the Woolly Mammoth (Poetry)<br>□ Trapped in Tar! (Informational) | Greek Word Roots                                   | □ Fact and Opinion<br>□ Question                   | Idioms                                  | viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize            | Greek Word Parts:                             | Commas in Sentences      |
| 31   | Unit 6<br>Lesson 29<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ The Case of the Missing Deer (Realistic Fiction)<br>□ Encounter (Poetry)<br>□ Fossil Fish Found! (Informational)               | Latin Word Roots                                   | □ Conclusions/ Generalizations<br>□ Infer/ Predict | Greek and Latin Roots                   | record, incredibly, destination, suspense, required, insights, dependent, effective, plagued, noble            | Latin Word Roots:                             | More Commas              |
| 32   | Unit 6<br>Lesson 30<br><br>Student Textbook:<br>pages<br>Reader's Notebook:<br>pages | □ Get Lost! The Puzzle of Mazes (Informational)<br>□ The Best Paths (Poetry)<br>□ Journey to Cuzco (Myth)                        | Identifying VCV, VCCV, and VCCCV Syllable Patterns | □ Main Idea and Details<br>□ Summarize             | Word Origins                            | undoubtedly, pace, reasoned, nerve, underestimated, extending, residents, balked, techniques, barrier          | More Words from Other Languages:              | Other Punctuation        |
| Week | Ending of the School Year  |  |  |  |   |  |   |                          |
| 33   | Review and or catch up   |  |  |  |   |  |   |                          |
| 34   | PBL Activities/ Post Assessments - NWEA, READ180, classroom                          |  |  |  |   |  |   |                          |