

South Conway County School District

5th Grade Literacy Pacing Guide

Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
First Quarter (Narrative/Descriptive Writing Realistic Fiction)				
R. 9.5.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading (teach strategies of visualizing, connecting to prior knowledge, and predicting)	Comprehension		
R. 9.5.3	Generate questions to establish purposes for reading	Synthesis		
R. 9.5.5	Monitor comprehension in relation to questions generated	Synthesis		
R. 9.5.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	Application		
R. 9.5.7	Make inferences supported by a character's thoughts, words, and actions, or the narrator's description	Comprehension		
R. 9.5.8	Analyze literary elements of character, plot, and setting	Analysis		
R. 9.5.9	Compare/contrast the actions, motives, and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot	Analysis		
R. 9.5.10	Distinguish among facts and inferences supported by evidence and opinions in text	Analysis		
R. 9.5.11	Use such comprehension strategies as establishing purpose, inferring, summarizing, to determine essential information	Comprehension		

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R. 9.5.12	Identify main ideas and supporting evidence in short reading passages	Comprehension		
R. 9.5.14	Use knowledge of text structure(s) to enhance understanding with emphasis on sequence and discription	Comprehension		
R. 9.5.15	Classify and organize text information in a variety of ways, including timelines and graphic organizers, to support and explain ideas/concepts (these could include concept maps, PLAN - Pay attention to the prompt, List the main idea, Add supporting details/ideas, and Number your ideas for open response writing, webs, sequence maps, story structure maps, plot maps, etc.)	Synthesis		
R. 9.5.18	Retell stories with detail	Comprehension		
R. 9.5.19	Summarize information including main idea and significant supporting detail	Comprehension		
R. 9.5.21	Evaluate personal, social, and political issues as presented in text	Evaluation		
R. 10.5.1	Reading for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	Knowledge		
R. 10.5.4	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	Knowledge		
R. 10.5.5	Identify cause/effect and problem/solution relationships	Application		

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R. 10.5.8	Locate information to support opinions, predictions, and conclusions (open response)	Knowledge		
R. 10.5.10	Read a variety of literature of literature including realistic fiction	Knowledge		
R. 10.5.14	Use graphic organizers to analyze information	Analysis		
R. 11.5.1	Automatically decode words to ensure focus on comprehension	Comprehension		
R. 11.5.2	Continue to develop and maintain an adequate body of sight words	Knowledge		
R. 11.5.4	Use knowledge of root words and affixes and word relationships to determine meaning	Application		
R. 11.5.5	Use context to determine meaning of multiple meaning words	Analysis		
R. 11.5.6	Use resources to determine meaning of technical and specialized vocabulary	Application		
R. 11.5.9	Use word origins, including common roots and word parts from Greek and Latin, to analyze the meaning and determine pronunciation and derivations of complex words	Analysis		
R. 11.5.10	Use context clues to select appropriate dictionary definitions	Analysis		
R. 11.5.12	Read grade level text orally with an approximate rate of 128 words per minute	Knowledge		
R. 11.5.13	Read grade level text orally with accuracy and expression	Knowledge		
W. 4.5.1	Generate ideas using such strategies as reading, discussing, focused free-writing, observing, and brainstorming	Synthesis		

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W. 4.5.2	Organize ideas by using such graphic organizers as webbing, mapping, and T-charts	Application		
W. 4.5.8	Revise content for central idea, organization (e.g., beginning, middle, end; sequencing ideas; major points of information, etc.) unity, elaboration, clarity	Synthesis		
W. 4.5.9	Revise style for sentence variety, tone, voice, selected vocabulary, selected information	Synthesis		
W. 4.5.10	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revising checklist, rubric, and/or reference materials (e.g., dictionary, thesaurus, etc.)	Synthesis		
W. 4.5.11	Edit individually or in groups for appropriate grade-level, CONVENTIONS within the following features: sentence formation, completeness, absence of fused sentences, expansion through standard coordination and modifiers, embedding through standard subordination, standard work order, USAGE: standard inflections, agreement, word meaning, conventions. MECHANICS: capitalization (first word in sentence, first word in quotation, proper noun, pronoun, pronoun I, abbreviation/titles). Punctuation (including correct punctuation of dialogue/quotations), formatting, and spelling	Synthesis		

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W. 4.5.13	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Synthesis		
W. 5.5.1	Write to describe or entertain	Synthesis		
W. 5.5.2	Select the form of writing that addresses the intended audience	Analysis		
W. 5.5.3	Create narrative and descriptive writing	Synthesis		
W. 5.57	Write with and without prompts for a sustained period of time	Synthesis		
W. 5.5.8	Write in response in literature	Synthesis		
W. 5.5.9	Write on demand with or without prompt within a given time frame	Synthesis		
W. 5.5.10	Write across the curriculum	Synthesis		
W. 6.5.1	Use a variety of simple and compound sentences of varied lengths	Application		
W. 6.5.2	Use different kinds of sentences: declarative, interrogative, imperative, and exclamatory	Application		
W. 6.5.5	Identify fragments and run-on sentences	Analysis		
W. 6.5.6	Define and identify the parts of speech to construct effective sentences (common and proper nouns, pronouns to avoid repetition, active and linking verbs)	Knowledge		
W. 6.5.7	Apply conventions of grammar with emphasis on the following: subject-verb agreement, nouns, verbs, adjectives, complete subject, complete predicate, simple subject, simple predicate	Application		
W. 6.5.8	Spell words by applying the correct spelling of roots, bases, and affixes (prefixes and suffixes, plurals)	Application		

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Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
W. 6.5.9	Spell homonyms correctly according to use	Analysis		
W. 6.5.10	Apply conventional rules of capitalization in writing	Application		
W. 6.5.11	Apply conventional rules of punctuation in writing with emphasis on end marks, quotation marks, and the use of punctuation in dialogue	Application		
W. 7.5.1	Use figurative language purposefully, such as simile and metaphor, to shape and control language	Application		
W. 7.5.2	Use a variety of sentence types and lengths (see W 6.5.1)	Application		
W. 7.5.3	Use transition words	Application		
W. 7.5.4	Use purposeful vocabulary for emphasis or elaboration	Application		
W. 7.5.5	Create a strong lead and closure/conclusion	Synthesis		
W. 7.5.6	Use logical sequence	Comprehension		
W. 7.5.7	Use writer's checklist or scoring guides/rubrics to improve written work	Application		
W. 7.5.8	Self-evaluate writing using checklists or scoring guides/rubrics	Evaluation		
OV. 1.5.2	Use standard English in classroom discussion	Application		
OV. 1.5.3	Use appropriate oral communication for various purposes and audiences	Application		
OV. 1.5.4	Demonstrate appropriate eye contact when speaking and listening	Application		
OV. 1.5.5	Use correct pronunciation to communicate ideas and information	Application		

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Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
OV. 1.5.6	Contribute appropriately to class discussion	Application		
OV. 2.5.1	Demonstrate effective listening skills by exhibiting appropriate body language	Application		
OV. 2.5.2	Establish purpose for listening	Knowledge		
OV. 2.5.3	Listen attentively for main idea	Comprehension		
OV. 2.5.4	Demonstrate attentive listening skills to respond to speaker's message	Application		
IR. 12.5.5	Explain information presented in graphic sources	Comprehension		

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Second Quarter (Expository/Informational Writing Poetry/Non-fiction/Informational Text)				
R. 9.5.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading (teach strategies of visualizing, connecting to prior knowledge, and predicting)	Comprehension		
R. 9.5.2	Describe the interrelationships between text and other content areas	Analysis		
R. 9.5.3	Generate questions to establish purposes for reading	Synthesis		
R. 9.5.5	Monitor comprehension in relation to questions generated	Synthesis		
R. 9.5.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	Application		
R. 9.5.7	Make inferences supported by a character's thoughts, words, and actions, or the narrator's description	Comprehension		
R. 9.5.10	Distinguish among facts and inferences supported by evidence and opinions in text	Analysis		
R. 9.5.11	Use such comprehension strategies as establishing purpose, inferring, summarizing, to determine essential information	Comprehension		
R. 9.5.13	Use text features to locate and recall information, with emphasis on fonts/effects and illustrations/photographs	Knowledge		

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R. 9.5.15	Classify and organize text information by level of importance in a variety of ways including timelines and graphic organizers to support and explain ideas	Synthesis		
R. 9.5.16	Scan materials to locate specific information	Comprehension		
R. 9.5.17	Skim materials to develop a general overview	Comprehension		
R. 9.5.18	Retell stories with detail	Comprehension		
R. 9.5.20	Evaluate a character's decision/action	Evaluation		
R. 10.5.1	Reading for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	Knowledge		
R. 10.5.2	Read texts that reflect contributions of different cultural groups	Knowledge		
R. 10.5.3	Vary reading strategies according to text and purpose	Analysis		
R. 10.5.4	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	Knowledge		
R. 10.5.5	Identify a cause/effect and problem/solution	Application		
R. 10.5.6	Skim materials to locate specific information	Comprehension		
R. 10.5.7	Scan materials to develop a general overview	Comprehension		
R. 10.5.8	Locate information to support opinions, predictions, and conclusions (open response)	Knowledge		
R. 10.5.9	Use knowledge of text structure to locate information and aid comprehension	Comprehension		

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R. 10.5.10	Read a variety of literature including nonfiction and informational text	Knowledge		
R. 10.5.11	Read a variety of poetry, with emphasis on rhymed and patterned poetry	Knowledge		
R. 10.5.12	Describe the characteristics of rhymed and patterned poetry	Knowledge		
R. 10.5.13	Read and utilize functional/practical texts, including catalogs, schedules, and diagrams	Knowledge		
R. 10.5.14	Use graphic organizers to analyze information	Analysis		
R. 11.5.1	Automatically decode words to ensure focus on comprehension	Comprehension		
R. 11.5.2	Continue to develop and maintain an adequate body of sight words	Knowledge		
R. 11.5.3	Add content words to sight vocabulary	Knowledge		
R. 11.5.4	Use knowledge of root words and affixes and word relationships to determine meaning	Application		
R. 11.5.5	Use context to determine meaning of multiple meaning words	Analysis		
R. 11.5.6	Use resources to determine meaning of technical and specialized vocabulary	Application		
R. 11.5.8	Identify figurative language such as idioms, similes, and metaphors	Knowledge		
R. 11.5.9	Use word origins, including common roots and word parts from Greek and Latin, to analyze the meaning and determine pronunciation and derivations of complex words	Analysis		

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R. 11.5.10	Use context clues to select appropriate dictionary definitions	Analysis		
R. 11.5.11	Anticipate noun following noun markers including a, an, the	Comprehension		
R. 11.5.12	Read grade level text orally with approximate rate of 128 words per minute	Knowledge		
R. 11.5.13	Read grade level text orally with accuracy and expression	Knowledge		
W. 4.5.1	Generate ideas using such strategies as reading, discussing, focused free-writing, observing, and brainstorming	Synthesis		
W. 4.5.2	Organize ideas by using such graphic organizers as webbing, mapping, and formal outlining with main topics	Application		
W. 4.5.3	Demonstrate an awareness of purpose and audience with emphasis on expository and letter writing	Application		
W. 4.5.5	Use prewriting to draft expository paragraphs within an essay with emphasis on the following: central idea, explanation, elaboration, unity, purpose, and audience	Synthesis		
W. 4.5.6	Organize expository paragraphs that include a topic sentence supporting details, and a concluding sentence	Synthesis		
W. 4.5.7	Create an effective lead sentence for each paragraph by using such features as questions or exclamations	Synthesis		
W. 4.5.8	Revise content for central idea, organization (e.g., beginning, middle, end; sequencing ideas; major points of information, etc.), unity, elaboration, clarity	Synthesis		

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W. 4.5.9	Revise style for sentence variety, tone, voice, selected vocabulary, selected information	Synthesis		
W. 4.5.10	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, rubric, and/or reference materials (e.g., dictionary, thesaurus, etc.)	Synthesis		
W. 4.5.11	Edit individually or in groups for appropriate grade-level, CONVENTIONS within the following features: sentence formation, completeness, absence of fused sentences, expansion through standard coordination and modifiers, embedding through standard subordination, standard word order. USAGE: standard inflections, subject-verb agreement, word meaning, conventions. MECHANICS: capitalization, punctuation, formatting, and spelling	Synthesis		
W. 4.5.12	Use available technology for sharing/publication	Application		
W. 4.5.13	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Synthesis		
W. 4.5.14	Publish/share according to purpose and audience	Analysis		
W. 5.5.1	Write to inform and to explain/describe	Synthesis		
W. 5.5.2	Select the form of writing that addresses the intended audience	Analysis		
W. 5.5.3	Create expository writings	Synthesis		

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W. 5.5.4	Write poems using a variety of techniques/devices, with emphasis on writing patterned and rhymed poetry	Synthesis		
W. 5.5.8	Write responses to literature	Synthesis		
W. 5.5.10	Write across the curriculum	Synthesis		
W. 6.5.1	Use a variety of simple and compound sentences of varied lengths	Application		
W. 6.5.2	Use different kinds of sentences: declarative, interrogative, imperative, exclamatory	Application		
W. 6.5.3	Use compound subjects and predicates to combine simple sentences for more effective writing style	Synthesis		
W. 6.5.4	Define, identify, and use natural and inverted sentence order for emphasis and variety	Application		
W. 6.5.5	Identify and correct fragments and run-ons	Analysis		
W. 6.5.6	Define and identify the parts of speech to construct effective sentences (common and proper nouns, pronouns to avoid repetition, active and linking verbs, adjective to modify verbs, adjectives, and other adverbs, conjunctions to join, interjections for excitement, prepositions to indicate relationships)	Knowledge		
W. 6.5.7	Apply conventions of grammar with emphasis on the following: parts of speech (adverbs, prepositions, conjunctions, linking verbs, adjectives, conjugation in simple verb tenses, possessive pronouns)	Application		

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W. 6.5.8	Spell words by applying the correct spelling of roots, bases, and affixes	Application		
W. 6.5.9	Spell homonyms correctly according to use	Analysis		
W. 6.5.10	Apply conventional rules of capitalization in writing	Application		
W. 6.5.11	Apply conventional rules of punctuation in writing with emphasis on end marks, quotation marks, commas in a series, commas in compound sentences, commas in complex sentences, commas in direct address, commas in letter writing	Application		
W. 7.5.1	Use figurative language purposefully, such as simile and metaphor, to shape and control language	Application		
W. 7.5.2	Use a variety of sentence types and lengths	Application		
W. 7.5.3	Use transition words and phrases	Application		
W. 7.5.4	Use purposeful vocabulary for emphasis or elaboration	Application		
W. 7.5.5	Create a strong lead and conclusion	Synthesis		
W. 7.5.6	Use logical sequence	Comprehension		
W. 7.5.7	Use writer's checklist or scoring guides/rubrics to improve written work	Application		
W. 7.5.8	Self-evaluate writing using checklists or scoring guides/rubrics	Evaluation		
OV. 1.5.2	Use standard English in classroom discussions	Application		
OV. 1.5.3	Use appropriate oral communication for various purposes and audiences	Application		

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OV. 1.5.4	Demonstrate appropriate eye contact	Application		
OV. 1.5.5	Use correct pronunciation to communicate ideas and information	Application		
OV. 1.5.6	Contribute appropriately to class discussion	Application		
OV. 1.5.7	Deliver oral presentations using standard English and appropriate vocabulary	Application		
OV. 1.5.8	Use illustrations, pictures, and/or charts in oral presentations across the curriculum	Application		
OV. 1.5.9	Participate in a variety of speaking activities, including dramatic readings of poetry or prose	Application		
OV. 1.5.10	Evaluate self and peers' speaking performance based on preset criteria	Evaluation		
OV. 2.5.1	Demonstrate effective listening skills by exhibiting appropriate body language	Application		
OV. 2.5.2	Establish purpose for listening	Knowledge		
OV. 2.5.3	Listen attentively for main idea	Comprehension		
OV. 2.5.4	Demonstrate attentive listening skills to respond to speaker's message	Application		
OV. 2.5.5	Evaluate presentations using established criteria/rubrics	Evaluation		
OV. 3.5.3	Use visual aids to convey information	Application		
IR. 12.5.5	Explain information presented in graphic sources	Comprehension		
IR. 12.5.7	Create a formal topic outline of main topics	Synthesis		

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Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
Third Quarter (Persuasive Writing Biography/Autobiography/Historical Fiction)				
R. 9.5.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading (teach strategies of visualizing, connecting to prior knowledge, and predicting)	Comprehension		
R. 9.5.2	Describe the interrelationships between text and other content areas	Analysis		
R. 9.5.3	Generate questions to establish purposes for reading	Synthesis		
R. 9.5.5	Monitor comprehension in relation to questions generated	Synthesis		
R. 9.5.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	Application		
R. 9.5.7	Make inferences supported by a character's thoughts, words, and actions, or the narrator's description	Comprehension		
R. 9.5.10	Distinguish among facts and inferences supported by evidence and opinions in text	Comprehension		
R. 9.5.11	Use such comprehension strategies as establishing purpose, inferring, summarizing, to determine essential information	Comprehension		

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R. 9.5.15	Classify and organize text information by level of importance in a variety of ways including timelines and graphic organizers to support and explain ideas/concepts (these could include concept maps, PLAN - Pay attention to the prompt, List the main idea, Add supporting details/ideas, and Number your ideas for open response writing, webs, sequence maps, plot maps, etc.	Synthesis		
R. 9.5.18	Retell stories with detail	Comprehension		
R. 9.5.19	Summarize information including main idea and significant supporting detail	Comprehension		
R. 9.5.20	Evaluate a character's decision/action	Evaluation		
R. 9.5.21	Evaluate personal, social, and political issues presented in text	Evaluation		
R. 10.5.1	Reading for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	Knowledge		
R. 10.5.2	Read texts that reflect contributions of different cultural groups	Knowledge		
R. 10.5.3	Vary reading strategies according to text and purpose	Analysis		
R. 10.5.5	Identify cause/effect and problem/solution relationships	Application		
R. 10.5.8	Locate information to support opinions, predictions, and conclusions (open response)	Knowledge		
R. 10.5.10	Read a variety of literature including historical fiction and biography	Knowledge		

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R. 11.5.1	Automatically decode words to ensure focus on comprehension	Application		
R. 11.5.2	Continue to develop and maintain an adequate body of sight words	Knowledge		
R. 11.5.4	Use knowledge of root words and affixes and word relationships to determine meaning	Application		
R. 11.5.5	Use context clues to determine meaning of multiple meaning words	Analysis		
R. 11.5.6	Use resources to determine meaning of technical and specialized vocabulary	Application		
R. 11.5.7	Determine useful and relevant words	Application		
R. 11.5.8	Identify figurative language such as idioms, similes, and metaphors	Knowledge		
R. 11.5.9	Use word origins, including common roots and word parts from Greek and Latin, to analyze the meaning and determine pronunciation and derivations of complex words	Analysis		
R. 11.5.10	Use context clues to select appropriate dictionary definitions	Analysis		
R. 11.5.12	Read grade level text orally with an approximate rate of 128 words per minute	Knowledge		
R. 11.5.13	Read grade level text orally with accuracy and expression	Knowledge		
W. 4.5.1	Generate ideas using such strategies as reading, discussing, focused free-writing, observing, and brainstorming	Synthesis		
W. 4.5.3	Demonstrate an awareness of purpose and audience with emphasis on expository and letter writing	Application		

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W. 4.5.7	Create an effective lead sentence for each paragraph by using such features as questions or exclamations	Synthesis		
W. 4.5.8	Revise content for central idea, organization (e.g., beginning, middle, end; sequencing ideas; major points of information, etc.), unity, elaboration, clarity	Synthesis		
W. 4.5.9	Revise style for sentence variety, tone, voice, selected vocabulary, selected information	Synthesis		
W. 4.5.10	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, rubric, and/or reference materials (e.g., dictionary, thesaurus, etc.)	Synthesis		
W. 4.5.11	Edit individually or in groups for appropriate grade-level, CONVENTIONS within the following features: sentence formation, completeness, absence of fused sentences, expansion through standard coordination and modifiers, embedding through standard subordination, standard word order. USAGE: standard inflections, subject-verb agreement, word meaning, conventions. MECHANICS: capitalization, punctuation, formatting, and spelling	Synthesis		
W. 4.5.12	Use available technology for sharing/publication	Application		
W. 4.5.13	Maintain a writing portfolio that exhibits growth in meeting goals and expectaions	Synthesis		

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W. 4.5.14	Publish/share according to purpose and audience	Analysis		
W. 5.5.8	Write in response in literature	Synthesis		
W. 6.5.5	Identify and correct fragments and run-ons	Analysis		
W. 6.5.8	Spell words by applying the correct spelling of roots, bases, and affixes (prefixes and suffixes, plurals)	Application		
W. 6.5.9	Spell homonyms correctly according to use	Analysis		
W. 6.5.11	Apply conventional rules of punctuation in writing with emphasis of end marks, quotation marks, commas in a series, commas in compound sentences, commas in complex sentences, commas in direct address	Application		
W. 7.5.1	Use figurative language purposefully, such as simile and metaphor, to shape and control language	Application		
W. 7.5.4	Use purposeful vocabulary for emphasis or elaboration	Application		
W. 7.5.5	Create a strong lead and conclusion	Synthesis		
W. 7.5.6	Use logical sequence	Comprehension		
W. 7.5.7	Use writer's checklist or scoring guides/rubrics to improve written work	Application		
W. 7.5.8	Self-evaluate writing using checklists or scoring guides/rubrics	Evaluation		
OV. 1.5.1	Develop vocabulary from content area texts	Application		
OV. 1.5.2	Use standard English in classroom discussion	Application		

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OV. 1.5.3	Use appropriate oral communication for various purposes and audiences	Application		
OV. 1.5.4	Demonstrate appropriate eye contact	Application		
OV. 1.5.5	Use correct pronunciation to communicate ideas and information	Application		
OV. 1.5.6	Contribute appropriately to class discussion	Application		
OV. 2.5.1	Demonstrate effective listening skills by exhibiting appropriate body language	Application		
OV. 2.5.2	Establish purpose for listening	Knowledge		
OV. 2.5.3	Listen attentively for main idea	Comprehension		
OV. 2.5.4	Demonstrate attentive listening skills to respond to speaker's message	Application		

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Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
Fourth Quarter (Inquiry/Research Writing)		Mystery/Fantasy		
R. 9.5.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading (teach strategies of visualizing, connecting to prior knowledge, and predicting)	Comprehension		
R. 9.5.3	Generate questions to establish purposes for reading	Synthesis		
R. 9.5.4	Generate questions relevant to text and topic	Synthesis		
R. 9.5.5	Monitor comprehension in relation to questions generated	Synthesis		
R. 9.5.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	Application		
R. 9.5.7	Make inferences supported by a character's thoughts, words, and actions, or the narrator's description	Comprehension		
R. 9.5.10	Distinguish among facts and inferences supported by evidence and opinions in text	Analysis		
R. 9.5.11	Use such comprehension strategies as establishing purpose, inferring, summarizing, to determine essential information	Comprehension		
R. 9.5.13	Use the text features to locate and recall information, with emphasis on fonts/effects and illustrations/photographs	Knowledge		
R. 9.5.16	Scan materials to locate specific information	Comprehension		
R. 9.5.18	Retell stories with detail	Comprehension		

South Conway County School District

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Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
R. 10.5.1	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	Knowledge		
R. 10.5.2	Read texts that reflect contributions of different cultural groups	Knowledge		
R. 10.5.3	Vary reading strategies according to text and purpose	Analysis		
R. 10.5.4	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	Knowledge		
R. 10.5.6	Skim materials to locate specific information	Comprehension		
R. 10.5.8	Locate information to support opinions, predictions, and conclusions (open response)	Knowledge		
R. 10.5.9	Use knowledge of text structure to locate information and aid comprehension	Knowledge		
R. 11.5.1	Automatically decode words to ensure focus on comprehension	Application		
R. 11.5.2	Continue to develop and maintain an adequate body of sight words	Knowledge		
R. 11.5.4	Use knowledge of root words and affixes and word relationships to determine meaning	Application		
R. 11.5.5	Use context clues to determine meaning of multiple meaning words	Analysis		
R. 11.5.6	Use resources to determine meaning of technical and specialized vocabulary	Application		

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Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
R. 11.5.9	Use word origins, including common roots and word parts from Greek and Latin, to analyze the meaning and determine pronunciation and derivations of complex words	Analysis		
R. 11.5.10	Use context clues to select appropriate dictionary definitions	Analysis		
R. 11.5.12	Read grade level text orally with approximate rate of 128 words per minute	Knowledge		
R. 11.5.13	Read grade level text orally with accuracy and expression	Knowledge		
W. 4.5.4	Use available technology to access information by using a card catalog	Application		
W. 4.5.12	Use available technology for sharing and/or publication	Application		
W. 4.5.13	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Synthesis		
W. 5.5.1	Write to describe, to inform, to entertain, to explain, and to persuade	Synthesis		
W. 5.5.5	Write research reports using summarizing and paraphrasing	Synthesis		
W. 5.5.6	Write to reflect ideas/interpretations of multicultural and universal themes and concepts	Synthesis		
W. 5.5.8	Write in response in literature	Synthesis		
W. 5.5.10	Write across the curriculum	Synthesis		
OV. 1.5.3	Use appropriate oral communication for various purposes and audiences	Application		
OV. 1.5.4	Demonstrate appropriate eye contact	Application		

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Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
OV. 1.5.5	Use correct pronunciation to communicate ideas and information	Application		
OV. 1.5.6	Contribute appropriately to class discussion	Application		
OV. 2.5.1	Demonstrate effective listening skills by exhibiting appropriate body language	Application		
OV. 2.5.2	Establish purpose for listening	Knowledge		
OV. 2.5.3	Listen attentively for main idea	Comprehension		
OV. 2.5.4	Demonstrate attentive listening skills to respond to speaker's message	Application		
OV. 3.5.1	View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, etc.) to enhance and show understanding of a specific topic	Application		
OV. 3.5.2	Differentiate between fact and opinion in media	Analysis		
IR. 12.5.1	Generate questions to select a specific topic for research	Synthesis		
IR. 12.5.2	Use reference features (e.g., format, graphics, sequence, diagrams, table of contents, etc.) to access information	Application		
IR. 12.5.3	Use print and electronic sources, including the card catalog, to locate information	Knowledge		
IR. 12.5.4	Gather information from a source appropriate to purpose and topic	Analysis		
IR. 12.5.5	Explain information presented in graphic sources	Comprehension		
IR. 12.5.6	Develop notes to identify, support, and paraphrase main ideas from text	Comprehension		
IR. 12.5.7	Create a formal topic outline of main topics	Synthesis		

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IR. 12.5.8	Use research to create oral, written, or visual presentation/product	Synthesis		