

Fifth Grade Year at a Glance

This document supports pacing and provides an overview of the essential components and an outline of key skills consistently taught within each module.
Following this pacing guide will ensure students receive the full range of literacy skills and standards instruction within a school year.

Recommended Dates	Module Number	Module Title	Knowledge Building Essential Question	Focal Reading Genres	Focal Comprehension Skills	Focal Phonics	Writing Form
August 19 - September 20	1	Inventors at Work	<i>What kinds of circumstances push people to create new inventions?</i>	Informational Text Narrative Nonfiction Fantasy	- Central Idea - Summarize - Literary Elements	- Short vowels - Long Vowels a and e - Words with Long i and o	Informational Text
September 23 - October 18	2	What a Story	<i>How does genre affect the way a story is told?</i>	Realistic Fiction Fantasy Poetry	- Synthesize - Literary Elements - Author’s Purpose	- Vowel Sounds /u/, /yoo/, /oo/ - Words with /ou/ /ô/ /oi/ - r- controlled vowels /ôr/ /âr/ /är/	Narrative: Story
October 21 - November 15	3	Natural Disasters	<i>How can learning about natural disasters make us safer?</i>	Informational Text Narrative Nonfiction	- Text structure - Central Idea - Summarize	- r- controlled vowels /ûr/ /îr/ - Compound words - VCCV syllable division pattern	Argument - Persuasive Essay
<i>We are skipping this module. Please continue to module 5. For more information see rationale below</i>	4	Wild West	<i>What character traits were needed in people who settled the West?</i>	Informational Text Historical Fiction	- Synthesize - Central Idea - Text Structure - Literary Elements	- VCV syllable division pattern - VCCCV syllable division pattern - VV syllable division pattern	Informational Text - Letter
November 18 - December 20	5	Project Earth	<i>How can caring for the Earth and its living things improve life now and in the future?</i>	Realistic Fiction Informational Text Persuasive Text	- Central Idea - Ideas and support - Literary Elements - Text Structure	- Final syllables -al, -el, -le, -il - Added -ed -ing - Base words with spelling changes	Argument - Editorial
January 6 - 31	6	Art for Everyone	<i>How do different art forms impact people in different ways?</i>	Biography Informational Text	- Literary Elements - Point of View - Theme - Central Idea	- Changing final y to i - Suffixes -ful, -ly, -less, -ness, -ment - Words from other languages	Narrative - Personal Narrative
February 3 - 28	7	Above, Below, and Beyond	<i>What role does curiosity play in exploration?</i>	Autobiography Informational Text Narrative Nonfiction	- Text structure - Central idea - Author’s purpose and craft	- Words with -ain, -ture, -sure - Words with final /îj/ /îv/ /îs/ - Words with unstressed syllables	Informational Text: Research Report
March 3 - 28	8	A New Home	<i>How do people adapt to new experiences and make a new place home?</i>	Realistic Fiction Informational Text Poetry	- Theme - Make Inferences - Elements of Poetry - Literary Elements	- Homophones - Prefixes in-, un-, di-, mis- - Suffixes -tion, sion, -ion, -ian	Poetry - Lyric Poem
April 7 - May 2	9	Unexpected, Unexplained	<i>What makes something mysterious, and what makes people want to solve mysteries?</i>	Informational Text Mystery	- Literary Elements - Main Ideas and support - Point of view - Author’s purpose	- Prefixes com-, con-, pre-, pro- - Suffixes -ant, -ent, -able, -ible, -ism, -ist - Greek root words	Narrative - Imaginative Story

May 5 - June 4	10	The Lives of Animals	<i>What can we learn about ourselves by observing and interacting with animals?</i>	Narrative Nonfiction Informational Text	• Synthesize • Theme • Text Structure • Central Idea	• Latin root words • Suffixes -ion, -ation • Words with schwa final /Ər/	Argumentative - Letter to the Editor
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We are not teaching this unit because it does not represent the perspectives nor the values we seek when teaching texts and topics. During our year 1 implementation we are recommending to skip this module because at this time it does not address multiple perspectives and representation. We will be working with our HSS colleagues and collaborating with teachers to address a more culturally proactive approach to this topic. In the future, we will be addressing this module, along with others, that may be missing multiple perspectives, representation, and voices.