

WSD 2023-2024 Pacing Guide

ELA

5th grade

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Priority Standards for 2023-2024 GRADES 3-5

Resources

Common Core Companion: Standards Decoded ELA k-2 and 3-5

Achievethecore.org

<https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts>

CKLA

Trade Books in your Library

Guiding Questions

- How does this standard **change** across the grade band?
 - What **vocabulary** is essential to understanding and achieving this standard?
 - What guiding **questions** can we use with our students?
 - Where does our **curriculum** hit this standard? Are there places that need supplementing?
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Priority Standards for 2023-2024 GRADES 3-5

RF 3: Phonics Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4: Fluency Read with sufficient accuracy and **fluency** to support comprehension.

RI & RL 1: Read closely, make logical inference, cite evidence **Read closely** to determine what the text says explicitly and to make **logical inferences** from it; **cite specific textual evidence** when writing or speaking to support conclusions drawn from the text.

RI & RL 4: Determine the meaning of words and phrases, **interpret words and phrases** as they are used in a text including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI 9: Compare and contrast texts with similar themes or topics **Analyze** how **two or more texts** address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI & RL 10: Read and comprehend complex text **Read and comprehend complex** literary and informational **texts** independently and proficiently.

L 4, \

L 5 Vocabulary Acquisition and Use (unknown words/phrases, word relationships, and nuances, academic words)

L 6: /

SL 1: Collaborative discussions Prepare for and participate effectively in a **range of conversations and collaborations** with diverse patterns, building on others' ideas and expressing their own clearly and persuasively.

W 8: Gather relevant information, access the credibility, and integrate information **Gather relevant information** from multiple print and digital sources, **assess the credibility** and accuracy of each source, and **integrate the information** while avoiding plagiarism.

W 9: Draw evidence from literary or informational text (Grade 4-12) **Draw evidence from** informational or literary **text** to support analysis, reflection, and research

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Key Ideas and Details:

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure:

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-LITERACY.RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-LITERACY.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CCSS.ELA-LITERACY.RL.5.8

(RL.5.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently

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and proficiently.

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

CCSS.ELA-LITERACY.RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

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Month	Week	
Aug.	8/29-8/31	Unit 1 Personal Narratives Lessons 1-3 (no school Friday 1)
Sept.	Anytime	*Since Time Immemorial - Yakama Nation Enterprise
Sept.	9/5-9/8	Unit 1 Personal Narratives Lessons 4-7, ELA Galileo Window 5-22 (no school Monday 4)
Sept.	9/11-9/15	Unit 1 Personal Narratives Lessons 8-12
Sept.	9/18-9/22	Unit 1 Personal Narratives Lesson 13-15 assessment, pausing point/flex day
Sept.	9/25-9/29	Unit 1 Personal Narratives writing
Oct.	Anytime	*Since Time Immemorial - A Native Perspective: Interview with a Yakama Elder
Oct.	10/2-10/6	Unit 2 Early American Civilizations Lessons 1-5
Oct.	10/9-10/13	Unit 2 Early American Civilizations Lesson 6-10
Oct.	10/16-10/18	Unit 2 Early American Civilizations Lesson 11-13 Conference Days 19th & 20th
Oct.	10/23-10/27	Unit 2 Early American Civilizations Lesson 14-15 Writing, flex days, pausing points
Oct./Nov.	10/30-11/3	Unit 4 Adventures of Don Quixote Lessons 1-5
Nov.	Anytime	*Since Time Immemorial - The Yakama War
Nov.	11/6-11/9	Unit 4 Adventures of Don Quixote Lessons 6-9 (no school Nov. 10)
Nov.	11/13-11/17	Unit 4 Adventures of Don Quixote Lessons 10-14
Nov.	11/20-11/21	Unit 4 Adventures of Don Quixote Writing, Pausing points (Thanksgiving Break 22-24)
Nov./Dec.	11/27-12/1	Unit 4 Adventures of Don Quixote Writing, Unit 5 The Renaissance Lessons 1-2
Dec.	Anytime	*Since Time Immemorial - Yakama War
Dec.	12/4-12/8	Unit 5 The Renaissance Lessons 3-7

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Dec..	12/11 - 12/15	Unit 5 The Renaissance Lessons 8-12
Dec.	12/18- 12/19	Unit 5 The Renaissance Lessons 13-15 (Winter break 20-2)
Jan.	Anytime	*Since Time Immemorial - The Yakama - A Realtree Natives Story
Jan.	1/3 - 1/5	Unit 5 The Renaissance Lessons 15-17
Jan.	1/8 - 1/12	Unit 5 The Renaissance Lessons 18-19, Assessment, Pausing Points ELA Galileo Window Jan 8-26
Jan.	1/16 - 1/19	Unit 5 The Renaissance Writing, Pausing Points (no school Monday 15)
Jan.	1/22 - 1/26	Unit 6 The Reformation Lessons 1-5
Jan./Feb.	1/29 - 2/2	Unit 6 The Reformation Lessons 6-9, Assessment
Feb.	Anytime	*Since Time Immemorial - Traditional Dip Net Fishing: The Yakama Nation War
Feb.	2/5- 2/9	Unit 6 The Reformation Writing, Pausing Point/Reteach
Feb.	2/12 - 2/16	Unit 8 Native Americans Lessons 1-5
Feb.	2/20 - 2/23	Unit 8 Native Americans Lessons 6-9 (no school Monday 19) *Since Time Immemorial: Show this video between lessons 6 & 7
Feb./March	2/26 - 3/1	Unit 8 Native Americans Lessons 10-14
March	3/4- 3/8	Unit 8 Native Americans Lesson 15, Pausing Points
March	3/11 - 3/14	Unit 8 Native Americans Writing, Pausing Point/Reteach (no school Friday 15) *Since Time Immemorial-Field trip to Yakama Nation Cultural Center
March	3/18 - 3/20	Unit 9 Chemical Matter Lessons 1-3 Conference Days 21 & 22
March	3/25 - 3/29	Unit 9 Chemical Matter Lessons 4-8 (Spring Break April 1-5)
April	Anytime	*Since Time Immemorial - NAHM Dance is Culture
April	4/8- 4/12	Unit 9 Chemical Matter Lessons 9-13
April	4/15 - 4/19	Unit 9 Chemical Matter Lessons 14-15, Writing, Pausing Point/Reteach

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April	4/22 - 4/26	SBA Prep (subject to change)
April/May	4/29 - 5/3	Unit 7 Midsummer Lessons 1-5
May	5/6 - 5/9	Unit 7 Midsummer Lessons 6-9 (no school Friday 10) *be prepared for SBA to alter plans*
May	5/13 - 5/17	Unit 7 Midsummer Lessons 10-14
May	5/20 - 5/24	Unit 7 Midsummer Lesson 15, Assessment Unit 3 Poetry Lessons 1-3
May	5/28 - 5/31	Unit 3 Poetry Lessons 4-7 (no school Monday 27)
June	6/3-6/6	Unit 3 Poetry Lesson 8-11 (no school Friday 7)
June	6/10-6/11	Unit 3 Poetry Lesson 12, Last Day of School

Unit 1 Personal Narratives Priority Standards: RL.5.1 Quote Accurately/Close Read/Inferences/Text Evidence, RL.5.4 Figurative Language			
Date	CKLA Unit & Lesson	Comments	Student Friendly Learning Objective
8/29/23	Unit 1 Personal Narratives Lesson 1	Pg. 6-25	(not a priority standard lesson, but needed for next lessons) Writing: Students will write a one-paragraph narrative about a first-time experience. Reading: I will quote from the text in describing plot and making inferences.
8/30/23	Unit 1 Personal Narratives Lesson 2	Pg. 26-45	Reading: I will quote from the text in describing plot and making inferences.
8/31/23	Unit 1 Personal Narratives Lesson 3	Pg. 46-65	Reading: I will quote accurately from the text when identifying and describing personification.
9/5/23	Unit 1 Personal Narratives Lesson 4	Pg. 66-87	Reading: I will use dialogue in a text to analyze characters and their relationships with one another.
9/6/23	Unit 1 Personal Narratives Lesson 5	Pg. 88-101	Reading: I will analyze and describe a theme in the text.

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9/7/23	Unit 1 Personal Narratives Lesson 6	Pg. 102-123	Reading: I will quote accurately from the text when stating facts and making inferences.
9/8/23	Unit 1 Personal Narratives Lesson 7	Pg. 124-135	Reading: I will compare and contrast the author's different points of view at different ages.
9/11/23	Unit 1 Personal Narratives Lesson 8	Pg. 136-151	Reading: I will identify the evidence Rosa Parks brings to support her point that segregation was unjust.
9/12/23	Unit 1 Personal Narratives Lesson 9	Pg. 152-173	Reading: I will compare and contrast the tones of two texts.
9/13/23	Unit 1 Personal Narratives Lesson 10	Pg. 174-185	(not a priority standard lesson, but needed for next lessons) Writing: I can plan personal narratives by outlining a sequence of events; I can describe pieces of music using similes and metaphors.
9/14/23	Unit 1 Personal Narratives Lesson 11	Pg. 186-205	Reading: I will quote the text when inferring and explaining why the author included certain details in her narrative.
9/15/23	Unit 1 Personal Narratives Lesson 12	Pg. 206-223	(not a priority standard lesson, but needed for next lessons) Writing: I can write a paragraph with multiple sensory descriptions. Reading: Based on context, students determine the meaning of unknown domain specific words and phrases in a text.
9/18/23	Unit 1 Personal Narratives Lesson 13	Pg. 224-245	Reading: I will quote from the text in explaining the author's point of view.
9/19/23	Unit 1 Personal Narratives Lesson 14	Pg. 246-263	Reading: Quoting accurately from the text, students track the author's emotions. Unit 1 Reading Assessment Due Sept. 19 "Mercury and the Woodman" Questions 1 and 3b (Link to Google Doc. Please make sure and make your own copy.)
9/20/23- 9/29/23	Unit 1 Personal Narratives Lesson 15 assessment, pausing point, writing , flex days	Pg. 264-273	Essential Writing Standards: W.5.3 I can write a narrative with descriptive details and a clear sequence of events. W.5.4 I use clear organization for task, purpose, and audience. W.5.5 I use the writing process to develop and strengthen my writing. <u>Supporting Writing Standards:</u>

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			<p>W.5.3a I can introduce the narrator and/or characters as events happen.</p> <p>W.5.3b I include dialogue and description when writing a narrative.</p> <p>W.5.3c I sequence events with transition words.</p> <p>W.5.3d I use sensory details precisely.</p> <p>W.5.3e I provide a conclusion to my narrative.</p> <p>W.5.10 I write over extended periods of time</p> <p>Unit 1 Writing Assessment Due Sept. 29</p> <p>Use common Rubric to assess</p>
Unit 2 Early American Civilizations Priority Standards: RI.5.2 Main Idea/Summarizing, RI.5.3 Relationships/Interactions			
Date	CKLA Unit & Lesson	Comments	Student Friendly Learning Objective
10/2/23	Unit 2 Early American Civilizations Lesson 1	Option for unit 2 Codex (do google slides) Pg. 8-35	<p>Core Connections: I will explain background information of early American civilizations.</p> <p>Reading: I will locate and describe the geographical features of the ancient Maya, Aztec, and Inca civilizations.</p>
10/3/23	Unit 2 Early American Civilizations Lesson 2	Supporting: RI.5.8 Pg. 36-65	Reading: I will describe ways the Maya adapted to the diverse region where their city-states thrived.
10/4/23	Unit 2 Early American Civilizations Lesson 3	Supporting: RI.5.8 Pg. 66-85	Reading: I will describe ways the Maya adapted to the diverse landscape & used the land's resources to meet their needs.
10/5/23	Unit 2 Early American Civilizations Lesson 4	Supporting: RI.5.8 Pg. 86-109	Reading: I will describe why the Maya writing and mathematical systems are important and explain the reasons for the decline of the Maya civilization.
10/6/23	Unit 2 Early American Civilizations Lesson 5	Supporting: RL.5.7 Pg. 110-129	Reading: I will describe the characteristics of the earth and the people the Maya believed the gods created.
10/9/23	Unit 2 Early American Civilizations Lesson 6	Pg. 130-143	Reading: I will identify Maya myths as a way to explain the creation of the earth and its people.

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10/10/23	Unit 2 Early American Civilizations Lesson 7	Supporting: RI.5.3, RI.5.5 Pg.144-165	Reading: I will explain the details about the Aztec Empire and use the information I have read to compare and contrast the Maya and Aztec civilizations.
10/11/23	Unit 2 Early American Civilizations Lesson 8	Supporting: RI.5.5, RI.5.7, RI.5.8 Pg 166-189	Reading: I will explain how the city of Tenochtitlán was organized and why it was significant.
10/12/23	Unit 2 Early American Civilizations Lesson 9	Pg. 190-203	Reading: I will explain how the Aztec Empire rose to power and how it came to an end.
10/13/23	Unit 2 Early American Civilizations Lesson 10	Supporting: RI.5.7, RI.5.8 Pg. 204-233	Reading: I will identify key details about the Inca Empire and be able to explain how the Inca Empire grew to become the largest pre-Columbian empire.
10/16/23	Unit 2 Early American Civilizations Lesson 11	Supporting: RI.5.8 Pg. 234-255	Reading: I will identify important literary devices and explain how they support the main points about the Inca Empire.
10/17/23	Unit 2 Early American Civilizations Lesson 12	Supporting: RI.5.8 Pg. 256-277	Reading: I will explain how, after becoming one of the largest and most powerful civilizations in the world, the Inca Empire came to an end, barely lasting 100 years.
10/18/23	Unit 2 Early American Civilizations Lesson 13	Supporting: RL.5.7, RL.5.9 Pg. 278-299	Reading: I will identify and explain similarities and differences between the Aztec and Inca creation myths.
10/23/23	Unit 2 Early American Civilizations Lesson 14	Supporting: RL.5.9 Pg. 300-313	Reading: I will describe similarities and differences between particular Maya, Aztec, and Inca myths.
10/24/23	Unit 2 Early American Civilizations Lesson 15	Supporting: RI.5.8 Pg. 314-330	Reading: I will use evidence from the text to answer questions. Unit 2 Reading Assessment due Oct. 24 Google Form created by Satus and shared (Citing evidence from the text) Codex project (Summary)

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10/25/23- 10/27/23	Unit 2 Early American Civilizations Writing		<u>Essential Writing Standards:</u> W.5.2 I can write an informative/explanatory text. W.5.4 I use clear organization for task, purpose, and audience. W.5.5 I use the writing process to develop and strengthen my writing. <u>Supporting Writing Standards:</u> W.5.2a I can introduce a topic clearly and group information logically. (heading, illustrations,...) W.5.2b I can develop the topic with facts and examples related to the topic. W.5.2c I can use transition words to link ideas within and across categories. W.5.2d I can use precise language and domain-specific vocabulary. W.5.2e I can provide a concluding statement. W.5.10 I write over extended periods of time. Unit 2 Writing Assessment due Oct. 27 Use common rubric
Unit 4 Adventures of Don Quixote Priority Standards: RL.5.2: Theme/Summarizing, RL.5.3 Compare/Contrast			
Date	CKLA Unit & Lesson	Comments	Student Friendly Learning Objective
10/30/23	Unit 4 Adventures of Don Quixote Lesson 1	Supporting: RL 5.7, RI 5.1, RI 5.2, RI 5.4 Pg. 6-29	Core Connections: I will be able to explain important aspects of life as a knight during the Middle Ages. Reading: I will explain that Adventures of Don Quixote is a story set in Spain, involving a character who became a knight and set out to experience knightly adventures.
10/31/23	Unit 4 Adventures of Don Quixote Lesson 2	Supporting: RL 5.5 Pg. 30-61	Reading: I will describe how Don Quixote becomes a knight and what happens when he tries to right a wrong.
11/1/23	Unit 4 Adventures of Don Quixote Lesson 3	Supporting: RL 5.5 Pg. 62-93	Reading: I will examine how the author's words, sentences, and literary devices provide a deeper understanding of Adventures of Don Quixote.
11/2/23	Unit 4 Adventures of Don Quixote Lesson 4	Supporting: RL 5.5, RL 5.7	Reading: I will identify Sancho Panza and some of his character traits, and describe some of the adventures he and Don Quixote

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		Pg. 94-121	have.
11/3/23	Unit 4 Adventures of Don Quixote Lesson 5	Supporting: RL 5.2, RL 5.3, RL 5.5 Pg. 122-145	Reading: I will describe how Don Quixote and Sancho return home, how they meet Samson, and what happens when they meet Dulcinea.
11/6/23	Unit 4 Adventures of Don Quixote Lesson 6	Supporting: RL 5.5 Pg. 146-161	Reading: I will describe several character traits of Don Quixote and Sancho Panza, citing evidence from the text to support the various traits
11/7/23	Unit 4 Adventures of Don Quixote Lesson 7	Supporting: RL 5.5 Pg. 162-181	Reading: I will identify the Knight of the Wood and describe what happens between Don Quixote and the lions.
11/8/23	Unit 4 Adventures of Don Quixote Lesson 8	Supporting: RL 5.5 Pg. 182-207	Reading: I will examine how the author's words, sentences, and literary devices provide a deeper understanding of <i>Adventures of Don Quixote</i> .
11/9/23	Unit 4 Adventures of Don Quixote Lesson 9	Supporting: RL 5.5 Pg. 208-231	Reading: I will describe events from both chapters that provide further evidence of Don Quixote's idealistic and quixotic character traits, as compared to Sancho's more realistic character traits.
11/13/23	Unit 4 Adventures of Don Quixote Lesson 10	Supporting: RL 5.2, RL 5.3, RL 5.5 Pg. 232-257	Reading: I will describe events from both chapters that provide further evidence of Don Quixote's and Sancho's various character traits.
11/14/23	Unit 4 Adventures of Don Quixote Lesson 11	Supporting: RL 5.5, RL 5.7 Pg. 258-283	Reading: I will describe whether Sancho's experiences as governor of the island were what he expected.
11/15/23	Unit 4 Adventures of Don Quixote Lesson 12	Supporting: RL 5.5 Pg. 284-293	Reading: I will compare and contrast the character traits of Don Quixote and Sancho Panza.

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11/16/23	Unit 4 Adventures of Don Quixote Lesson 13	Supporting: RL 5.5 Pg. 294-313	Reading: I will describe how Don Quixote and Sancho reunite, and identify the Knight of the White Moon.
11/17/23	Unit 4 Adventures of Don Quixote Lesson 14	Supporting: RL 5.5 Pg. 314-331	Reading: I will cite evidence from the text supporting Samson's characterization of Don Quixote as “a good man, brave to the last moment, who will be remembered forever in the entire world for having lived crazy and died sane.” Unit 4 Reading Assessment Due Nov. 17 Activity Book page 204 Compare and Contrast Don Quixote and Sancho (Link to Google Doc. Please make your own copy.)
11/20/23- 11/29/23	Unit 4 Adventures of Don Quixote Writing; Pausing Points		Essential: W.5.1 I can write an opinion essay supporting my point of view. W.5.4 I use clear organization for task, purpose, and audience. W.5.5 I use the writing process to develop and strengthen my writing. Supporting: W.5.1a I can introduce a topic and state my opinion W.5.1b I can provide logically ordered reasons supported by facts. W.5.1c I can link my opinions and reasons using words, phrases and clauses. W.5.1d I can provide a concluding statement related to my opinion. W.5.10 I write over extended periods of time. Unit 4 Writing Assessment Due Nov. 29 Une common rubric

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Unit 5 The Renaissance Priority Standards: RI.5.1 Quote Accurately/Inferences, RI.5.2 Main Idea/Details/Summarizing			
Date	CKLA Unit & Lesson	Comments	Student Friendly Learning Objective
11/30/23	Unit 5 The Renaissance Lesson 1	Supporting: RI 5.3, RI 5.5, RI 5.7, RI 5.8 Pg. 6-39	Reading: I will identify several factors that inspired the Renaissance movement.
12/1/23	Unit 5 The Renaissance Lesson 2	Supporting: RI 5.3 Pg. 40-67	Reading: I will identify and describe techniques and features of Renaissance art and architecture.
12/4/23	Unit 5 The Renaissance Lesson 3	Supporting: RI 5.3, RI 5.6, RI 5.8 Pg. 68-95	Reading: I will describe what is meant by “the spirit of the Renaissance” and how this relates to Leonardo da Vinci’s work.
12/5/23	Unit 5 The Renaissance Lesson 4	Pg. 96-119	Reading: I will identify how Leonardo da Vinci’s accomplishments exemplified the Renaissance interest in the natural world and belief in man’s abilities.
12/6/23	Unit 5 The Renaissance Lesson 5	Supporting: RI 5.3 Pg. 120-149	Reading: I will describe the artistic achievements of Michelangelo and Raphael.
12/7/23	Unit 5 The Renaissance Lesson 6	Supporting: RI 5.3, RI 5.6, RI 5.7, RI 5.8 Pg. 150-183	Reading: I will identify how the artistic achievements of Michelangelo and Raphael were characteristic of the Renaissance.
12/8/23	Unit 5 The Renaissance Lesson 7	Supporting: RI 5.3 Pg. 184-211	Reading: I will describe the motivation of Renaissance patrons to commission art.
12/11/23	Unit 5 The Renaissance Lesson 8	Supporting: RI 5.3, RI 5.5 Pg. 212-239	Reading: I will describe The Prince and The Courtier as works of Renaissance literature that address ideals for behavior.
12/12/23	Unit 5 The Renaissance Lesson 9	Supporting: RI 5.5 Pg. 240-257	Reading: I will explain how the author’s words, sentences, and literary devices provide a deeper understanding of “Morals, Modesty, and Manners.”
12/13/23	Unit 5 The Renaissance Lesson 10	Supporting: RI 5.3, RI 5.7	Reading: I will describe the opportunities the Renaissance movement afforded to some wealthy women of the time.

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		Pg. 258-285	
12/14/23	Unit 5 The Renaissance Lesson 11	Supporting: RI 5.3 Pg. 286-299	Reading: I will describe the cultural norms for women in the Renaissance and identify ways women challenged those norms.
12/15/23	Unit 5 The Renaissance Lesson 12	Supporting: RI 5.3 Pg. 300-321	Reading: I will describe the impact the Italian Renaissance movement had on artists from northern Europe.
12/18/23	Unit 5 The Renaissance Lesson 13	Supporting: RI 5.3, RI 5.5 Pg 322-351	Reading: I will explain how Cervantes and Shakespeare embody the ideals of the Renaissance movement.
12/19/23	Unit 5 The Renaissance Lesson 14	Pg. 352-375	Reading: I will explain how the author's words, sentences, and literary devices provide a deeper understanding of particular Renaissance authors and their literature.
1/3/24	Unit 5 The Renaissance Lesson 15	Supporting: RI 5.3, RI 5.8 Pg 376-393	Reading: I will identify key points of the Renaissance on an assessment. Unit 5 Reading Assessment Due Jan. 3 Fill out form on doc. Assessment is final question. (Please make your own copy)
1/4/24	Unit 5 The Renaissance Lesson 16	Supporting: W.5.7, W.5.8, W.5.9, W5.10 Pg. 394-401	Writing: I will blend fact and fiction to create a diary entry written in first person. Essential: W.5.2, W.5.4, W.5.5
1/5/24	Unit 5 The Renaissance Lesson 17	Pg. 402-407	Essential: W.5.2 I can write an informative/explanatory text. W.5.4 I use clear organization for task, purpose, and audience. W.5.5 I can use the writing process to develop and strengthen my writing.
1/8/24	Unit 5 The Renaissance Lesson 18	Pg. 408-413	
1/9/24-1/19/24	Unit 5 The Renaissance Lesson 19	Pg. 414-419	
			Supporting: W.5.2a I can introduce a topic clearly and group information logically W.5.2b I can develop the topic with facts and examples related to the topic. W.5.2c I can use transition words to link ideas within and across categories W.5.2d I can use precise language and domain-specific vocabulary. W.5.2e I can provide a concluding statement W.5.10 I can write over extended periods of time. Unit 5 Writing Assessment Due Jan. 19

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			Use common rubric
Unit 6 The Reformation Priority Standards: RI.5.1 Quote Accurately/Inferences, RI.5.2 Main Idea, RI.5.3 Relationships/Interactions			
Date	CKLA Unit & Lesson	Comments	Student Friendly Learning Objective
1/22/24	Unit 6 The Reformation Lesson 1	Supporting: RI.5.5, RI.5.8 Pg. 8-41	Core Connections: I will identify the chronology of the Middle Ages, the Renaissance movement, and the Reformation movement; & explain the significance of the Church in Europe during the Middle Ages & the Renaissance movement. Reading: I will explain why the invention of Gutenberg's printing press was important.
1/23/24	Unit 6 The Reformation Lesson 2	Supporting: RI.5.5, RI.5.6 Pg. 42-73	Reading: I will explain how the printing press changed people's lives.
1/24/24	Unit 6 The Reformation Lesson 3	Supporting: RI.5.5 Pg. 74-95	Reading: I will describe the power, influence, and corrupt practices of the Catholic Church during the Middle Ages and the Renaissance.
1/25/24	Unit 6 The Reformation Lesson 4	Pg. 96-121	Reading: I will describe the Church practices challenged by reformers such as Martin Luther.
1/26/24	Unit 6 The Reformation Lesson 5	Supporting: RI.5.8 Pg. 122-141	Reading: I will summarize key events in the Reformation.
1/29/24	Unit 6 The Reformation Lesson 6	Supporting: RI.5.6, RI.5.8 Pg. 142-159	Reading: I will explain the motives of key historical figures in the Reformation.
1/30/24	Unit 6 The Reformation Lesson 7	Pg. 160-189	Reading: I will describe the new scientific theories proposed by Copernicus, Kepler, and Galileo, and the Church's response to those theories.
1/31/24	Unit 6 The Reformation Lesson 8	Supporting: RI.5.8 Pg. 190-209	Reading: I will explain the <u>relationship</u> between Copernicus, Kepler, Galileo, and the Church during the Reformation.
2/1/24	Unit 6 The Reformation Lesson 9	Supporting: RI.5.8 Pg. 210-233	Reading: I will explain how the Catholic Church responded to the Protestant Reformation movement.

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2/2/24- 2/9/24	Unit 6 The Reformation Writing; Pausing Point		Unit 6 Reading Assessment Due Feb.9 Passage from Activity Book pgs. 119-121 Assessment shared from Satus
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Unit 8 Native Americans Priority Standards: RI.5.1 Quote Accurately/Inferences, RI.5.3 Relationships/Interactions			
Date	CKLA Unit & Lesson	Comments	Student Friendly Learning Objective
2/12/24	Unit 8 Native Americans Lesson 1	Supporting: RI.5.9 Pg. 6-33	Core Connections: I will explain that many years ago, Native American culture, such as clothing, housing, and food, was closely connected to the region and environment in which each tribe lived. Reading: I will explain how the arrival of European explorers and settlers in North America changed the lives of Native Americans already living there.
2/13/24	Unit 8 Native Americans Lesson 2	Supporting: RI.5.8 Pg. 34-69	Reading: I will describe how European ideas of land ownership conflicted with the beliefs and cultures of Native American tribes living in the Great Plains, Great Basin, and Northwest Plateau.
2/14/24	Unit 8 Native Americans Lesson 3	Supporting: RL.5.9 Pg. 70-79	Reading: I will compare and contrast two traditional Native American stories and explain how such stories reflect important values or customs of their culture or way of life.
2/15/24	Unit 8 Native Americans Lesson 4	Pg. 80-111	Reading: I will explain how the arrival of explorers, miners, missionaries, and settlers affected Native Americans living in what is now California.
2/16/24	Unit 8 Native Americans Lesson 5	Pg. 112-137	Reading: I will describe what life was like for Native Americans living in what is now California before and after the arrival of explorers, miners, missionaries, and settlers.
2/20/24	Unit 8 Native Americans Lesson 6	Pg. 138-165	Reading: I will describe the culture of the tribes of the Pacific Northwest before European contact, especially in relation to the environment in which they lived.
2/21/24	Unit 8 Native Americans Lesson 7	Supporting: RL.5.2 Pg. 166-181	Reading: I will describe and give examples of ways that two myths of the Pacific Northwest express cultural values, as well as describe natural events.

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2/22/24	Unit 8 Native Americans Lesson 8	Supporting: RI.5.8 Pg. 182-207	Reading: I will explain the effects of the arrival of settlers and the consequences of U.S. government policies on Native Americans.
2/23/24	Unit 8 Native Americans Lesson 9	Pg. 208-227	Reading: I will explain the differing perspectives of Native Americans and pioneers regarding land at the time of westward expansion.
2/26/24	Unit 8 Native Americans Lesson 10	Pg. 228-241	Reading: I will explain how and why Richard Henry Pratt and Luther Standing Bear held different opinions about "assimilation through education."
2/27/24	Unit 8 Native Americans Lesson 11	Pg. 242-265	Reading: I will identify the significant leaders in the Battle of the Little Bighorn and explain why the battle was important in the conflict between the U.S. government and Native Americans.
2/28/24	Unit 8 Native Americans Lesson 12	Pg. 266-283	Reading: I will explain why the Battle of the Little Bighorn was an important event in the shared history of European settlers and Native Americans.
2/29/24	Unit 8 Native Americans Lesson 13	Supporting: RI.5.6 Pg. 284-301	Reading: I will explain how different perspectives of land ownership affected Native Americans in relation to the Dawes Act
3/1/24	Unit 8 Native Americans Lesson 14	Supporting: RI.5.5, RI.5.7, RI.5.9 Pg. 302-323	Reading: I will explain why the U.S. government feared the Lakota's cultural connection to the past, and how this affected the way they dealt with the Lakota people. Unit 8 Reading Assessment Due March 1 Passage from Activity book pgs. 167-170 Assessment on Google Form
3/4/24- 3/14/23	Unit 8 Native Americans Lesson 15	Pg. 324-341	Unit Assessment, Writing, Pausing Points Unit 8 Writing Assessment Due March 14 Use common rubric

Unit 9 Essential Standards: Chemical Matters

Priority Standards: **RI.5.1 Quote Accurately/Inferences, RI.5.3 Relationships/Interactions**

Date	CKLA Unit & Lesson	Comments	Student Friendly Learning Objective
3/18/24	Unit 9 Chemical Matters Lesson 1	Pg. 6-25	Reading: I will quote accurately from the text to explain its setting and scientific content.

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3/19/24	Unit 9 Chemical Matters Lesson 2	Supporting: RI.5.5 Pg. 26-41	Reading: I will compare and contrast the presentation of scientific content in two different texts.
3/20/24	Unit 9 Chemical Matters Lesson 3	Supporting: RI.5.7 Pg. 42-59	Reading: I will integrate multiple sources to explain the concept of chemical states.
3/25/24	Unit 9 Chemical Matters Lesson 4	Supporting: RI.5.7 Pg. 60-75	Reading: I will use information from different sources to classify objects as metals or nonmetals.
3/26/24	Unit 9 Chemical Matters Lesson 5	Supporting: W.5.4, W.5.5 Pg. 76-83	Writing: W.5.8 I will organize and create a police report, which I can then revise in response to peer feedback.
3/27/24	Unit 9 Chemical Matters Lesson 6	Pg. 84-103	Reading: I will track character development.
3/28/24	Unit 9 Chemical Matters Lesson 7	Pg. 104-119	Reading: I will use textual evidence to distinguish between mixtures, solutions, and compounds, and then organize my writing to allow others to make the same distinctions.
3/29/24	Unit 9 Chemical Matters Lesson 8	Pg. 120-133	Reading: I will use explicit evidence from the text to track character development.
4/8/24	Unit 9 Chemical Matters Lesson 9	Pg. 134-147	Reading: I will use textual evidence to distinguish between physical and chemical reactions, and organize writing to allow others to make the same distinctions.
4/9/24	Unit 9 Chemical Matters Lesson 10	Supporting: RI.5.8 Pg. 148-169	Reading: I will identify textual evidence used by the characters to support their claims.
4/10/24	Unit 9 Chemical Matters Lesson 11	Supporting: RL.5.6 Pg. 170-179	Reading: I will organize evidence boards to track evidence on characters, distinguishing between fact and opinion.
4/11/24	Unit 9 Chemical Matters Lesson 12	Supporting: RL.5.6 Pg. 180-197	Reading: I will explain how plot lines are resolved by tracking characters' desires and resolution.
4/12/24	Unit 9 Chemical Matters Lesson 13	Supporting:	Reading: I will integrate information from multiple sources to explain

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		RI.5.7 Pg. 198-215	recycling as a chemical process.
4/15/24	Unit 9 Chemical Matters Lesson 14	Supporting: W.5.3, W.5.5 Pg. 216-221	Writing: I will use my analysis of literary and informational textual elements, I will create a narrative and then revise it in response to peer feedback.
4/16/24	Unit 9 Chemical Matters Lesson 15	Pg. 222-237	Unit Assessment Unit 9 Reading Assessment Due Apr. 16 Describe the relationship between Amy and one of the suspects
4/17/24-4/19/24	Unit 9 Chemical Matters Writing; Pausing Point		Unit 9 Writing Assessment Due April 19 Use common rubric

Unit 7 A Midsummer Night's Dream Priority Standards: RL.5.1 Quote Accurately/Inferences, RL.5.2: Theme/Summarizing, RL.5.3 Compare/Contrast			
Date	CKLA Unit & Lesson	Comments	Student Friendly Learning Objective
4/29/24	Unit 7 A Midsummer Night's Dream Lesson 1	Supporting RI 5.4 Pg. 8-29	Reading: I will review Shakespeare's life, become more comfortable with Shakespeare's language and use a visual representation of A Midsummer Night's Dream write their own dialogue story.
4/30/24	Unit 7 A Midsummer Night's Dream Lesson 2	Supporting: RL.5.7 Pg. 30-49	Reading: I will show understanding of a summary of Act 1, Scene 1, observe non-verbal clues about character and relationships, and get comfortable with Shakespeare's language.
5/1/24	Unit 7 A Midsummer Night's Dream Lesson 3	Supporting RL 5.5, 5.6 Pg. 50-73	Reading: I will read a passage from Act 1, Scene 1, watch a video clip to see the characters they have met in the play so far.
5/2/24	Unit 7 A Midsummer Night's Dream Lesson 4	Pg. 74-93	Reading: I will read a narrative version and an abridged

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			version of Act 1, Scene 2, analyze characters from <i>Midsummer Night's Dream</i> and identify verse.
5/3/24	Unit 7 A Midsummer Night's Dream Lesson 5	Supporting RL 5.7 Pg. 94-109	Reading: I will compare and contrast Bottom and Quince and analyze small passages from Act 1, Scene 2.
5/6/24	Unit 7 A Midsummer Night's Dream Lesson 6	Supporting RL 5.7 Pg 110-129	Reading: I will identify the upper-class Athenians, workmen and fairies from a <i>Midsummer Night's Dream</i> , and read a summary about Act 2, Scene 1.
5/7/24	Unit 7 A Midsummer Night's Dream Lesson 7	Supporting RL 5.6, 5.7 Pg. 130-149	Reading: I will define and identify monologue, dialogue, and soliloquy, and write an advice letter.
5/8/24	Unit 7 A Midsummer Night's Dream Lesson 8	Supporting RL 5.7 Pg. 150-163	Reading: I will compare and contrast visual interpretations of Puck, and write a speech for Puck describing the trouble he causes in modern life.
5/9/24	Unit 7 A Midsummer Night's Dream Lesson 9	Pg. 164-187	Reading: I will show understanding of the story thus far, focusing on the changing loves within the play.
5/13/24	Unit 7 A Midsummer Night's Dream Lesson 10	Pg. 188-217	Reading: I will contrast the order and strict rules of the court of Athens in Act 1 and the unpredictable changing forests of Acts 2,3, and 4.
5/14/24	Unit 7 A Midsummer Night's Dream Lesson 11	Supporting RL 5.6, 5.7 Pg. 218-229	Reading: I will perform a short selection from Act 3, Scene 1 and write a profile of one character using both the text and performance as evidence
5/15/24	Unit 7 A Midsummer Night's Dream Lesson 12	Supporting RL 5.6 Pg. 230-253	Reading: I will read Act 3, Scene 2 summary and track the many times "true love" changes in this play, and define comedy and tragedy.
5/16/24	Unit 7 A Midsummer Night's Dream Lesson 13	Supporting RL 5.7 Pg. 254-279	Reading: I will read and analyze an excerpt from Act 3, Scene 2, and create a director's storyboard of the scene.
5/17/24	Unit 7 A Midsummer Night's Dream Lesson 14	Supporting RL 5.6 Pg. 280-293	Reading: I will read a narrative version of Act 4, Scene 1 and Bottom's speech from the end of the scene, and write a ballad.
5/20/24	Unit 7 A Midsummer Night's Dream Lesson 15	Pg. 294-311	Reading: I will identify my favorite part of the play and read

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			<p>the narrative that finishes the story of the play.</p> <p>Unit 7 Reading Assessment Due May 20</p> <p>Summary of favorite scene from the play</p>
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Unit 3 Poetry Priority Standards: RL.5.2 Theme/Summarizing; RL.5.3 Compare/Contrast			
Date	CKLA Unit & Lesson	Comments	Student Friendly Learning Objective
5/22/24	Unit 3 Poetry Lesson 1	Supporting: RL.5.5, W.5.6 Pg. 8-21	Reading: I will identify and define elements of poetic structure: title, lines, line breaks, and stanzas, respond in discussions using personal, literal, interpretive, and evaluative stances, to the poem <i>To the Snake</i> by Denise Levertov.
5/23/24	Unit 3 Poetry Lesson 2	Supporting: RL.5.5, RL.5.6, RL.5.9 Pg. 22-37	Reading: I will define the term <u>tone</u> as it refers to a poem's message, use details from a text to infer tone and meaning, use clues and supporting details from the poem to classify a speaker's tone as sincere or insincere.
5/24/24	Unit 3 Poetry Lesson 3	Supporting: RL.5.5, RL.5.6, RL.5.7 Pg. 38-51	Reading: I will quote accurately from a poem when explaining what the poem says, determine the poem's meaning by making inferences from context clues, and identify anaphora and reflect on how its appearance affects the poem's meaning.
5/28/24	Unit 3 Poetry Lesson 4	Supporting: RL.5.6, RL.5.7, RL.5.9 Pg. 52-69	Reading: I will make a list of things found in the natural world, choose one that reminds me of a personal experience when I learned a lesson or gained a new perspective, compare and contrast characters' points of view, and use details from the text to infer the figurative meaning of similes and metaphors.
5/29/24	Unit 3 Poetry Lesson 5	Pg. 70-81	Reading: I will develop deeper comprehension skills of a poem, and identify and label different rhyme schemes in poetry.
5/30/24	Unit 3 Poetry Lesson 6	Supporting: RL.5.5, RL.5.6 Pg. 82-95	Reading: I will summarize the plot of the poem, identify different types of figurative language, such as simile and metaphor, and analyze how a writer's use of imagery affects a poem's meaning.

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5/31/24	Unit 3 Poetry Lesson 7	Supporting: RL.5.6 Pg. 96-107	Reading: I will define and identify implied metaphors in poetry and explain how the poem's structure helps reinforce the speaker's perspective
6/3/24	Unit 3 Poetry Lesson 8	Supporting: RL.5.6 Pg. 108-119	Reading: I will make inferences based on setting and the character's emotional reactions to events and circumstances, use details from the poem to construct a reasonable interpretation of the poem and the man it presents, and identify allusions and understand why poets use them
6/4/24	Unit 3 Poetry Lesson 9	RL. 5.2, RL.5.1 Pg. 120-131	Reading: I will identify and define characteristics of the villanelle poetry form while also using textual evidence to make inferences about the poem's meaning.
6/5/24	Unit 3 Poetry Lesson 10	RL. 5.2, RL.5.1 Pg. 132-145	Reading I will identify parallel structure in poetry and analyze its use to compare and contrast scenes.
6/6/24	Unit 3 Poetry Lesson 11	RL. 5.2, RL.5.1 Pg. 146-156	Reading I will use textual evidence to compare and contrast characters' reactions in a poem.
6/10/24	Unit 3 Poetry Lesson 12	RL. 5.2, RL.5.1 Pg. 157-169	Reading I will analyze a poem and identify poetic devices such as personification and extended simile.