

**2007-08 GIPS Language Arts Pacing Guide
Grade 5**

	Shared Reading	Guided Reading	Skills & Strategies	Read Aloud	Fluency	Word Study	Writing	Speaking & Listening
AUG	• Begin Scholastic Unit 1	• Include 60 minute block of guided reading time in daily schedule. • Set up classroom management & centers	• Scholastic Unit 1	• Read Aloud 15 Min. Daily (e.g. chapter books, picture books, audio books, poetry, content area reading, Golden Sowers, Time for Kids, Weekly Reader, etc.)		• Begin Month-by-Month Phonics	225 Minutes/Week: Writing Instruction 75 Minutes/Week: Writing Application (e.g. journals, content writing, response to reading, centers)	• Write Source: Speaking to Learn, pp. 369-377
			• Daily Oral Language					
			◦ Students will be provided with regular and frequent independent reading time to support the development of literacy skills.					
SEPT	• Continue Scholastic Unit 1	• Give BRI's • Continue working on classroom management & centers • All students take SRI	• Scholastic Unit 1	• Read Aloud 15 Min. Daily (see above examples)	• Introduce Fluency Rubric	• Month-by-Month Phonics	Six-Trait Writing: • Ideas, Organization, Conventions	Write Source: Speaking to Learn, pp. 369-377
			• Daily Oral Language					
			• Provide Fluency Opportunities (e.g. Sound Studio, Reader's Theater, poetry, Lucky Listener, audio books, choral reading, echo reading, etc.)					
OCT	• Continue Scholastic Unit 1 • Begin Scholastic Unit 2	• Finish SRI's • Begin Guided Reading Groups (Low groups meet every day; other groups meet 2-3 days/week)	• Scholastic Units 1 and 2	• Read Aloud 15 min. Daily (see above examples)	• Provide Fluency Opportunities (see above examples)	• Month-by-Month Phonics	Six-Trait Writing: • Word Choice, Voice Conventions	• Response to Literature pp. 253-296
			• Daily Oral Language					
	• Scholastic Units 1 and 2 (Vocabulary, Word Work, and Spelling)							
NOV	• Continue Scholastic Unit 2	• Continue Guided Reading Groups	• Scholastic Units 2 and 3	• Read Aloud 15 Min. Daily (see above examples)	• Provide Fluency Opportunities (see above examples)	• Month-by-Month Phonics	Six-Trait Writing: • Continue Voice, Word Choice, Conventions	• Provide Speaking & Listening opportunities (see above examples)
	• Begin Scholastic Unit 3	• Give Running Records (once/month to below grade level readers, once/qtr. for at grade level readers, and use teacher discretion for above grade level readers)	• Daily Oral Language					
DEC	• Continue Scholastic Unit 3	• Continue Guided Reading Groups	• Scholastic Unit 3	• Read Aloud 15 Min. Daily (see above examples)	• Provide Fluency Opportunities (see above examples)	• Month-by-Month Phonics	Six-Trait Writing: • Word Choice, Sentence Fluency, Conventions	• Provide Speaking & Listening opportunities (see above examples)
		• Running Records for below grade level readers	• Daily Oral Language					
		• Practice Reading Comprehension Task	• Scholastic Unit 3 (Vocabulary, Word Work, and Spelling)					
							↑ Cursive Review ↓	• Write Source: Speaking to Learn, pp. 369-377 • Introduce Speaking and Listening Rubrics Write Source: Speaking to Learn, pp. 369-377 • Provide speaking opportunities (e.g. student of the wk, current events, content area presentations, etc.) • Provide Listening opportunities (e.g. audio books, note taking, content area videos, etc.) • Response to Literature pp. 253-296 • Practice Speaking Task • Provide Speaking & Listening opportunities • Provide Speaking & Listening opportunities (see above examples) • Provide Speaking & Listening opportunities (see above examples) Begin January research project for District Speaking Assessment, if time allows.

Key Vocabulary Concepts: bibliography, biography, dialogue, infer, possessive, quotation marks, research, story elements, text features, visualize

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JAN	• Continue Scholastic Unit 3	• Continue Guided Reading Groups (Low groups meet every day; other groups meet 2-3 days/week)	• Scholastic Units 3 and 4	• Read Aloud 15 Min. Daily (e.g. chapter books, picture books, audio books, poetry, content area reading, Golden Sowers, Time for Kids, Weekly Reader, etc.)	• Provide Fluency Opportunities (e.g. Sound Studio, Reader's Theater, poetry, Lucky Listener, audio books, choral reading, echo reading, etc.)	• Month-by-Month Phonics • Scholastic Units 3 and 4 (Vocabulary, Word Work, and Spelling)	• Research Writing, pp. 321-367 • Boosting Your Presentation Skills, pp. 474-476	• DISTRICT SUMMATIVE SPEAKING ASSESSMENT • Speaking to Learn, pp. 367-377
	• Begin Scholastic Unit 4	• Running Records for below grade level readers • All students take SRI	• Daily Oral Language					
FEB	• Continue Scholastic Unit 4	• Continue Guided Reading Groups	• Scholastic Unit 4	• Read Aloud 15 min. Daily (see above examples)	• Provide Fluency Opportunities (see above examples)	• Month-by-Month Phonics	• Continue to develop Six-Trait Writing • Persuasive Writing, pp. 195-236	• Provide speaking opportunities (e.g. student of the wk, current events, content area presentations, etc.) • Provide Listening opportunities (e.g. audio books, note taking, content area videos, etc.)
		• Reminder: Give Running Records once/month to below grade level readers, once/qtr. for at grade level readers, and use teacher discretion for above grade level readers	• Daily Oral Language		• DISTRICT SUMMATIVE FLUENCY ASSESSMENT	• Scholastic Unit 4 (Vocabulary, Word Work, and Spelling)		
MAR	• Continue Scholastic Unit 4	• Continue Guided Reading Groups	• Scholastic Units 4 and 5	• Read Aloud 15 Min. Daily (see above examples)	• FINISH FLUENCY ASSESSMENT	• Month-by-Month Phonics	• DISTRICT SUMMATIVE WRITING ASSESSMENT • Creative Writing, pp. 299-318	• Provide Speaking & Listening opportunities (see above examples)
	• Begin Scholastic Unit 5	• Running Records for below grade level readers	• Daily Oral Language		• Provide Fluency Opportunities (see above examples)	• Scholastic Units 4 and 5 (Vocabulary, Word Work, and Spelling)		
APR	• Continue Scholastic Unit 5	• Continue Guided Reading Groups	• Scholastic Units 5 and 6	• Read Aloud 15 Min. Daily (see above examples)	• Provide Fluency Opportunities (see above examples)	• Month-by-Month Phonics	• Continue Six-Trait Writing • Writing Process • Expository Writing, pp. 139-180	• Provide Speaking & Listening opportunities (see above examples)
	• Begin Scholastic Unit 6	• Running Records for below grade level readers • All students take SRI	• Daily Oral Language • DISTRICT SUMMATIVE READING ASSESSMENT			• Scholastic Units 5 and 6 (Vocabulary, Word Work, and Spelling)		
MAY	• Continue Scholastic Unit 6	• Continue Guided Reading Groups	• Scholastic Unit 6	• Read Aloud 15 Min. Daily (see above examples)	• Provide Fluency Opportunities (see above examples)	• Month-by-Month Phonics	• Continue Six-Trait Writing • Writing Process • Expository Writing, pp. 139-180	• Provide Speaking & Listening opportunities (see above examples)
			• Daily Oral Language			• Scholastic Unit 6 (Vocabulary, Word Work, and Spelling)		

Cursive Review

Key Vocabulary Concepts: *bibliography, biography, dialogue, infer, possessive, quotation marks, research, story elements, text features, visualize*