DMES 2017-18 Grades 2-5 Reading Focus Instructional Pace

| Grade 2 | 3 Weeks Modified First 30 Days (See Benchmark Universe) | 5 Days Phonetic and Decoding Strategies | 10 Days Main Idea with Readers’ Purpose and Predicting the Main Idea All 4 Genres | 16 Days Story Elements | 7 Days Word Analysis - Decoding - Homophones - Word Reference Materials - Root Affixes | 14 Days Locate Info. And Ask & Answer Quest. All 4 Genres | 8 Days Unit 2 Spiral Review: 4.6A, 4.6B, 4.6C, 4.6D | 5 Days Decoding and Vocab. Strategies | 5 Days Locate Info. And Ask & Answer Quest. All 4 Genres | 5 Days Text Features | 4 Days Units 3 and 4 Spiral Review: 3.5I, 3.5J, 3.5K, 3.5L | 17 Days Inferential Skills - Predict - Background Knowledge - Draw Conclusions in Fiction | 15 Days Word Analysis - Reference Materials - Antonyms - Homophones - Synonyms

| Grade 3 | 3 Weeks Modified First 30 Days (See Benchmark Universe) | 5 Days Decoding and Vocab. Strategies | 7 Days Main Idea with Author’s Purpose All 4 Genres | 9 Days Story Elements | 11 Days Word Analysis - Decoding - Homophones - Word Reference Materials - Root Affixes | 13 Days Word Analysis - Context Clues - Synonyms - Antonyms - Roots - Affixes | 2 Days Unit 3 Spiral Review: 4.5A, 4.5B, 4.5C, 4.5D | 2 Days Sensory Words and Author’s Purpose | 2 Days Unit 3 Spiral Review: 4.6A, 4.6B, 4.6C, 4.6D | 4 Days Research | 16 Days Inferential Skills - Predict - Draw Conclusions | 10 Days Explicit Review Based on Simulation Results

| Grade 4 | 3 Weeks Modified First 30 Days (See Benchmark Universe) | 3 Days Vocabulary Context Clues Intro. | 7 Days Main Idea All 4 Genres | 9 Days Story Elements | 10 Days Word Analysis - Homophones - Synonyms - Antonyms - Roots - Affixes | 8 Days Text Features | 3 Days Form Quest. NF | 3 Days Unit 3 Spiral Review: 4.6A, 4.6B, 4.6C, 4.6D | 3 Days Story Elements Review: 4.3.5, 4.3.5A | 6 Days Word Analysis - Reference Materials - Word Features - Context Clues - Synonyms - Antonyms - Root Affixes | 2 Days Cause and Effect All 4 Genres | 11 Days Inferential Skills - Predict - Draw Conclusions and Make Inferences | 2 Days Fact and Opinion | 8 Days Explicit Review Based on Simulation Results

| Grade 5 | 3 Weeks Modified First 30 Days (See Benchmark Universe) | 3 Days Vocabulary Context Clues Intro. & Multiple Meaning Words | 9 Days Main Idea All 4 Genres | 9 Days Summarize Supporting Details All 4 Genres | 10 Days Story Elements | 11 Days Word Analysis - Homophones - Synonyms - Antonyms - Word Reference Materials | 8 Days Structural Patterns | 8 Days Fig. Language and Author’s Style/Choice of Vocabulary | 5 Days Unit 3 Spiral Review: 5.5A, 5.5B, 5.5C, 5.5D, 5.4A, 5.4B | 11 Days Word Analysis - Roots - Affixes - Homophones - Synonyms - Context Clues | 5 Days Unit 4 Spiral Review: 5.6A, 5.6B, 5.6C, 5.6D | 8 Days Cause and Effect All 4 Genres | 14 Days Inferential Skills - Point of View - Predict - Draw Conclusions and Make Inferences | 2 Days Fact and Opinion | 8 Days Explicit Review Based on Simulation Results

Additional reading comprehension skills/strategies, phonetic strategies, and writing will be taught and planned concurrently.
Aug 28.- Sept. 15 (14 days)

**Modified First 30 Days to include:** 1) Rules and expectations for Language Arts activities, 2) Classroom library and independent reading expectations, 3) Readers’ Notebooks and responding to reading, 4) Exploring types of text: informative, functional, poetry, fiction including narrative nonfiction 5) DRA and individual student conferencing

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Unit 1 - What’s in a Story?</th>
<th>Unit 2 - Navigating Nonfiction with Unit 4 - What’s It All About?</th>
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</thead>
<tbody>
<tr>
<td>Aug/Sept.</td>
<td>09/18-09/20, 09/27-09/29, 10/09-11/03</td>
<td>09/21-09/26, 10/02-10/06, 11/06-12/19</td>
</tr>
</tbody>
</table>

### Comprehension
- 5.5g Main Idea
- 5.5h Summarize supporting details
- 5.5b Character development
- 5.5c Plot and Conflict Resolution
- 5.5i Reading strategies to monitor comprehension
- 5.5a Relationship between text and previously read materials
- 5.6d Main Idea
- 5.6e Summarize supporting details
- 5.6a Text Organizers
- 5.6c Skim Materials
- 5.6f Structural patterns with 5.6j Compare and contrast relationships
- 5.6b Prior knowledge and building background knowledge (Embed across all content areas)
- 5.6l Reading strategies to monitor comprehension
- 5.6m Read with fluency and accuracy

### DMES Metacognition Focus
- August & September- Fix-Up Monitoring
- October- Determine Text Importance
- November- Make Connections
- December- Questioning
- August & September- Fix-Up Monitoring
- October- Determine Text Importance
- November- Make Connections
- December- Questioning

### Word Analysis
- 5.4a Context Clues
- 5.4b Multiple Meaning Words
- 5.4f Develop vocabulary by listening to and reading a variety of texts (Embed in science and social studies instruction)
- 5.4c Roots and Affixes
- 5.4c Synonyms
- 5.4c Antonyms
- 5.4c Homophones
- 5.4e Word Reference Material
- 5.4g Word meanings across content areas (Embed in science and social studies instruction)
- 5.4c Roots and Affixes (Removed and added to Unit 4)
- 5.4c Synonyms
- 5.4c Antonyms
- 5.4c Homophones
- 5.4e Word Reference Material
- 5.4g Word meanings across content areas (Embed in science and social studies instruction)

### Writing
- **Suggested Skills from PWCS Unit 1B (Narrative Writing)**
  - Composition/Written Expression:
    - 5.7A Intended audience
    - 5.7B Use a variety of prewriting strategies
    - 5.7C Organize information to convey a central idea
    - 5.7D Write a clear topic sentence focusing on the main idea
    - 5.7E Write multi-paragraph compositions
    - 5.7F Use precise and descriptive vocabulary to create tone and voice
    - 5.7G Vary sentence structure by using transition words
    - 5.7H Revise for clarity of content using specific vocabulary and information
    - 5.7I Include supporting details that elaborate the main idea
  - Usage/Mechanics:
    - 5.8B Use apostrophes in contractions and possessives (Moved to Unit 2B)
    - 5.8D Use apostrophes in contractions and possessives (Moved to Unit 2B)
    - 5.8J Use correct spelling of commonly used words
    - 5.8K Identify and use conjunctions (Moved to Unit 2B)
- **Identify 3rd and 4th grade skills that need to be included in Unit 1B**
- **Suggested Skills from PWCS Unit 2B (Informative Writing)**
  - Composition/Written Expression:
    - 5.7A Intended audience
    - 5.7B Use a variety of prewriting strategies
    - 5.7C Organize information to convey a central idea
    - 5.7D Write a clear topic sentence focusing on the main idea
    - 5.7E Write multi-paragraph compositions
    - 5.7F Use precise and descriptive vocabulary to create tone and voice
    - 5.7G Vary sentence structure by using transition words
    - 5.7H Revise for clarity of content using specific vocabulary and information
    - 5.7I Include supporting details that elaborate the main idea
    - 5.9A-G Research
  - Usage/Mechanics:
    - 5.8A Use plural possessives
    - 5.8B Use adjective and adverb comparisons
    - 5.8D Use apostrophes in contractions and possessives
    - 5.8F Use commas to indicate interrupters
    - 5.8H Edit for fragments and run-on sentences
    - 5.8I Use correct spelling of commonly used words
    - 5.8K Identify and use conjunctions

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**Note:** Pacing of skills may vary from PWCS Curriculum Guide. Please use the table above to determine the appropriate unit guide to use for planning instruction for each skill.
### DMES- Grade 5 Language Arts Pacing

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Modified First 30 Days (See Benchmark Universe)</th>
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<tbody>
<tr>
<td>08/28-09/01</td>
<td>Suggested - Interactive Read Aloud&lt;br&gt;Day 1- Getting Ready for Whole-Group Instruction&lt;br&gt;Day 2- Good Listening Habits&lt;br&gt;Day 5- Turn and talk</td>
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<td>Suggested - DRA reading interest survey&lt;br&gt;Day 8- “Just Right” Books&lt;br&gt;Day 11- Book Talks&lt;br&gt;RAZ-Kids Tutorial&lt;br&gt;Metacognition: Fix-Up Monitoring</td>
<td>Suggested - Day 9- Taking Care of Books&lt;br&gt;Day 10- Managing the Classroom Library&lt;br&gt;Day 12- Abandoning Books&lt;br&gt;RAZ-Kids Tutorials&lt;br&gt;Optional: Begin DRA2 Testing</td>
<td>Suggested - Independent Reading&lt;br&gt;Read to Self expectations&lt;br&gt;Student conferencing using DRA surveys&lt;br&gt;Metacognition: Fix-Up Monitoring&lt;br&gt;RAZ-Kids Tutorials</td>
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<tr>
<td>09/04-09/08</td>
<td>NO SCHOOL-LABOR DAY</td>
<td>NO SCHOOL-LABOR DAY</td>
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<td>NO SCHOOL-LABOR DAY</td>
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<tr>
<td>09/18-09/22</td>
<td>Mini Lesson: (Unit 1): 5.4A Context Clues&lt;br&gt;Focus Text: Class Choice&lt;br&gt;Writing: 5.7A Intended audience, 5.7B&lt;br&gt;Prewriting strategies, 5.7C Organize writing to convey a central idea</td>
<td>Mini Lesson: (Unit 1): 5.4A Context Clues &amp; 5.4B Use Context to Differentiate Multiple Meanings of Words&lt;br&gt;Focus Text: Class Choice&lt;br&gt;Writing: 5.7A Intended audience, 5.7B&lt;br&gt;Prewriting strategies, 5.7C Organize writing to convey a central idea</td>
<td>Mini Lesson: (Unit 1): 5.4A Context Clues &amp; 5.4B Use Context to Differentiate Multiple Meanings of Words&lt;br&gt;Focus Text: Class Choice&lt;br&gt;Writing: 5.7A Intended audience, 5.7B&lt;br&gt;Prewriting strategies, 5.7C Organize writing to convey a central idea</td>
<td>Mini Lesson: (Unit 2): 5.6D Main Idea (Prep for Workshop)&lt;br&gt;Supplemental Focus (Unit 1): 5.4A &amp; 5.4B&lt;br&gt;Focus Text: Informative Text&lt;br&gt;Writing: 5.7A Intended audience, 5.7B&lt;br&gt;Prewriting strategies, 5.7C Organize writing to convey a central idea</td>
<td>Mini Lesson: (Unit 2): 5.6D Main Idea (Prep for Workshop)&lt;br&gt;Supplemental Focus (Unit 1): 5.4A &amp; 5.4B&lt;br&gt;Focus Text: Informative Text&lt;br&gt;Writing: 5.7A Intended audience, 5.7B&lt;br&gt;Prewriting strategies, 5.7C Organize writing to convey a central idea</td>
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<td>09/25-09/29</td>
<td>Mini Lesson: (Unit 1): 5.5G Main Idea (Prep for Workshop)&lt;br&gt;Supplemental Focus (Unit 1): 5.4A &amp; 5.4B&lt;br&gt;Focus Text: Functional Text&lt;br&gt;Writing: 5.7A Intended audience, 5.7B&lt;br&gt;Prewriting strategies, 5.7C Organize writing to convey a central idea</td>
<td>Mini Lesson: (Unit 2): 5.6D Main Idea (Prep for Workshop)&lt;br&gt;Supplemental Focus (Unit 1): 5.4A &amp; 5.4B&lt;br&gt;Focus Text: Functional Text&lt;br&gt;Writing: 5.7A Intended audience, 5.7B&lt;br&gt;Prewriting strategies, 5.7C Organize writing to convey a central idea</td>
<td>Mini Lesson: (Unit 1): 5.5G Main Idea (Prep for Workshop)&lt;br&gt;Supplemental Focus (Unit 1): 5.4A &amp; 5.4B&lt;br&gt;Focus Text: Poetry and/or Fictional Text&lt;br&gt;Writing: 5.7A Intended audience, 5.7B&lt;br&gt;Prewriting strategies, 5.7C Organize writing to convey a central idea</td>
<td>Mini Lesson: (Unit 2): 5.6D Main Idea (Prep for Workshop)&lt;br&gt;Supplemental Focus (Unit 1): 5.4A &amp; 5.4B&lt;br&gt;Focus Text: Poetry and/or Fictional Text&lt;br&gt;Writing: 5.7A Intended audience, 5.7B&lt;br&gt;Prewriting strategies, 5.7C Organize writing to convey a central idea</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Mini Lesson (Unit 1)</td>
<td>Supplemental Focus (Unit 1)</td>
<td>Focus Text</td>
<td>Writing (Unit 1)</td>
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<tr>
<td>10/02-06</td>
<td>Metacognition: Determine Importance</td>
<td>DMES - Grade 5 Language Arts Pacing</td>
<td>5.4A, 5.4B, 5.5L</td>
<td>DMES - Grade 5 Language Arts Pacing</td>
<td>5.4A, 5.4B, 5.5L</td>
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<tr>
<td>10/09-10/13</td>
<td>NO SCHOOL - COLUMBUS DAY</td>
<td>DMES - Grade 5 Language Arts Pacing</td>
<td>5.4A, 5.4B, 5.5L</td>
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<td>5.4A, 5.4B, 5.5L</td>
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<tr>
<td>10/16-10/20</td>
<td>Mini Lesson: (Unit 1): 5.5C Plot &amp; Conflict Resolution</td>
<td>DMES - Grade 5 Language Arts Pacing</td>
<td>5.4A, 5.4B, 5.5L</td>
<td>DMES - Grade 5 Language Arts Pacing</td>
<td>5.4A, 5.4B, 5.5L</td>
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<tr>
<td>10/23-10/27</td>
<td>Mini Lesson: (Unit 1): 5.5C Plot &amp; Conflict Resolution</td>
<td>DMES - Grade 5 Language Arts Pacing</td>
<td>5.4A, 5.4B, 5.5L</td>
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<td>5.4A, 5.4B, 5.5L</td>
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<tr>
<td>10/30-11/03</td>
<td>FLEX DAY</td>
<td>Review, remediate, and/or enrich based on assessment results</td>
<td>Test Talks</td>
<td>Individual Student Conferencing</td>
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