



## ***Common Core Support Coach, ELA Grade 5*** **Summer School Pacing Guide**

To the Teacher...

The lessons and activities chosen for this Pacing Guide are those that we recommend as areas of focus within the *Common Core Support Coach* ELA curriculum. It is designed for 16 days of instruction, so if your summer school program is shorter or longer, you can implement more or less of the options. Depending on whether you wish to gather more comparative data on student's pre- and post-program performance, or gather formative data during the program, you can rely on either the *Support Coach* Practice Tests or the Lesson Quizzes for assessment data.

The needs of each class are different, so incorporate the parts of the lessons (e.g. multiple reads) that you see working most effectively for your students.

Have a wonderful summer program!

**Common Core Support Coach, ELA Grade 5**  
**Summer School Pacing Guide**  
**(16 Days, 90-minute sessions)**

Day 1	Day 2	Day 3	Day 4
<p><b>Teacher Read Aloud</b>            Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b>            Introduce <b>Lesson 1: Short Stories</b>, pp. 5-28. Begin the <b>First Read</b> of “The Star” with the Practice the Skill page. Read the passage aloud, or you may have volunteer readers as well. Have students complete the <b>orange sidebars</b> and p. 253. For the <b>Second Read</b>, begin with Practice the Skill on p. 7. Have students complete p. 254 (second read portion) and discuss together. Monitor the room and choose a group to work with as necessary. Have students follow the <b>green sidebars</b> to monitor the text. <i>(65 min.)</i></p> <p><b>Closure</b>            Lead a discussion of the skills learned and used in today’s lesson. <i>(10 min.)</i></p>	<p><b>Teacher Read Aloud</b>            Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b>  <b>Lesson 1:</b> Review the skills learned with the class. Then begin students on their <b>Third Read</b> for deeper meaning, using <b>blue sidebars</b>. Have them complete the questions and discuss in pairs their thoughts and markings of the text. Review with the class how each of the three reads had a different purpose. <i>(50 min.)</i></p> <p><b>Vocabulary</b>            from “The Star” <i>(20 min.)</i></p> <p><b>Closure</b>            Have students use each of the vocabulary words in the passage in a sentence. <i>(5 min.)</i></p>	<p><b>Teacher Read Aloud</b>            Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b>  <b>Lesson 1:</b> Conduct the <b>First Read</b> of “Sing Me a Friend.” Read aloud, with volunteer readers if possible, pp. 16-23. Have students work on the chart on p. 253. For the <b>Second Read</b>, have students close read and discuss the <b>green sidebars</b> as well as page 254. <i>(55 min.)</i></p> <p><b>Vocabulary</b>            from “Sing Me a Friend” <i>(10 min.)</i></p> <p><b>Closure</b>            Have students scan the passage “Sing Me a Friend” and identify two new words. Have them share with a partner to see if they know the meanings. <i>(10 min.)</i></p>	<p><b>Teacher Read Aloud</b>            Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b>  <b>Lesson 1:</b> Student do the <b>Third Read</b> of “Sing Me a Friend” for critical thinking and reflect on the <b>blue sidebars</b>. Have them complete p. 254. Introduce the Read On Your Own passage: “The Railway Children” on pp. 24-28. Have students choose six questions to answer regarding the skills learned. <i>(45 min.)</i></p> <p><b>Fluency</b>            (Fluency section located in back of Teacher’s Manual) Work with one child at a time. Follow the same process for 3-4 students. Have remaining students work on the <b>Third Read</b> of “Sing Me a Friend.” <i>(15 min.)</i></p> <p><b>Closure</b>            Have students create a question for the passage, making sure the answer is in the text. <i>(10 min.)</i></p> <p><b>Assessment (optional)</b>            Administer the quiz for Lesson 1.</p>

Day 5	Day 6	Day 7	Day 8
<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> Begin <b>Lesson 2: Poetry</b>. Introduce the poems “The Road Not Taken” (pp. 24-28) and “By the Arno” (pp. 29-31). Model p. 30, then conduct the <b>First Read</b> with students, focusing on the language of poetry and visualizing with the <b>orange sidebars</b> and p. 257. For the <b>Second Read</b>, model Practice the Skill on page 31. Have students practice the skill as you read with them. Discuss the sidebars on poetic structure and speaker, and have students complete the second read portion of p. 258. (50 min.)</p> <p><b>Vocabulary</b> p. 35: Using a dictionary (15 min.)</p> <p><b>Closure</b> Have students write an acrostic poem with their name to describe self-characteristics. (10 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> <b>Lesson 2:</b> For the <b>Third Read</b>, have students read the poem with you and complete p. 257 using evidence from text. Have students discuss the critical questions and answers they found. Then move on to the <b>First Read</b> of “My Castle” (pp. 38-43). Model Practice the Skill on p. 36, then read the poem together. With the class, discuss the <b>orange sidebars</b> and complete p. 253. (60 min.)</p> <p><b>Fluency</b> Work with one child at a time. Follow the same process for 3-4 students. Have the remaining students work on the <b>Vocabulary</b> Lesson below. (20 min.)</p> <p><b>Vocabulary</b> p. 41: Context Clues (20 min.)</p> <p><b>Closure</b> Have students continue to work on their acrostic poem. (5 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> <b>Lesson 2:</b> For the <b>Second Read</b> of “My Castle,” model Practice the Skill on p. 37 with students. Then have them reread, focusing on <b>green sidebars</b>, and complete p. 254. Introduce the Read On Your Own passage, “Lady Icicle and Snow Flakes” (pp. 38-43). Have students apply skills learned in previous poems. Then have them complete the close read Comprehension Check questions on pp. 47-48. Assist students as needed. (50 min.)</p> <p><b>Fluency</b> Work with one child at a time. Follow the same process for 3-4 students. Have the remaining students work on the <b>Vocabulary</b> Lesson below. (20 min.)</p> <p><b>Vocabulary</b> p. 41: Context Clues (20 min.)</p> <p><b>Closure</b> Have students continue to work on their acrostic poem. (5 min.)</p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 2.</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> <b>Lesson 2:</b> Have students complete the Comprehension Check if necessary. Introduce <b>Lesson 4: Graphic Novels</b> by modeling the <b>First Read</b> of “The Last Training Mission, Part 1,” focusing on the skills of sequence and visual elements. Model read and have students complete p. 265. For the <b>Second Read</b>, begin with Practice the Skill on p. 77. Have students complete the second read portion of p. 210 and discuss the questions together. Then have students follow the <b>green sidebars</b> to monitor the text and complete the second read section of p. 266. (55 min.)</p> <p><b>Fluency</b> Work with one child at a time. Follow the same process for 3-4 students. Have the remaining students work on the <b>Vocabulary</b> Lesson below. (30 min.)</p> <p><b>Vocabulary</b> p. 83: Synonyms and antonyms. Have students look through the passage for examples. (30 min.)</p>

Day 9	Day 10	Day 11	Day 12
<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> Continue <b>Lesson 4</b> by completing the vocabulary sheet as needed. For the <b>Third Read</b>, review the purpose of the read (critical thinking and skills learned from earlier reads). Introduce “The Last Training Mission, Part 2” (pp. 86-93). Begin the <b>First Read</b> with Practice the Skill on p. 84. As students read, have them complete p. 265. For the <b>Second Read</b>, read with students and complete p. 266. (55 min.)</p> <p><b>Vocabulary</b> p. 91: Idioms (20 min.)</p> <p><b>Closure</b> Have students draw a picture of a scene from today’s selection and write a caption for it. (5 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> Finish <b>Lesson 4</b> with a <b>Third Read</b> of “The Last Training Mission, Part 2.” Have students read with peers and complete pp. 92-93. Then have students read the independent selection “Sammy Gets His Act Together” (pp. 94-98). Discuss the questions with the whole group, then have students complete the Comprehension Check questions. (45 min.)</p> <p><b>Writing</b> Have students write a paragraph as per p. 93. (25 min.)</p> <p><b>Closure</b> Students complete the previous day drawing. (10 min.)</p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 4.</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> Begin <b>Lesson 8: Technical Text</b>, pp. 171-196. Introduce the genre for the class. For the <b>First Read</b>, focus students on the Practice the Skill activity on p. 172. Reads “How to Start a Community Garden” with students, pp. 174-176. Have students complete the graphic organizer on p. 281. For the <b>Second Read</b>, lead students on Practice the Skill on p. 173. Reread with the class, having students complete the <b>green sidebars</b> as well as p. 282. (65 min.)</p> <p><b>Closure</b> Students complete the independent level reading questions and share an answer with a partner. (15 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> Continue <b>Lesson 8</b> with a <b>Third Read</b> of “How to Start a Community Garden,” having students reread for critical thinking. Then proceed with the <b>First Read</b> of “The Art of Video Games,” pp. 182-186. Model p. 180 on Skim and Scan focus skills. Then read the passage with the students. Have students complete p. 283. (60 min.)</p> <p><b>Vocabulary</b> p. 187: Technology terms for Domain-Specific Vocabulary (20 min.)</p> <p><b>Closure</b> Have students choose two words from “The Art of Video Games” that are new for them. Then have students write the words and their definitions. (5 min.)</p>

Day 13	Day 14	Day 15	Day 16
<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> Continue <b>Lesson 8</b> with a modeled <b>Second Read</b>, beginning with Practice the Skill on p. 181. Have students reread and complete p. 284 (second read section). For the <b>Third Read</b>, students should read the selection and answer the <b>blue sidebars</b> for critical thinking. Have them finish by completing p. 284. (60 min.)</p> <p><b>Vocabulary</b> p. 187: Roots for Unfamiliar Words. (20 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> Finish <b>Lesson 8</b> by having students complete the focus questions on structure, pp. 188-189. Then introduce the Read On Your Own selection: “From Surfers to Snowboards,” pp. 190-196. Have students read independently and complete all even numbered questions. (60 min.)</p> <p><b>Writing</b> Have students write their own article about a hobby/sport/pastime they are interested in. (20 min.)</p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 8.</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Assessment</b> Administer one of the Practice Tests, or as an alternative, choose a Reader’s Theatre activity that accompanies the Drama Lesson. (60 min.)</p> <p><b>Writing</b> Have students finish writing their own article about a hobby/sport/pastime they are interested in. (20 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Reader’s Theatre</b> Share the activity that students worked on previously (if applicable), or work through it either in small groups or as a whole class. (60 min.)</p> <p><b>Closure</b> Have volunteers share the articles they wrote. (20 min.)</p>