

**FIFTH GRADE LANGUAGE ARTS**

Quarter	UNITS OR THEMES	INSTRUCTIONAL STRATEGIES	FORMS OF ASSESSMENT	STANDARDS
<p>QUARTER ONE</p>	<p><b>Reading with Clarity (using Summer Reading titles as reference)</b></p> <ul style="list-style-type: none"> <li>• Retell using story elements</li> <li>• Read with expression and fluency</li> <li>• Notice author’s imagery</li> <li>• Figure out unknown words</li> <li>• Begin book talk with partners</li> </ul> <p style="text-align: center;">Reading title : When You Reach Me</p> <p>Students will produce one piece of published written work this quarter:</p> <p style="text-align: center;"><b>Creative Writing Piece</b></p>	<p>Modeling:</p> <ul style="list-style-type: none"> <li>• excitement about books</li> <li>• book talk</li> <li>• reading with fluency and expression</li> <li>• responding to imagery</li> <li>• using senses and 5 W s when thinking, reading and writing</li> </ul> <p>Guided Practice in Skills introduced each day</p> <p>Successful student strategies are charted for future reference.</p>	<p>Reading survey</p> <p>Teacher conferences with individual students once a week.</p> <p>Weekly reading logs</p> <p>Collected homework: vocab words, retell of story</p> <p>Partner conversations</p> <p>End of Unit Quiz</p>	<p>Std. 1 - Read fluently, with understanding at or above 5th grade level.</p> <p>Respond to reading in written and oral form.</p> <p>Compare and contrast</p> <p>Develop ability to formulate questions about materials being read.</p> <p>Develop thinking skills through discussion</p> <p>Std. 2 - Develop understanding and usage of vocabulary</p> <p>Std.3 – Choose and develop an idea that sustains the audience’s attention (IDEAS trait) Model the elements of a writing genre</p> <p>Std. 4 – Demonstrate proper spelling and language usage</p> <p>Std. 5 – Perform a quality presentation of written, graphic, and/or oral work.</p>

<p>QUARTER TWO</p>	<p><b>Mystery Partnerships :</b></p> <ul style="list-style-type: none"> <li>• Study a genre, notice characteristics</li> <li>• Read and reread carefully, paying attention to details</li> </ul> <p>Students will be partnered to share one specific mystery of their choice</p> <p>Reading titles : The Aviary Knots on a Yo Yo String</p> <p>Students will produce one piece of published written work this quarter:</p> <p><b>Persuasive Essay using Canadian theme from Social Studies Visit the Special Province or Territory</b></p> <p><b>Read the adventure novel Hatchet which is set in the Canadian wilderness</b></p>	<p>Modeling</p> <p>Increase the student's appreciation of this unique genre of literature.</p> <p>Increase the student's understanding of differing points of view on the same subject.</p> <p>Help the student develop reading strategies for meaning and acquiring new vocabulary.</p> <p>Help student develop reading fluency.</p>	<p>Daily discussions of chapters read. Whole class as well as small group discussions.</p> <p>Written answers to questions. Written summary of story.</p> <p>Vocabulary daily work Vocabulary quizzes and final test.</p> <p>Language usage work Demonstration of skills in written work.</p> <p>Practice reading orally with a partner to develop fluency.</p> <p>Discuss as a class how different authors approach character development.</p> <p>Make a chart of characters' actions.</p> <p>Teacher conferences with individual students once a week.</p> <p>Weekly reading logs</p> <p>Collected homework: vocab words, retell of story</p> <p>Partner conversations</p> <p>End of Unit Quiz</p>	<p>Std. 1 - Read books in multiple genres.</p> <p>Change interpretation based on new information or past experiences.</p> <p>Std. 2- Develop understanding and usage of vocabulary</p> <p>Develop and demonstrate effective word choice to convey a message (WORD CHOICE trait)</p> <p>Std. 3 –Students use written language to accomplish their own purposes. (e.g. for learning, enjoyment, persuasion, and the exchange of information.)</p> <p>Std. 4 – Demonstrate proper spelling and language usage</p> <p>Std. 5 – Perform a quality presentation of written, graphic and/or oral work.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">QUARTER THREE</p>	<p><b>Students will read two novels :</b></p> <ol style="list-style-type: none"> <li>1. Sounder</li> <li>2. The Cay</li> </ol> <p>Students will write <b>an Expository Paper in conjunction with their Science Fair Project.</b></p>	<p>Modeling</p> <p>Help students with self-selection of books.</p> <p>Recognize the motivation behind selection of a novel.</p> <p>Evaluate the appropriateness of a selected novel for interest level and degree of challenge. Practice the 3 finger rule for vocabulary.</p> <p>Discuss the elements of a good adventure story.</p>	<p>Written answers to questions. Written book review of story.</p> <p>Vocabulary daily work Vocabulary quizzes and final test.</p> <p>Language usage work Demonstration of skills in written work.</p> <p>Individual conferences with teacher</p>	<p>Std. 1 - Read books in different genres.</p> <p>Evaluate book selection process and outcome based on interest and comprehension of the text.</p> <p>Std. 2 - Develop understanding and usage of vocabulary, including content specific vocabulary.</p> <p>Std. 3 – Develop and demonstrate the ORGANIZATON trait.</p> <p>Std. 4 - Demonstrate proper spelling and language usage</p> <p>Std. 5 – Perform a quality presentation of written, graphic and/or oral work.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">QUARTER FOUR</p>	<p>Students will <b>read aloud the historical fiction novel <i>My Name is not Angelica</i>.</b></p> <p>Students will <b>read and write poetry in conjunction with the Oral History Project.</b></p> <p>Students will produce 2 pieces of published work this quarter:</p> <p><b>Character Sketch (5<sup>th</sup> will write a Personal Narrative taking on the identity of a character in their novel)</b></p> <p><b>Oral History Project (original poem)</b></p>	<p>Modeling:</p> <p>Present a variety of poems and poets to help the student develop an appreciation of poetry</p> <p>Read about how to interview a person.</p> <p>Transcribe into written form, from a recorded interview.</p> <p>Choosing rich quotes to use to enhance the narrative of the oral history.</p> <p>Being exposed to the use of imagery to enhance poem.</p>	<p>Vocabulary daily work Vocabulary quizzes and final test</p> <p>Various activities regarding interviewing.</p> <p>Written narrative from interview..</p> <p>Students recite poetry with expression, to show their understanding.</p> <p>Student composes a poem about their oral history subject.</p>	<p>Std. 1 – Demonstrate an understanding of a variety of poems some devices used in poetry.</p> <p>Std. 3 - Be able to transcribe recorded oral interview into a narrative form.</p> <p>Write a poem using strong imagery and possibly other poetic devices.</p> <p>Std. 4 - Practice active listening, including making eye contact and asking focused questions.</p>

## FIFTH GRADE GRAMMAR

Language Conventions	Knowledge of Language	Vocabulary
<p><b>CONVENTIONS</b>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>Verbs</u>            Use verb tense to convey various times, sequences, states, and conditions.</p> <p>Recognize and correct inappropriate shifts in verb tense.*</p> <p>Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.*</p>	<p><u>Conjunctions</u>            Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>Use punctuation to separate items in a series.*</p> <p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p><b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b></p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p>Interpret figurative language, including similes and metaphors, in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</b></p>

## FIFTH GRADE SPELLING

Spelling	Homonyms		Word Origins
<p>/k/ spelled k and ck (p39)                      Sight word list 5 (p105)                      /cher/ spelled ture (p149)                      /zher/ spelled sure (p151)                      /it/ and /at/ spelled ate (p152)                      The doubling rule part II (p105)                      Homonyms (p142)                      Prefixes                      Anti- Ex- Inter-                      Non- Multi- Poly-                      Pre- Re- Trans-</p>	<p>air/heir/err                      aisle/isle/I'll                      all together/altogether                      arc/ark                      bail/bale                      bait/bate                      base/bass                      beach/beechn                      bolder/boulder                      bread/bred                      bridle/bridal                      cast/caste                      cede/seed                      cereal/serial                      chance/chants                      clause/claws                      creak/creek                      dam/damn                      find/fined                      foul/fowl                      gait/gate                      gene/jean                      gored/gourd                      grease/Greece                      groan/grown                      instance/instants                      lessen/lesson                      loan/lone                      minor/miner                      moose/mousse                      muscle/mussel                      none/nun                      overseas/oversees                      patience/patients</p>	<p>peal/peel                      peer/pier                      pi/pie                      pole/poll                      presence/presents                      principal/principle                      rain/reign/rein                      roam/Rome                      row/roe                      shear/sheer                      slay/sleigh                      soared/sword                      sole/soul                      straight/strait                      tear/tier                      turn/tern                      weather/whether                      wrote/rote                      you'll/Yule</p>	<p>PORT STRUCT                      SCRIPT DICT                      MAGN MICRO                      AQUA GEO TERR                      BIO POLY MULTI</p>