

Course Title: Language Arts
Length of Period : 180 minutes

Grade 5
Length of Course 180 Days

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Phonics and Word Recognition	CC.1.1.5.D	Know and apply grade level phonics and work analysis skills in decoding words. <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 	Trade books District textbook Review games Classroom word wall Dictionary Technology/internet	Identify rules of spelling Recognize patterns Develop word meaning Create word sorts	Pre-test at beginning of the week Final testing at the end of the week. Informal observation
Fluency	CC.1.1.5.E	Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Weekly reading District textbook	Adding intonation, pausing, tempo, pronunciation, pacing	Teacher informally monitoring progress. Documentation of words per minute/errors. Peer monitoring

1.2 Reading Information Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Key Ideas and Details <u>Main Idea</u>	CC.1.2.5.A	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text	District textbooks Lit Circle Texts Smartboards Storyworks/Time for Kids, magazine articles	80% passing rate Identify problem and solution and making inferences, analyze, summarizing, main idea and details, characters, setting and plot	Written assessment Peer tutoring Small group instruction Lit Circle discussions Teacher observation
Key Ideas and Details <u>Text Analysis</u>	CC.1.2.5.B CC.1.2.5.C	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	District textbooks Lit Circle Texts Smartboards, Storyworks/Time for Kids, magazine articles	80% passing rate Identify problem and solution and making inferences, analyze, summarizing, main idea and details, characters, setting and plot, author's purpose	Written assessment Peer tutoring Small group instruction Lit Circle discussions Teacher observation
Craft and Structure <u>Point of View</u>	CC.1.2.5.D	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	District Textbooks Trade books Smartboards, Storyworks/Time for Kids, magazine articles	Analyze and identify author's purpose, cause and effect, characters, setting and plot	Written assessment Peer tutoring Small group instruction Lit Circle discussions Whole group instruction
Craft and Structure	CC.1.2.5.E	Use text structure, in and among texts to interpret information (e.g.,	District Textbooks Trade books	Main idea and details, heading and subheadings, author's	Written assessment Peer tutoring

<u>Text Structure</u>		chronology, comparison, cause/effect, problem/solution).	Smartboards, Storyworks/Time for Kids, magazine articles	purpose, cause and effect, genre, setting and plot, character building	Small group instruction Lit Circle discussions Whole group instruction
Craft and Structure <u>Vocabulary</u>	CC.1.2.5.F	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	District Textbooks and materials Trade books Current Media/magazines Technology Smartboards,	Use dictionary for meaning development, identifying context clues, surrounding words, word parts, word origins, and compound words.	Written assessment Whole group instruction Small group instruction Lit Circle discussions Teacher modeling on board Color coding Vocabulary strips Word walls Building background
Integration of Knowledge and Ideas <u>Diverse Media</u>	CC.1.2.5.G	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.	Current Media Technology District materials District Textbooks and materials Smartboards	Development of computer skills Cross curricular learning Exposure to current events	Current events Student news
Integration of Knowledge and Ideas <u>Evaluating Arguments</u>	CC.1.2.5.H	Determine how an author supports particular points in a text through reasons and evidences.	Current Media Technology District materials District Textbooks and materials Smartboard	Development of computer skills Cross curricular learning Exposure to current events Identifying fact and opinion	Written testing Informal observation Whole group instruction Small group
Integration of Knowledge and Ideas <u>Analysis Across Texts</u>	CC.1.2.5.I	Integrate information from several texts on the same topic to demonstrate understanding of that topic	Current Media Technology District materials District Textbooks and materials Smartboard	Compare and contrast Author's purpose	Written testing Informal observation Whole group instruction Small group
Vocabulary Acquisition and Use	CC.1.2.5.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast,	Current Media Technology District materials District Textbooks and materials	Use dictionary for meaning development, identifying context clues, surrounding words, word parts, word origins, and compound words.	Written testing Informal observation Whole group instruction Small group

	CC.1.2.5.K	<p>addition, and other logical relationships.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	Tradebooks Smartboard		
Range of Reading	CC.1.2.5.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	District textbooks and materials Tradebooks Lit Circle Books Current Media Smartboard	Identifying problem and solution and making inferences, analyze, summarizing, main idea and details, characters, setting and plot.	Written testing Informal observation Whole group instruction Small group

1.3 Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Key Ideas and Details <u>Theme</u>	CC.1.3.5.A	Determine a theme of a text 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.	District textbook and materials Lit circles Technology Use Smartboards Current Media	Identifying problem and solution, summarizing, making inferences, analyzing, main idea and details	Written testing Informal observation Whole group instruction Small group
Key Ideas and Details <u>Text Analysis</u>	CC.1.3.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	District textbook and materials Lit circles Technology Use Smartboards Current Media	Identifying main idea and supporting details, theme, genre, author's purpose	Written assessment Teacher observation Rubrics Work samples
Key Ideas and Details <u>Literary Elements</u>	CC.1.3.5.C	Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.	District textbook and materials Lit circles Technology Use Smartboards Current Media	Identifying character, setting and plot, main idea and supporting details, theme, genre	Written assessment Teacher observation Rubrics Work samples
Craft and Structure <u>Point of View</u>	CC.1.3.5.D	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	District textbook and materials Lit circles Technology Use Smartboards Current Media	Identify main idea and supporting details, author's purpose	Written assessment Teacher observation Rubrics Work samples

Craft and Structure <u>Text Structure</u>	CC.1.3.5.E	Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	District textbook and materials Lit circles Technology Use Smartboards Current Media Reader's Theatres Poetry	Exposure of different types of poems, performance of plays identify elements for each genre.	Written assessment Teacher observation Rubrics Work samples
Craft and Structure <u>Vocabulary</u>	CC.1.3.5.F	Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	District textbook and materials Lit circles Technology Use Smartboards Current Media Reader's Theatres Poetry	Identify variety of figurative language techniques including alliteration, personification, simili, metaphors, use dictionary for meaning development, identifying context clues, surrounding words, word parts, word origins, and compound words.	Written assessment Teacher observation Rubrics Work samples
Integration of Knowledge and Ideas <u>Sources of Information</u>	CC.1.3.5.G	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).	District textbook and materials Lit circles Technology Use Smartboards Current Media Computers	Tapping background knowledge Use of computers	Written assessment Teacher observation Rubrics Work samples
Integration of Knowledge and Ideas <u>Text Analysis</u>	CC.1.3.5.H	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	District textbook and materials Lit circles Technology Use Smartboards Current Media	Exposure to different genres, compare and contrast, main idea and supporting details.	Written assessment Teacher observation Rubrics Work samples Graphic Organizers
Vocabulary Acquisition and Use Strategies	CC.1.3.5.I	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing	District textbook and materials Lit circles Technology Use Smartboards	Identify word parts Knowledge of meaning of prefixes and suffixes Word origins	Written assessment Teacher observation Rubrics Work samples Graphic Organizers

		flexibly from a range of strategies and tools.	Current Media		
Vocabulary and Acquisition and Use	CC.1.3.5.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	District textbook and materials Lit circles Technology Use Smartboards Current Media	Identify word parts Knowledge of meaning of prefixes and suffixes Word origins	Written assessment Teacher observation Rubrics Work samples Graphic Organizers
Range of Reading	CC.1.3.5.K	Read and comprehend literary fiction and grade level, reading independently and proficiently.	District textbook and materials Lit circles Technology Use Smartboards Current Media	Identify word parts Knowledge of meaning of prefixes and suffixes Word origins	Written assessment Teacher observation Rubrics Work samples Graphic Organizers Timed fluencies

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Informative/Explanatory	CC.1.4.5.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Informative/Explanatory <u>Focus</u>	CC.1.4.5.B	Identify and introduce the topic clearly.	District textbooks and materials Graphic Organizers, Technology Use, smartboards, current Media District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing
Informative/Explanatory <u>Content</u>	CC.1.4.5.C	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations

Informative/Explanatory <u>Organization</u>	CC.1.4.5.D	Group related information logically linking ideas within and across categories of information using words, phrases and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Informative/Explanatory <u>Style</u>	CC.1.4.5.E	Write with an awareness of style. <ul style="list-style-type: none"> • Use precise language and domain specific vocabulary to inform about or explain a topic. • Use sentences of varying length. 	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Informative/Explanatory <u>Conventions of Language</u>	CC.1.4.5.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Opinion/Argumentative	CC.1.4.5.G	Write opinion pieces on topics or texts.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks

			District writing program		Presentations
Opinion/Argumentative <u>Focus</u>	CC.1.4.5.H	Introduce the topic and state an opinion on the topic	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Opinion/Argumentative <u>Content</u>	CC.1.4.5.I	Provide reasons that are supported by facts and details; draw from credible sources.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Opinion/Argumentative <u>Organization</u>	CC.1.4.5.J	Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Written testing Informal observation Whole group instruction Small group Rubric Journals Scrapbooks Presentations
Opinion/Argumentative <u>Style</u>	CC.1.4.5.K	Write with an awareness of style. <ul style="list-style-type: none"> • Use sentences of varying length. • Expand, combine, and reduce sentences for 	District textbook and materials Lit circles Technology Use Smartboards	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing

		meaning, reader/listener interest, and style.	Current Media Graphic Organizers District writing program		Rubric Journals Scrapbooks Presentations
<u>Opinion/Argumentative Conventions of Language</u>	CC.1.4.5.L	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Narrative	CC.1.4.5.M	Write narratives to develop real or imagined experiences or events.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing
<u>Narrative Focus</u>	CC.1.4.5.N	Orient the reader by establishing a situation and introducing a narrator and/or characters.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
<u>Narrative Content</u>	CC.1.4.5.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of	District textbook and materials Lit circles Technology Use	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting

		characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Smartboards Current Media Graphic Organizers District writing program		Peer editing Rubric Journals Scrapbooks Presentations
Narrative <u>Organization</u>	CC.1.4.5.P	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Narrative <u>Style</u>	CC.1.4.5.Q	Write with an awareness of styles. <ul style="list-style-type: none"> • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Narrative <u>Conventions of Language</u>	CC.1.4.5.R	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Response to Literature	CC.1.4.5.S	Draw evidence from literary or informational texts to support analysis, reflection and research,	District textbook and materials Lit circles	80% proficient on assessments Project completion 80%	Proofreading assessments Informal observation

		applying grade level reading standards for literature and informational texts.	Technology Use Smartboards Current Media Graphic Organizers District writing program	Demonstration of mastery	Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Production and Distribution of Writing Writing Process	CC.1.4.5.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations
Technology and Publication	CC.1.4.5.U	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers Computers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations Computer projects
Conducting Research	CC.1.4.5.V	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers Computers	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing Rubric Journals Scrapbooks Presentations

			District writing program		Computer projects
Credibility, Reliability, and Validity of Sources	CC.1.4.5.W	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing
Range of Writing	CC.1.4.5.X	Write routinely over extended time frames (times for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers District writing program	80% proficient on assessments Project completion 80% Demonstration of mastery	Proofreading assessments Informal observation Prewriting Peer editing

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Comprehension and Collaboration <u>Collaborative Discussion</u>	CC.1.5.5.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers	Follow a rubric Presentation of projects Book talks Group discussions Peer evaluations	Proofreading assessments Informal observation Prewriting Peer editing Debates
Comprehension and Collaboration <u>Critical Listening</u>	CC.1.5.5.B	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers	Follow a rubric Presentation of projects Book talks Group discussions Peer evaluations	Proofreading assessments Informal observation Prewriting Peer editing
Comprehension and Collaboration Evaluating Information	CC.1.5.5.C	Identify the reasons and evidence a speaker provides to support particular points.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers	Follow a rubric Presentation of projects Book talks Group discussions Peer evaluations	Proofreading assessments Informal observation Prewriting Peer editing Debates

Presentation of Knowledge and Ideas Purpose, Audience, and Task	CC.1.5.5.D	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers	Follow a rubric Presentation of projects Book talks Group discussions Peer evaluations	Proofreading assessments Informal observation Prewriting Peer editing Debates
Presentation of Knowledge and Ideas <u>Context</u>	CC.1.5.5.E	Differentiate between contexts that require formal English versus informal situations.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers	Follow a rubric Presentation of projects Book talks Group discussions Peer evaluations	Proofreading assessments Informal observation presentations
Integration of Knowledge and Ideas Multimedia	CC.1.5.5.F	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers	Follow a rubric Presentation of projects Book talks Group discussions Peer evaluations	Proofreading assessments Informal observation Prewriting Peer editing Presentations
Conventions of Standard English	CC.1.5.5.G	Demonstrate command of the conventions of standard English when speaking based on Grade 4 level and content.	District textbook and materials Lit circles Technology Use Smartboards Current Media Graphic Organizers	Follow a rubric Presentation of projects Book talks Group discussions Peer evaluations	Proofreading assessments Informal observation Prewriting Peer editing Presentations

